

# **SURVEY QUESTIONNAIRE -Z. Adendorff/ K. Bipath**

## **EARLY CHILDHOOD DEVELOPMENT (ECD) PRACTITIONERS**

### **INTRODUCTION**

### **DESCRIPTIVE STATISTICS OF RESPONDENTS IN THE SAMPLE**

The descriptive statistics are provided in the form of Tables.

#### **A1. Gender**

**Table 1: Frequency of gender groups in the sample (A1)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	241	97.2	97.2	97.2
	Male	7	2.8	2.8	100.0
	Total	248	100.0	100.0	

The data in Table 1 shows that 97.2% of the respondents were female which is similar to the EPRI findings (EPRI 2014) which reported that over 90% of all staff working in the ECD sector were female. This dominance of females in the ECD sector could be the result of so-called societal gender roles where females teach the younger children because they are supposed to be more concerned with taking care of the home, of the children and show more caring values (Hofstede 1991: 80) and males are freer to move around. However, this lack of male educators to demonstrate the roles which males should play in a democratic society could have consequences at later stages in the development of a child.

#### **A2: How old are you?**

The mean age of respondents in the sample was 43.83 years, the median was 44.50 and the mode was 43 years. The sample was collapsed into age groups.

**Table 2: Frequencies of the various age groups in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 35	47	19.0	21.6	21.6
	36 - 43	56	22.6	25.7	47.2
	44 - 47	29	11.7	13.3	60.6
	48 - 51	43	17.3	19.7	80.3
	52+	43	17.3	19.7	100.0
	Total	218	87.9	100.0	
Missing	System	30	12.1		

Total	248	100.0		
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The data in Table 2 indicates that the majority of respondents fall in the 36 to 43-year age group. A cross-tabulation between age groups and category of employment indicates that 64.7% of all principals in the sample were older than 43.0 years which is similar to the EPRI report (2014).

### **A3 What population group do you belong to according to the SA Population Equity Act**

**Table 3: Frequencies of the population groups in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Black	214	86.3	86.6	86.6
	Coloured	20	8.1	8.1	94.7
	Indian/Asian	1	.4	.4	95.1
	White	12	4.8	4.9	100.0
	Total	247	99.6	100.0	
Missing	System	1	.4		
Total		248	100.0		

According to Statssa (2011) the 2011 Census showed that Blacks (African) composed 79.2%, Coloureds and Whites were each 8.9% of the population and Indians/Asians 2.5% of the population. The sample is slightly over-representative of Black respondents and under-representative of Whites and Indians/Asians. For purposes of analysis it would probably be best to collapse the sample to two groups namely Blacks (86.6%) and Others (13.3%).

### **A4 What is your Nationality?**

**Table 4: Frequencies of the various Nationality groups in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	South African	237	95.6	96.0	96.0
	Other	10	4.0	4.0	100.0
	Total	247	99.6	100.0	
Missing	System	1	.4		
Total		248	100.0		

The data indicates that the over-whelming nationality group was South African (96.0). Only 10 (4.0%) respondents indicated non-South African nationality.

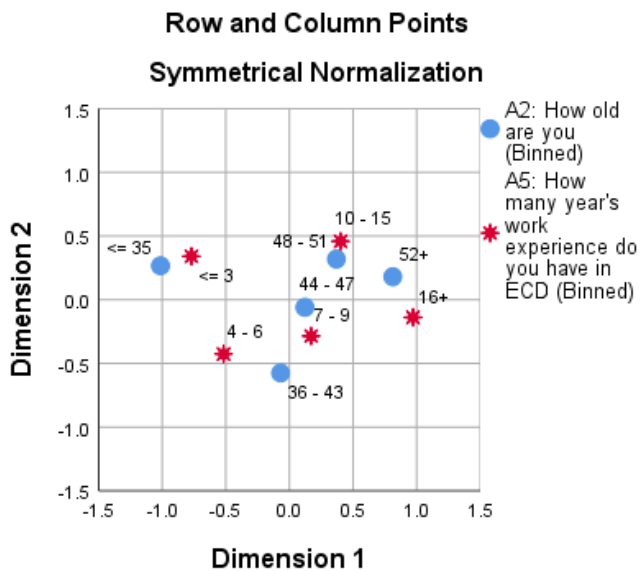
#### **A5 How many years' work-experience do you have in ECD?**

The mean work experience was 9.36 years, the median was 7.00 years and the mode was four (24 Respondents). The years of experience was collapsed to five groups as shown in Table 5]

**Table 5: Frequencies of the years of work experience groups in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 3	54	21.8	22.7	22.7
	4 - 6	50	20.2	21.0	43.7
	7 - 9	41	16.5	17.2	60.9
	10 - 15	52	21.0	21.8	82.8
	16+	41	16.5	17.2	100.0
	Total	238	96.0	100.0	
Missing	System	10	4.0		
Total		248	100.0		

The data in Table 5 shows that 60.9% of respondents had less than 10 years of experience of teaching ECD. A correspondence analysis biplot shows that the age of respondents correlates reasonably well with the experience in ECD teaching groups (see Figure 1). The least experienced group ( $\leq 3$  yrs) is closely associated with the  $\leq 35$  yrs of age group; the 4 to 6 years of experience with the 36 to 43 year age group and so on.



**Figure 1:** A correspondence analysis biplot of age versus teaching experience in ECD.

#### A6 What is the highest level of schooling which you obtained?

**Table 6:** Frequencies of highest certificate obtained (A7.1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ECD Level 1	11	4.4	5.9	5.9
	ECD Level 2	1	.4	.5	6.5
	ECD Level 3	3	1.2	1.6	8.1
	ECD Level 4	109	44.0	58.9	67.0
	ECD Level 5	43	17.3	23.2	90.3
	Other	18	7.3	9.7	100.0
	Total	185	74.6	100.0	
Missing	System	63	25.4		
Total		248	100.0		

**Table 7:** Frequencies of highest diploma obtained (A7.2)

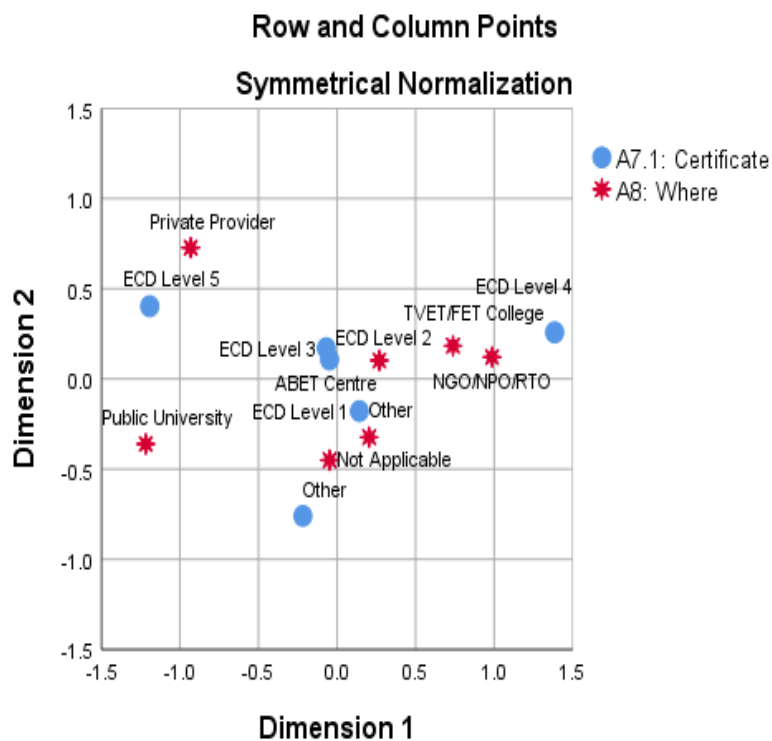
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Educare Dip	5	2.0	11.4	11.4
	GR R Dip	14	5.6	31.8	43.2
	ECD Dip	7	2.8	15.9	59.1
	NPDE	1	.4	2.3	61.4
	Other	17	6.9	38.6	100.0

	Total	44	17.7	100.0	
Missing	System	204	82.3		
Total		248	100.0		

**Table 8: Frequencies of highest degree obtained (A7.3)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FP Degree	2	.8	15.4	15.4
	Honours	4	1.6	30.8	46.2
	Masters	3	1.2	23.1	69.2
	Other	4	1.6	30.8	100.0
	Total	13	5.2	100.0	
Missing	System	235	94.8		
Total		248	100.0		

The data in Tables 6 to 8 show that the majority of respondents indicated a certificate qualification of some kind (see Table 6) namely 74.6%, while 17.7% indicated a diploma and only 5.2% signified a degree or higher.



**Figure 2: Correspondence analysis biplot of highest certificate vs. where it was obtained**

The biplot in Figure 2 shows that ECD level 5 is associated with private providers and on the NQF it is regarded as equivalent higher certificate and advanced National (Vocational) certificate. Level 7 or higher is equivalent to a Bachelor's degree or higher and only 5.2% of the sample indicated this. Table 9 shows where the highest qualification was obtained (see also Figure 2)

**Table 9: Frequency grouping of place where highest qualification was obtained**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TVET/FET College	40	16.1	19.0	19.0
	Public University	28	11.3	13.3	32.4
	Private Provider	81	32.7	38.6	71.0
	ABET Centre	6	2.4	2.9	73.8
	NGO/NPO/RTO	35	14.1	16.7	90.5
	Not Applicable	7	2.8	3.3	93.8
	Other	13	5.2	6.2	100.0
	Total	210	84.7	100.0	
Missing	System	38	15.3		
Total		248	100.0		

#### In which Metropolitan Municipality is your place of work situated (B1)

**Table 10: Frequencies of the metropolitan Municipality groups where place of work is situated**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Johannesburg	114	46.0	46.2	46.2
	Tshwane	65	26.2	26.3	72.5
	Ekhuruleni	68	27.4	27.5	100.0
	Total	247	99.6	100.0	
Missing	System	1	.4		
Total		248	100.0		

#### B2a: If in Tshwane, select one city or town which you work in

**Table 11: Which city or town in Tshwane do you work in?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Atteridgeville	5	2.0	7.2	7.2
	Bronkhorstspuit	1	.4	1.4	8.7

	Hammanskraal	40	16.1	58.0	66.7
	Mamelodi	2	.8	2.9	69.6
	Pretoria North	1	.4	1.4	71.0
	Pretoria	11	4.4	15.9	87.0
	Temba	9	3.6	13.0	100.0
	Total	69	27.8	100.0	
Missing	System	179	72.2		
Total		248	100.0		

**If Johannesburg, select one city or town in which you work (B2b)**

**Table 12: Which city or town in Johannesburg do you work in**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alexandra	7	2.8	6.9	6.9
	Diepkloof	2	.8	2.0	8.9
	Diepsloot	1	.4	1.0	9.9
	Ennerdale	7	2.8	6.9	16.8
	Johannesburg	21	8.5	20.8	37.6
	Johannesburg South	14	5.6	13.9	51.5
	Lawley	1	.4	1.0	52.5
	Lenasia	2	.8	2.0	54.5
	Lenasia South	4	1.6	4.0	58.4
	Meadowlands East	1	.4	1.0	59.4
	Orange Farm	16	6.5	15.8	75.2
	Pimville	1	.4	1.0	76.2
	Randburg	4	1.6	4.0	80.2
	Roodepoort	5	2.0	5.0	85.1
	Soweto	15	6.0	14.9	100.0
	Total	101	40.7	100.0	
Missing	System	147	59.3		
Total		248	100.0		

**If in Ekurhuleni, select the city or town that your work in (B2c)**

**Table 13: Which city or town in Ekurhuleni do you work in (B2c)?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Alberton	3	1.2	3.9	3.9

	Benoni	5	2.0	6.5	10.4
	Boksburg	15	6.0	19.5	29.9
	Brakpan	2	.8	2.6	32.5
	Daveyton	5	2.0	6.5	39.0
	Edenvale	3	1.2	3.9	42.9
	Germiston	13	5.2	16.9	59.7
	Kathlehong	18	7.3	23.4	83.1
	Oliefantfontein	1	.4	1.3	84.4
	Tembisa	2	.8	2.6	87.0
	Tokoza	1	.4	1.3	88.3
	Vosloorus	8	3.2	10.4	98.7
	Randburg	1	.4	1.3	100.0
	Total	77	31.0	100.0	
Missing	System	171	69.0		
Total		248	100.0		

Select one of the options below to classify the area in which you work (B3)

**Table 14: Frequencies of the area classification groups in which you work (B3)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Inner City	12	4.8	4.9	4.9
	Town	20	8.1	8.1	13.0
	Suburb	42	16.9	17.0	30.0
	Township	90	36.3	36.4	66.4
	Farming area/Rural/Village	16	6.5	6.5	72.9
	Informal settlement	67	27.0	27.1	100.0
	Total	247	99.6	100.0	
Missing	System	1	.4		
Total		248	100.0		

### C1.1 Category of Employment

The 10 job descriptions and their accompanying frequencies are given in Table 14

**Table 14: Frequencies of the various categories of employment in the sample**



Item	Job description	Frequency	Percentage
C1.1	ECD practitioner	85	34.3
C1.2	ECD Manager/Principal and owner of centre	54	21.8
C1.3	ECD Principal/Principal manager, but not owner of centre	112	40.2
C1.4	ECD supervisor	9	3.6
C1.5	ECD Trainer	5	2.0
C1.6	Parenting support	5	2.0
C1.7	Playground facilitator	2	0.8
C1.8	Toy librarian or assistant	0	0
C1.9	Grade R teacher	37	14.9
C1.10	Other	5	2.0

### C2.1 Who pays for your services: Department of Social Development?

**Table 15: Who pays for your services**

Item	Job description	Frequency	Percentage
C2.1	Dept. of social development	56	22.6
C2.2	Dept. of Basic Education	25	10.1
C2.3	Community structures	33	13.3
C2.4	NGO/NPO/RTO	20	8.1
C2.5	Private benefactor	13	5.2
C2.6	Church Organisation	3	1.2
C2.7	Parents	131	52.8
C2.8	Municipality	1	0.4
C2.9	Other	19	7.7

### C3. What is your approximate average monthly salary/pay/income/stipend?

The 15 categories in this item were collapsed five groups shown in Table 16

**Table 16: Frequency table showing the frequency groups of average monthly salary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-R1000/month	57	23.0	24.7	24.7
	6 -R1001- R2000/month	51	20.6	22.1	46.8
	R2001 -R3000.0/month	32	12.9	13.9	60.6

	R3001-R6000.00/month	45	18.1	19.5	80.1
	R6001/month+	46	18.5	19.9	100.0
	Total	231	93.1	100.0	
Missing	System	17	6.9		
Total		248	100.0		

You need to comment on this. For example, is there something like an average salary per month in SA. ([www.sastats.co.za](http://www.sastats.co.za)) could give an example? What about the minimum wage of about R21.00 per hour? R168 per day working for 8hrs and R840.00 per week and about R 3360.per month. Only about 40% in this sample earn above that per month??

#### C4 How many years have you been working in your current position?

The number of years in current position was binned to four groups and the frequencies of the four age groups is given in Table 17

**Table 17: Table showing the frequency groups of number of years in current position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 3.00yrs	69	27.8	30.1	30.1
	3.01 - 5.00yrs	46	18.5	20.1	50.2
	5.01 - 10.00yrs	67	27.0	29.3	79.5
	10.01+yrs	47	19.0	20.5	100.0
	Total	229	92.3	100.0	
Missing	System	19	7.7		
Total		248	100.0		

The mean age in the sample was 7.50 years with a standard deviation of 6.46, a median of 5.00 years and a mode of 2 years. The range was large namely 37 years. The majority of the respondents were in the 5.01 to 10.00- year age group which correlates with the mean age of the sample.

#### C5: Broad description of your workplace

**Table 18: Frequencies of your workplace groups in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Centre-based	140	56.5	63.1	63.1
	Non-Centre	31	12.5	14.0	77.0
	Public School	13	5.2	5.9	82.9
	Private	38	15.3	17.1	100.0

	Total	222	89.5	100.0	
Missing	System	26	10.5		
Total		248	100.0		

The majority of respondents indicated that their workplace was Centre-based (56.5%).

## C6. Name of workplace?

**Table 19: Frequencies of the various workplaces in the sample**

Item	Name of workplace	Frequency	Percentage
6.1	Play school	2	0.8
6.2	Crèche	74	29.8
6.3	Day-care Centre	119	48.0
6.4	Pre-school	46	18.5
6.5	Nursery school	18	7.3
6.6	Grade R classroom	27	10.9
6.7	ECD Centre/Partial care facility	44	17.7
6.8	Home-based support	15	6.0
6.9	Community based playgroup	3	1.2
6.10	Mobile ECD Centre	1	0.4

The majority of the respondents indicated that the name of their workplace was a Crèche or a Day-care Centre (77,8%)

## C7 Age of oldest child you work with?

The ages were visually binned using SPSS 26.0 to form three groups

**Table 20: Frequencies of the oldest child groups you work with in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 5.00yrs	142	57.3	60.2	60.2
	5.01 - 6.00yrs	89	35.9	37.7	97.9
	6.01+yrs	5	2.0	2.1	100.0
	Total	236	95.2	100.0	
Missing	System	12	4.8		
Total		248	100.0		

The majority of respondents indicated that they worked with children in the 5.0 years or less age group (60.2%).

## C8 Age of the youngest child you work with

**Table 21: Frequencies of the oldest child groups you work with in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<= 1.50yrs	88	35.5	37.4	37.4
	1.51 - 3.00yrs	87	35.1	37.0	74.5
	3.01+yrs	60	24.2	25.5	100.0
	Total	235	94.8	100.0	
Missing	System	13	5.2		
Total		248	100.0		

The majority indicated that they worked with children three or less years of age (74.5%).

## C9a: Is your workplace registered with any registered authority?

**Table 22: Frequencies of workplaces registered with controlling authorities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	178	71.8	76.4	76.4
	No	22	8.9	9.4	85.8
	Applied	20	8.1	8.6	94.4
	Not sure	13	5.2	5.6	100.0
	Total	233	94.0	100.0	
Missing	System	15	6.0		
Total		248	100.0		

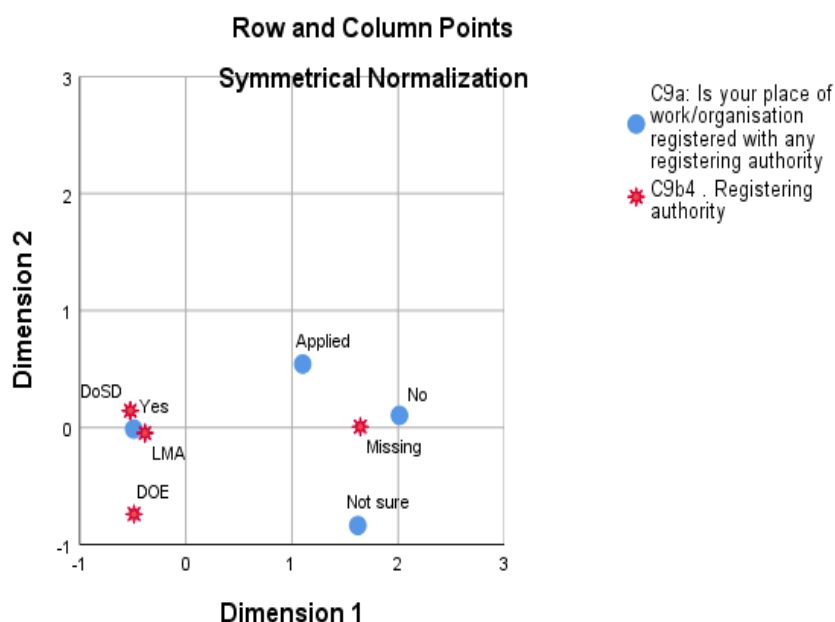
If one made the assumption that those workplaces that are presently registered (at the time of completion of the questionnaire) then 76.4% of the workplaces are registered while 23.6% are not registered (including the 15 who did not answer). Hence, one could say that 178 respondents indicated yes while 70 indicated no, had applied, were not sure or did not answer the item posed.

## C9b1-b3: If yes to C9a which authority did you register with

**Table 23: Frequencies of authorities registered with**

Item	Registering authority	Frequency	Percent
C9b.1	Department of Social Development	158	63.7
C9b.2	Local Municipal Authority	35	14.1
C9b.3	Department of Education	35	14.1
Missing	System	20	8.1
Total		248	100.00

The majority of the respondents in the sample indicated that they were registered with the Department of Social Development namely 63.7%. Local Municipal Authorities and the Department of Basic Education each have 14.1% of respondents who indicated that they are registered with them. It can be assumed that the missing answers were from respondents who are probably not registered with any recognised authority.



A correspondence analysis biplot in Figure 3 shows that those respondents who answered yes they were registered were most closely associated with the Department of Social Development and The Local Municipal Authority. Those respondents who did not answer (missing) were closely associated with not registered (no).

#### **C10 Does your place of work receive a per-child subsidy?**

**Table 24: Frequencies of receiving a per-child subsidy groups in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	83	33.5	34.6	34.6
	No	134	54.0	55.8	90.4
	Not sure	23	9.3	9.6	100.0
	Total	240	96.8	100.0	
Missing	System	8	3.2		
Total		248	100.0		

The majority indicated that they do not receive a per-child subsidy (55.8%). Those who indicated that they do receive a subsidy per-child made up 34.6% of the sample.

#### **D1. Have you received training in the NCF?**

**Table 25: Frequencies of respondent groups who received training in the NCF**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	137	55.2	58.8	58.8
	No	70	28.2	30.0	88.8
	Partly	14	5.6	6.0	94.8
	Not sure	12	4.8	5.2	100.0
	Total	233	94.0	100.0	
Missing	System	15	6.0		
Total		248	100.0		

The majority of respondents indicated that they had received training of some sort in the National Curriculum Framework (NCF). However, 30.0% indicated that they had received no training and 11.2% indicated partial training or that they were unsure about such training.

#### **D2 Have you received training in any program other than the NCF?**

**Table 26: Frequencies of respondent groups who received training other than in the NCF**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	106	42.7	49.5	49.5
	No	90	36.3	42.1	91.6
	Partly	18	7.3	8.4	100.0
	Total	214	86.3	100.0	
Missing	System	34	13.7		
Total		248	100.0		

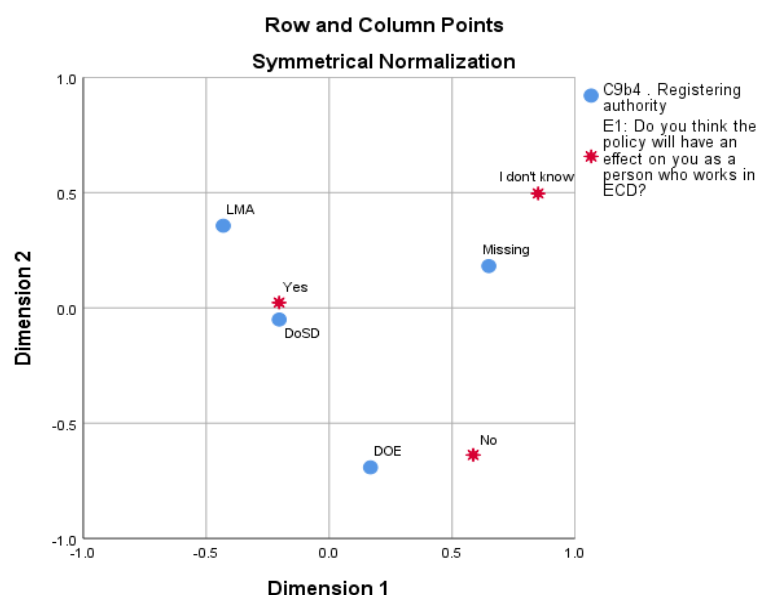
The majority (49.5%) answered yes closely followed by those who indicated no (42.1%). Thus 15.8% more respondents' received training in the NCF than training other than in the NCF. There were 12.1% more respondents who said no to programmes other than the NCF (42.1%) compared to those who said no to NCF training (30.0%).

## E1 Do you think policy will have an effect on you as a person who works in the ECD?

**Table 27: Frequency of the policy affect on you as person groups in the sample**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	186	75.0	77.8	77.8
	No	27	10.9	11.3	89.1
	I don't know	26	10.5	10.9	100.0
	Total	239	96.4	100.0	
Missing	System	9	3.6		
Total		248	100.0		

The majority of respondents believed that policy would affect them as a person working in the ECD in some or other way. A correspondence analysis biplot of policy influencing the ECD in which they work against the registering authority could be illuminating (see Figure 4). For example, those who answered yes that policy would affect them, were most closely associated with the DSD and those who said no, with the DoE. Could it be that those working in the DoE are familiar with policy as implemented on a daily basis such as compulsory implementation of the NCF whilst those who fall under the DSD are not so familiar with implementation of the NCF? Respondents who indicated no registering authority seemed uncertain if policy would affect them.



**Figure 4: A CA biplot of registering authority versus thinking if policy would affect persons working in ECD**

**E2 Would you register for one of the professional qualifications when they become available?**

**Table 28: Frequencies of those persons answering if they would register for a professional qualification in ECD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	232	93.5	95.5	95.5
	No	7	2.8	2.9	98.4
	I don't know	4	1.6	1.6	100.0
	Total	243	98.0	100.0	
Missing	System	5	2.0		
Total		248	100.0		

There was an overwhelming 95.5% of respondents who answered yes while only 4.5% said no or were uncertain.

**E2a Reasons for wanting to register for a professional qualification**

**Table 29: Frequencies of reasons of wanting to register for a professional qualification**

Item	Reason: I want to:	Frequency	Percentage
E2a1	Earn status and respect for the work I do	103	41.5
E2a2	Earn a better salary	109	44.0
E2a3	Become permanently employed	99	39.9
E2a4	Afford me more and better employment choices	88	35.5
E2a5	Become a better practitioner	169	68.1
E2a6	Use the opportunity to build a career in ECCE	148	59.7
E2a7	Specialize in care and education of the birth-to-four child	151	60.9



The answer most commonly given by the respondents was “To become a better practitioner” namely 68.1%. This was followed “To specialize in care and education of the birth-to-four child” where 60.9% gave this as an answer.

### **E2b1 Why do you not want do one of the professional qualifications?**

**Table 30: Frequencies for reasons of not wishing to do a professional qualification**

Item	Reason: Because I:	Frequency	Percentage
E2a1	am already sufficiently qualified for the work I do	8	3.2
E2b2	am too old to start studying again	7	2.8
E2b3	won't meet the admission requirements	5	2.0
E2b4	don't know if I will earn a better salary	3	1.2
E2b5	don't have time to study	2	0.8
E2b6	can't afford to pay for further studies	11	4.4
E2b7	want to work with children who are older than birth-to-4	12	4.8

### **E3 If you register for one professional qualification which one would you choose?**

**Table 31: Frequencies of the selected qualification groups in the sample**

Item	Qualification selected	Frequency	Percentage
E3.1	Higher certificate in ECCE	39	15.7
E3.2	Advanced certificate in ECCE	22	8.9
E3.3	Diploma in ECCE	66	26.6
E3.4	Advanced diploma in ECCE	26	10.5
E3.5	Bachelor of Education in ECCE	76	30.6
E3.6	Honours/ Maters/ Doctorate	18	7.3

The majority of respondents indicated that they would select a B. Ed in ECCE. There were 61.7% respondents who selected a qualification lower than a degree. If one compares this with Table 8 (which indicates that 30.8% of respondents had at least a degree then it correlates well with those who selected to study for qualifications lower than a degree.

### **F1: Do you think that a higher education qualification will give ECD practitioners professional status**

**Table 32: Frequencies of answers to will a higher qualification give ECD practitioners professional status**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	222	89.5	93.7	93.7
	No	5	2.0	2.1	95.8
	Don't Know	10	4.0	4.2	100.0
	Total	237	95.6	100.0	
Missing	System	11	4.4		
Total		248	100.0		

The majority of respondents (93.7%) answered yes to this question with 6.3% indicating no and being uncertain about whether it would lend greater professional status to ECD practitioners.

## **F2. What in your opinion makes a ECD educator or practitioner a Professional?**

**Table 33: Frequencies of categories selected by respondents in what makes a ECD educator**

Item	Category	Frequency	Percentage
F2.1	Knowledge of Early Childhood Development theory and practice	185	74.6
F2.2	Number of years of experience of working with young children	119	48.0
F2.3	Dedication and commitment to the work you do, including putting the children's interests above your ow	173	69.8
F2.4	Continually improving knowledge and understanding of your work by undergoing training	192	77.4
F2.5	Obtaining a qualification that is described in MRQEECCE	155	62.5
F2.6	Knowledge of ECD policies and legislation	166	66.9
F2.7	A thorough knowledge and understanding of the programme or curriculum which you use, and the ability to implement	163	65.7
F2.8	Care, compassion, kindness and love for children	186	75.0
F2.9	Being a registered member of a professional body	152	61.3
F2.10	Abiding by an agreed-on Code of Conduct	156	62.9

The frequencies in Table 33 shows that F1.8 (Care, compassion, kindness and love for children) was the most popular choice as 75.0% selected this category. This was followed by F1.4 (Continually improving knowledge and understanding of your work by undergoing training) with 77.4%) selection and third most popular was F2.1 (Knowledge of Early Childhood Development theory and practice) with 74.6% selecting it.

## **F3. In view of your answers above, do you consider yourself a professional ECD practitioner**

**Table 34: Frequencies of answers to do you consider yourself as a professional ECD practitioner in light of the answers given in F2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	190	76.6	77.6	77.6
	No	8	3.2	3.3	80.8
	Not sure	47	19.0	19.2	100.0
	Total	245	98.8	100.0	
Missing	System	3	1.2		
Total		248	100.0		

The majority answered yes (77.6%) while 22.5% were uncertain or answered no.

Item D1 (Have you received training in the National Curriculum Framework) versus D2 (Have you received training in any programme other than the NCF)

Using the odds ratio

The researcher used the frequencies to the answers for D1 and D2 to design a 2x2 contingency table, namely Table 35.

**Table 35: A contingency table of training via NQF and training via other programmes**

Training program	Response		Total
	Yes	No	
NCF	137	70	207
Other	106	90	196
Total	243	160	403

Firstly, the odds of having received some form of training against no training will be analysed

$$Odds_{Yes\ to\ training} = \frac{P_{Yes\ to\ training}}{P_{No\ to\ training}} = \frac{\frac{243}{403}}{\frac{160}{403}} = 1.52$$

The odds of the participants participating in some form of training on ECD was 1.52 times larger than not having received any training in ECD.

More specifically this researcher wished to determine training in the NQF versus not being trained in the NQF with respect to ECD.

$$Odds_{Yes\ to\ NQF\ training} = \frac{P_{Yes\ to\ NQF}}{P_{No\ to\ NQF}} = \frac{\frac{137}{207}}{\frac{70}{207}} = 1.96$$

Respondents were thus 1.96 times more likely to have answered yes to NQF training than no to NQF training.

A similar analysis was followed for training received in programmes **other than** the NQF and the odds were 1.20. Using the odds ratio

$$Odds\ ratio = \frac{Odds_{Yes\ to\ NQF}}{Odds_{Yes\ to\ other}} = \frac{1.96}{1.20} = 1.63$$

The respondents were thus 1.63 times more likely to have answered yes to NQF training than to other forms of training in ECD.