

## CHAPTER 4

### THE EMPIRICAL RESEARCH

#### 4.1 INTRODUCTION

In the preceding chapters an attempt was made, through the literature review, to determine those reasons that have led to teachers' loss of motivation and professionalism. Addressing this could help to enhance COLT in the schools. The role that the government, through the National Department of Education and the nine provincial Departments of Education has played was also dealt with especially through the enactment of legislation, policies and resolutions, and the COLTS campaign. Unions also have a crucial part to play in the motivation and professionalisation of teachers. The issue of teacher motivation and professionalism as a significant aspect for the establishment and enhancement of COLT is also mentioned in the nine priorities that the Minister of Education has drawn up for the 21<sup>st</sup> century.

In this chapter, the empirical research methods that have been used in order to complement and consolidate the literature review undertaken will be looked at. The following aspects will also be discussed: the aims and objectives of this study, the population and the sample used, the research methods – their advantages and disadvantages, and lastly their reliability and validity.

#### 4.2 AIMS AND OBJECTIVES OF THE EMPIRICAL RESEARCH

In my Masters (MEd) dissertation, which is titled *Restoring the culture of learning and teaching in the secondary schools in the Pretoria Area*, I looked at the role that principals, teachers and learners play in the establishment and enhancement of COLT. The overall conclusion that I drew was that principals are doing all they can to be exemplary to teachers and learners, but teachers are posing a serious problem in terms of their motivation and professionalism. As for learners, they just follow suit: if teachers do not

come to school in time and dodge classes, learners just take advantage of the situation and perpetuate those bad habits (Lethoko 1999: 140). From this study, I decided to look specifically at 'teacher motivation and professionalism as prerequisites for a positive COLT'.

Therefore, the aims of the empirical research are as follows:

- a) To establish the role that teachers can play in order to enhance teacher professionalism, motivation and COLT.
- b) To find out the reasons that led principals and teachers to choose the teaching profession, and to find out if those reasons still exist today.
- c) To determine the intrinsic and extrinsic factors which have led to the present teachers' loss of their professionalism and motivation to perform well.
- d) To determine the role of unions in the enhancement of teacher professionalism, motivation and COLT.
- e) To give recommendations and possible solutions to teachers, principals and other role players as to what can be done to improve the situation and COLT as a whole.

### **4.3 THE POPULATION AND THE SAMPLE**

The sample of this study was taken from black public schools because even before the before the new democracy, the passing of the Bantu Education Act of 1953 imposed amongst others, a language policy black schools did not approve and this led to continuous teacher and learner strikes (Brooks & Brickhill 1980: 21). During this time, the popular slogan "Liberation first and education later" influenced the disintegration of the schooling process in black schools which fought against the apartheid regime. After the democratic elections, instead of going back to school, both teachers and learners had become lazy to work hard, the learners had developed an anti-academic attitude and teachers have lost their professional ethos (Smith & Schalekamp 1997: 2). Hence, the black schools were used in this study in order to determine if the teachers and learners' attitudes towards schooling have changed or not.

Empirical research is one of the common forms of research that involves asking a large group of people questions about a particular topic or issue (Neuman 1997: 229). Therefore, the calibre of people to be used is very important so that those people who are to be chosen will help the researcher to realize his/her aims. A *research population* is defined as 'all the cases that can potentially be included in an investigation, as a larger group of cases from which a sample can be taken' (Bailey 1987: 161). The success or failure of empirical research depends on, amongst other things, the researcher's choice of population to be studied. Therefore, Alreck and Settle (1985: 70) give the following guidelines to be used when selecting a population:

- Be sure that the population consists of those people who actually possess the information sought by the survey.
- Identify all the major factors that would otherwise qualify respondents and make their responses meaningful to the sponsor.
- List the criteria for inclusion or exclusion of respondents, together with the decision rules to be used.

For this study, the researcher used school principals and level 1 teachers. The principals were chosen because they are the managers of the school; hence they are the best people to give an excellent picture of what happens in the school, especially with regards to the teachers. Principals are also teachers because their duties include teaching. They will also help in the implementation of the given recommendations. Level 1 teachers were chosen because their focus is solely on teaching – they do not have any other portfolios such as the Head of Department or Deputy Principal. Hence, one hopes that their main task at school is to teach, and they are thus the most appropriate for this study.

Furthermore, it is not possible to study all the level one teachers and principals in the country. So it was important for the research to use a sample instead of the entire population. A sample is a portion or a subset of a larger group called population – a good sample is a miniature version of the population, it is just like it, only smaller (Fink 1995a:

27). For this study the sample was selected from the Gauteng and the Northern Province. The rationale behind this choice was that these two provinces are different in various aspects. Firstly, Gauteng can be classified as a rather urban province, whilst the latter is more rural. Secondly, Table 1.1 shows the matric results for all the nine provinces, the learner performance in the Northern Province is the worst in the country, whilst the learner performance in Gauteng is average. Gauteng is also accessible to the researcher, as compared to other provinces. Thirdly, Northern Province is still dragging behind in terms of facilities and infrastructure as compared to Gauteng – there are more schools in the Northern Province which do not have toilets, telephones and electricity than in Gauteng (Maduane 1997: 100). Such issues have an impact on teachers' morale, be it negatively or positively. Hence, the researcher thought that a comparison of the two provinces would be a worthwhile exercise.

In order to determine the schools that were to be used, the researcher obtained a sampling frame, which was a specific list of names of schools, physical addresses and postal addresses and telephone and fax numbers where available. From these lists, which were obtained from each provincial department of Education, a sample of 300 schools was taken from each province. The next section discusses the two types of sampling which were used for these two provinces.

#### **4.3.1 Sampling for the Gauteng and Northern Province**

Two different types of sampling were used for the two provinces in the selection of the schools to be used.

##### **Gauteng Province**

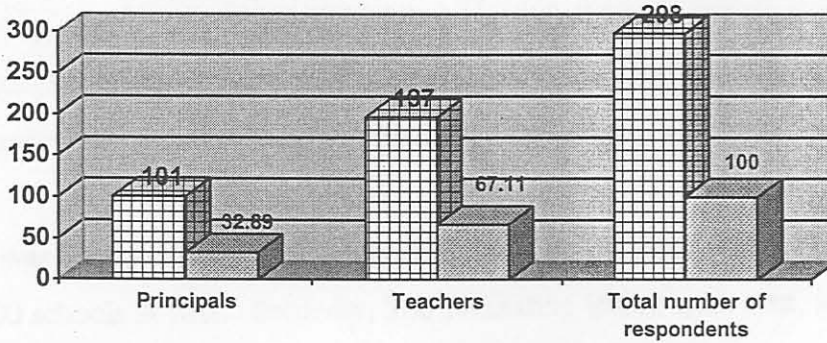
For Gauteng schools, the province is divided into 18 districts and each district has several areas in it. The criterion for selecting the schools was that the schools must have the majority of black learners and they must be public schools. The study did not include private and white schools. A black school implies that a large proportion of the learners and teachers are blacks. So, in Gauteng, there are numerous types of schools, some of

which are previous Model C schools, Indian or Chinese schools and also Afrikaans and English speaking schools. As a result, from the list of schools obtained, all the white schools and private schools were deleted. At the end of the process, 300 black public schools were left and they were all included in the sample. This type of sampling is called purposive sampling. Purposive sampling uses judgement in selecting cases or it selects cases with a specific purpose in mind (Neuman 1997: 206). The purpose of this study is to conduct an in-depth research specifically in black schools in the province in which the majority of them show signs of a collapse of morale in the teaching force. Thus, this type of sampling is appropriate in three situations, which is when:

- a researcher uses it to select unique cases that are specially informative e.g. black schools
- a researcher may use it to select members of a difficult-to-reach, specialized population
- when a researcher wants to identify particular types of cases for in-depth investigation – the purpose is less to generalize to a larger population than it is to gain a deeper understanding (Neuman 1997: 206; Fink 1995b: 21).

For Gauteng Province, questionnaires were sent out to 270 black schools in all districts, except the northern districts, which is the Pretoria Area. In this case, since observation is also part of this study, the researcher personally took questionnaires to schools in the four districts, namely N1, N2, N3 and N4. The total number of schools covered in the Pretoria Area is 30 black schools, which were randomly selected. Every school received a questionnaire for the principal and for two teachers, and the principals and the teachers completed the same questionnaire. The teachers and principals were asked to complete the questionnaires on the same day, whilst the researcher would do some observations. The observations will be discussed in detail later. The response rate for Gauteng province is shown in figure 4.1.

Figure 4.1: Response rate for Gauteng Province



▣ Number of respondents   ▣ Percentages

101 principals and 197 teachers completed the questionnaire; the total number of respondents is 298. Since every school has one principal, 101 schools in Gauteng responded to the questionnaire. For the purpose of analysis and the representativeness of the data collected, out of 900 questionnaires, only 298 were received, which is 33%. According to Neuman (1997: 247), Bailey (1994: 169) and Fowler (1988: 40), survey researchers disagree about what constitutes an adequate response in a mailed questionnaire, because it depends on the minimum number of responses that a particular researcher needs depending on the needs of the study. Neuman (1997: 247) points out that 'adequate' is a judgment call that depends on the population, practical limitations (e.g. financial constraints, floods, etc), the topic, and the response with which specific researchers feel comfortable. Bradburn and Miles (1983: 290) add that there have been reports of anything between 10% to 50% response rate in a mailed questionnaire. For the purpose of this study, 101 schools responded, which is a 33% response rate.

### Northern Province

This province is predominantly populated by black public schools, unlike Gauteng. It is divided into seven districts, which have a total of 30 areas in them. From the list of schools obtained, there were 1200 schools and 30 areas. Only 300 schools were needed for the study. That is 1200 divided by 300 =  $\frac{1}{4}$ . So, in each area, one quarter of the schools were selected and they all amounted to 300 schools. Schools were selected in

each area proportionally, that is, one-quarter of the schools in each area. The type of sampling used was **stratified random sampling** whereby the population is divided into subgroups or 'strata' and a random selection of then selected from each subgroup (Neuman 1997: 204). The subgroups or strata in this case were the 30 areas. In stratified random sampling, a researcher controls the representatives or fixes the proportion of different strata within a sample; in this case it was one quarter of each area. If an area had 40 schools only ten would be selected randomly. The random selection selected the 4<sup>th</sup> school throughout the entire list. All the areas were represented in the sample, unlike in Gauteng whereby some areas had only white and privately owned schools which did not form part of the sample.

For the Northern Province, the questionnaires were posted because it was the only option. Financial constraints could not allow the researcher to travel to the Northern Province and personally administer the questionnaire. The questionnaires were posted to 300 schools. 101 schools managed to post the questionnaires back. In the process of data collection in the Northern Province there were a number of problems, which are listed below:

- a) It was a very expensive test, especially because the researcher mailed questionnaires to 300 schools at first. Secondly, 200 reminding letters were sent, and another batch of questionnaires was sent to 100 schools not responding, but were included in the original sample. It took 8 months to obtain a response rate of 32%.
- b) Due to the heavy rains and floods that occurred in the country from November up to around March 2000, it was not easy to get a satisfactory response as quickly as one might expect. This was because a number of schools in the province were closed for months because of the floods, poor or non-existent roads and bridges and other factors.
- c) As compared to Gauteng, fewer teachers responded, only 187 teachers, and 101 principals also responded. In the absence of the researcher, there is no one to ensure that each school posts back three questionnaires instead of one.

The response rate for the Northern Province is shown in figure 4.2

Figure 4.2: Response rate for Northern Province

The total response rate for the two provinces is shown in figure 4.3 below:

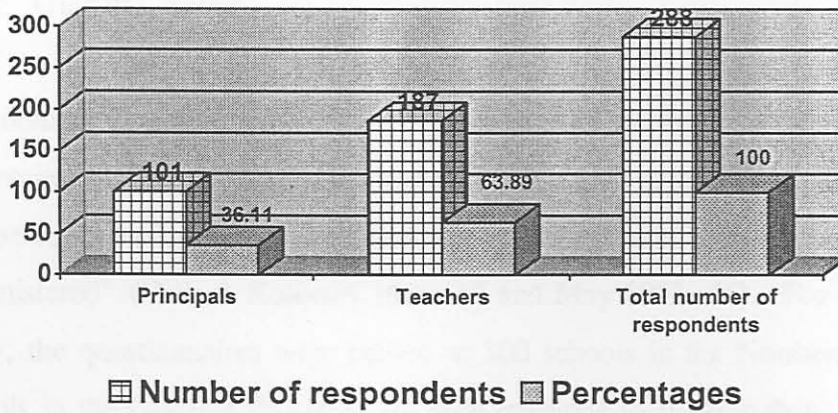
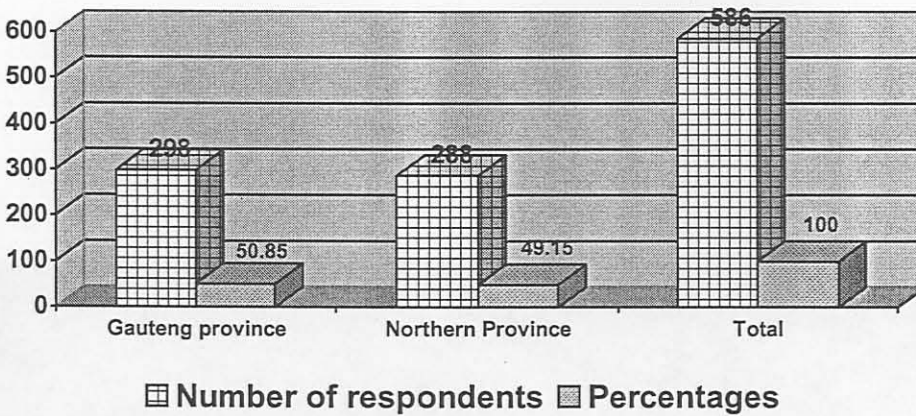


Figure 4.3: Total number of respondents



All in all, 101 principals and 187 teachers in the Northern Province responded to the questionnaire, that is 288 respondents, which gives a 32% response rate. In a way, even though there is a difference in numbers between the two provinces, statistically there is no difference. Hence, one can say that both provinces contributed 50% of the response rate.



The expected response rate was 600 questionnaires. At the end 586 questionnaires were received and used for the study. That represents a response rate of 32.5% or 33%.

The next section will look into the empirical methods used in the study.

## **4.4 EMPIRICAL RESEARCH METHODS**

### **4.4.1 Introduction**

Besides the use of written material obtained from libraries, Internet and other resources, the use of empirical research methods or what is sometimes called a 'survey' is very important in order to complement, or contradict sometimes, the literature review. A survey is a method of collecting information from people about their ideas, feelings, plans, beliefs, and social, educational and financial background (Fink & Kosecoff 1985: 13; Bausell 1986: 5). Surveys usually take the form of questionnaires, interviews and observation. These three above-mentioned methods have been used in this study and each one of them is discussed in detail below.

### **4.4.2 Questionnaires**

Questionnaires are the most used survey method in research, mainly because of some the advantages they have. They are sometimes designed to be self-explanatory, so that they can be completed out in privacy and without supervision, which is what is termed "self-administered" (Fink & Kosecoff 1985: 16 and May 1993: 65). For the purposes of this study, the questionnaires were mailed to 300 schools in the Northern Province and 270 schools in the Gauteng Province. In each envelope there were three questionnaires –one for the principal and two for teachers. The reason why such a huge number of schools was selected is because for mailed questionnaires the response rate can be quite low (Babbie 1990: 40).

## The pilot study

A pilot test is a tryout, and its purpose is to help produce a survey form that is usable and that will provide the researcher with the information that he/she needs (Fink 1995a: 6).

Piloting the questionnaire has the following uses:

- to test how long it takes recipients to complete them
- to check that all questions and instructions are clear
- to enable the researcher to remove any items which do not yield any usable data
- if the respondents leave some questions unanswered the researcher should be able to find out why from the pilot study (Bell 1993: 84; Behr 1983: 155; Bausell 1986: 75).

Therefore, pilot-testing helps to improve the response rate because it can eliminate several potential sources of difficulty such as poorly worded questions and no space to record answers (Fink 1995b: 15). For the purpose of this study, the pilot test was done with ten students in a Further Diploma in Education Management course. One significant aspect discovered from the pilot study was the fact that after every question, there is an open space in which the respondents can add more information other than that provided by their answer to the question. Startling revelations from both teachers and principals were made during this session.

The decision to use mailed questionnaires was a difficult one for there are both advantages and disadvantages in this research method. However, the success of the pilot study and some positive comments from the Gauteng Research Unit staff made it an easier choice. The next section discusses the advantages of mailed questionnaires.

### a) Advantages of mailed questionnaires

- i) Relatively low cost as compared to how much it would cost if one were to go in person to each and every school.

- ii) Can be accomplished with minimal staff and facilities – there is no need for extra labour.
- iii) Provide access to widely dispersed samples and samples that are difficult to reach by telephone or in person for other reasons.
- iv) Respondents have the time to give thoughtful answers, to look up records, or consult with others.
- v) Offer anonymity and avoid interviewer bias.
- vi) Save time because a mailed questionnaire can be sent to all respondents simultaneously and most of the replies will be received within a week or so (although final returns may take months).
- vii) Use of standardised wording, which implies that it is possible to compare the respondents' answers because they are exposed to exactly the same wording, as compared to an interview.

Thus, they are very effective, and the response rates may be high for a target population that is well educated or has a strong interest in the topic or the survey organisation (Neuman 1997: 251, Bailey 1994: 148 and Fowler 1988: 71).

#### b) **Disadvantages of mailed questionnaires**

On the other hand, there are serious disadvantages in mailing questionnaires which could render a person's study null and void if the researcher is not aware of them. They include the following points:

- i) The biggest problem is a low response rate, since people often do not complete and return questionnaires. In this study the questionnaires were mailed twice, and the reminding letters were sent once. Some responses came long after the study was completed.
- ii) A researcher cannot control the conditions under which a mail questionnaire is completed – some people might complete it drunk or even give it to the wrong people.
- iii) There is no one to clarify some questions to the respondents.

- iv) Incomplete questionnaires can also be a problem, which is a case in some of them.
- v) There is a need for correct mailing addresses in order to avoid a waste of money sending questionnaires to non-existent addresses (Fowler 1988: 69; Bourque & Fielder 1995: 9-12).
- vi) There is no interviewer present to observe non-verbal behaviour or to make personal assessment concerning the respondents' ethnicity, social class and other characteristics e.g. some teachers might tick 'principal' instead of 'teacher' just for the fun of it.
- iii) The researcher cannot record spontaneous answers or first opinions as the respondent has an opportunity to erase a hasty answer when he/she decides that it is not diplomatic.
- iv) One cannot use a complex questionnaire format since the questions must generally be simple to understand. This sometimes may result in such simplistic questions that the highly educated respondents feel that their intelligence has been undermined (Bailey 1994: 149).

The floods in the Northern Province caused a delay in the responses of both teachers and principals. This was an unforeseen problem.

In an attempt to counteract these disadvantages, if the response rate is too low, letters had to be sent to remind the respondents. The addresses were also obtained from the provincial offices; hence the likelihood of using wrong addresses is minimized. In addition, I believe that sending out more questionnaires than is needed ensures that the response rate is likely to be satisfactory. This is supported by Rea and Parker (1992: 83) who add that because the researcher has no control over which of the potential respondents will ultimately return the completed questionnaire in a mail-out survey, one should send to twice as many potential respondents as the number required for the overall sample.

In this case, for each province 300 schools were used, but the analysis will depend on the response of only 100 schools. This can be a costly exercise, but it is important to get enough questionnaires back from the respondents.

The next method to be discussed is interviewing.

#### 4.4.3 Interviews

Interviews are defined as encounters between a researcher and a respondent in which the latter is asked a series of questions relevant to the subject of the research. The respondent's answers constitute raw data analysed at a later point in time by the researcher (May 1993: 91). The type of interviews used are called scheduled, structured interviews, which are based on an established questionnaire with a fixed wording and sequence of presentation. A questionnaire was presented to each respondent in exactly the same way to minimise the role and influence of the interviewer, and to enable a more objective comparison of the results (Bless & Higson-Smith 1995: 107). Interviews can yield rich sources of data on people's experiences, opinions, aspirations and feelings. For this study, the researcher interviewed SADTU' S Gauteng provincial secretary, NAPTOSA' s Assistant Director and SATU's Chief Executive Officer.

From the literature review and the mass media at large, one can conclude that trade unionism in the teaching profession has raised a lot of controversy. To a certain extent, it can be alleged that some teachers use unions as scapegoats for their inability to teach and perform well. Therefore, this research aims to find out or determine the role that unions/organisations play in the motivation and professionalisation of teachers. Another aim is to find out if these unions have any projects, policies or campaigns which are linked to the restoration of COLT in schools with a specific focus on teachers as the primary role-players.

These interviews are fully structured that is they are in a questionnaire like structure, and they form part of Appendix 2. This interview schedule was also pre-tested or pilot tested

on one SADTU member who happened to be the Secretary of the Northern Province branch. It was very interesting to observe that SADTU, amongst all the other unions is notorious for its militancy (Govender 1996: 45). Therefore, interviewing a SADTU member raised a lot of questions, especially with regards to the majority of membership of a union which contributes to the approach it uses to resolve conflict. This gentleman made a very important statement when he pointed out that, amongst other things, the researcher is going to get different responses from predominantly black unions as opposed to white unions. The analysis and the results of these interviews will be discussed in Chapter Five.

Furthermore, interviews, like questionnaires, have both their advantages and disadvantages. These interviews are called personal or face-to-face interviews as opposed to telephone ones.

a) **Advantages of personal interviews**

- i) Face-to-face interviews have the highest response rates and permit the longest questionnaires
- ii) Interviewers can also observe the surroundings and can use non-verbal communication and visual aids
- iii) Personal interview procedures are probably the most effective way of enlisting co-operation for most populations, even to those who are illiterate
- iv) Advantages of interviewer administration, which include answering respondent questions, probing for adequate answers, accurately following complex instructions or sequences are realised, and there are no omissions
- v) Rapport and confidence building are possible because issues are kept relatively confidential
- vi) Analysis is more straightforward in that only one person's set of responses is gathered at any one time (Powney & Watts 1987: 25; Fowler 1988: 70; Neuman 1997: 138).

## b) Disadvantages of personal interviews

- i) It is likely to be costly, especially if it is conducted with a large number of respondents
- ii) The training, travel, supervision and personnel costs can be high
- iii) The total data collection period is likely to be longer than telephone procedures
- iv) Interviewer bias is also greatest in face-to-face interviews
- v) They can be time-consuming if they are conducted with a large group of people
- vi) The presence of the interviewer can be a handicap as far as anonymity and respect for the private life of the interviewees are concerned (Powney & Watts 1987: 25; Fowler 1988: 70; Neuman 1997: 138).

The interviews in this research will only be done with three people, so it cannot be a costly exercise at all and all the unions have their offices in Pretoria where the researcher stays.

The next section will discuss observation which is the third method of data collection used in this study.

### 4.4.4 Observation

The observational method is the primary technique for collecting data on non-verbal behaviour, which most commonly involves sight or visual data collection and other senses such as hearing, touch or smell (Bailey 1994: 242). There are two main types of observation that is participant and non-participant observation. This study will use non-participant observation which is summarised by Robson (1993: 190) by saying: 'as the actions and behaviour of people are a central aspect in virtually any enquiry, a natural and obvious technique is to watch what they do, to record this in some way, and then to describe, analyse and interpret what we have observed'. In this study, the researcher arrived at a school early in the morning and distributed the questionnaires. The rest of the

day would be spend observing what happens in the staffroom, school grounds and in the principal's office.

In this case, observation has been used as a **supportive** or **supplementary** technique to collect data that may complement or set in perspective data obtained by other means, such as questionnaires and interviews. The observation was done for one day in each of the 30 schools visited. The analysis and interpretation of what has been observed will be dealt with in Chapter Five. The researcher specifically focussed on the following:

- a) Characteristics of a positive COLT, such as: teacher and learner punctuality, discipline, types of relationships between the two, and others.
- b) Professional characteristics of teachers, such as preparation of the work to be taught, marking, use of teaching aids, and others.
- c) Teacher motivation – this mainly came from the comments that teachers made to each other, the way that the teachers perceive their work and the learners, their dissatisfaction with the Department of Education and principals, etcetera.

The next section will discuss the advantages and disadvantages of non-participant observation.

a) **Advantages of non-participant observation**

- i) The people who are observed behave naturally because they are not aware that they are being observed
- ii) One can observe at close range in the natural environment including monitoring one's own experiences and thought processes
- iii) It is a very flexible technique that allows the observer to concentrate on any variables
- iv) The observer studies the events as they occur, and is often able to study long enough to observe any trends



- v) The observer can study non-verbal behaviour as it occurs, which allows an in-depth study of the whole individual (Woods 1986: 33; May 1993: 113).

**b) Disadvantages of non-participant observation**

- i) The observer has very little control over the extraneous variables that may affect the data
- ii) Observational studies generally take the observer's unquantified perceptions, rather than the quantitative measures used in a survey
- ii) Observational studies tend to use a smaller sample than other survey studies because of the number of observers. Two or more observers may not be able to gather data which can be readily comparable especially in unstructured observations
- iii) The observer might need more time to really be able to identify if some occurrences happen by chance or if they are habitual or daily occurrences.
- iv) Lack of anonymity, the reliability of observational studies especially for sensitive issues still needs to be established, for it is difficult to maintain the respondents' anonymity in an observational study (and Fowler 1988: 81 and Bailey 1994: 242).

This method of data collection proved to be very useful since some people are likely not to tell the truth in a questionnaire. Thus, the observational studies will complement the survey, as is the case in this study.

Minister Kadar Asmal pointed out in the speech for the 21<sup>st</sup> century that there are schools in the country, which are making a difference despite the shortage of books, classrooms, facilities and equipment. Those schools have motivated principals, professional teachers and dedicated learners who believe that they can make it (Asmal 1999: 3). Hence, this observation serves to consolidate or dispute the Minister's assumption. The teaching and learning the culture of such a school, the daily activities of the principal, teachers and learners will help to highlight those points which make that school outstandingly successful. These points will include:

- Principals', teachers' and learners' punctuality
- The discipline of the entire school
- Teachers' lesson preparation
- Learners' attendance at school and ways used to monitor their attendance and progress
- Parental co-operation through their attendance to meetings, helping their children with homework, and sometimes helping the teachers with discipline
- The source of motivation within the principal, teachers and learners will also be an important aspect
- The influence of unions in the teachers' professional lives.

These points were used in the questionnaire (see section B. 3) so as to determine the presence of COLT in schools.

In conclusion, having read the literature, administered the questionnaires and conducted the interviews, this study served to consolidate the results and ideas obtained from these three methods. Together with the interviews, this observation gives the researcher the actual state of COLT in the black public schools, and through the unions, one learns how much they are contributing to the enhancement of COLT and the teachers' professionalism and motivation in particular.

#### **4.4.5 Reliability and validity**

##### **4.4.5.1 Introduction**

Reliability and validity are control issues in all scientific measurement (Neuman 1987: 138). This implies that a researchers' choice of a method to be used to gather data needed for the study should be the ideal and correct one. Therefore, it is important for the researcher to choose a method which is most precise and accurate.

**Reliability** is the extent to which a test or procedure produces similar result under constant conditions on all occasions (Bell 1993: 64). For instance, if the same questionnaire is given to the same people, they would give the same responses the second time. The check for reliability will come at the stage of question wording and piloting of the instrument – this is when the comments from the people on whom the pilot study was done will help to improve the reliability of the instrument to be used in the actual survey (Babbie 1992: 221).

**Validity** tells us whether an instrument measures or describes what it is supposed to measure or describe (Bell 1993: 65). An instrument should not merely be used to gather data which may not even be in line with the aims and hypotheses of the research. So, it is important to select the best tool for the job. Hence, reliable and valid surveys are obtained by making sure that the definitions used and the questions asked are grounded in fact or established theory or experience (Fink & Kosecoff 1985: 20). That is why a literature review can be said to form a basis of the questions to be asked in the interviews and questionnaires.

For the purpose of this study, the questionnaire and the interview schedule have been pilot studied. All the corrections gained from the respondents have been implemented in order to raise their levels of reliability. The use of these two will ensure the validity of this study as the questions asked in both instruments are in line with the aims and hypothesis of the research. These questionnaires and interviews have been constructed from the facts and readings obtained from the literature review, hence the researcher hopes to achieve the reliability and the validity of the empirical research methods used in the study. Lastly, the questions or points which will guide the observation are also in line with the questions asked in the questionnaire and the interview schedule.

#### 4.5 SUMMARY

In this chapter, numerous aspects involved in the empirical research of this study have been discussed. These include the population involved, the sampling methods used in the

two provinces, and the advantages and disadvantages of the use of questionnaires and interviews. Observation will also be used in the research. The validity and reliability of the chosen research methods were also looked into in detail. Chapter Five will discuss the analysis of the results from the questionnaires, interviews and observation.