

THE PROVISION AND UTILIZATION OF LEARNING AND TEACHING  
SUPPORT MATERIALS IN PHYSICAL SCIENCE: A CASE OF LIMPOPO  
PROVINCE

by

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## ABSTRACT

### THE PROVISION AND UTILIZATION OF LEARNING AND TEACHING SUPPORT MATERIALS IN PHYSICAL SCIENCE: A CASE OF LIMPOPO PROVINCE

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This dissertation examines the provision and utilization of learning and teaching support materials (LTSM) in the teaching and learning of Physical Science in Limpopo Province schools. Schools that participated in the study were selected from Vhembe District. Data, consisting of a survey of Grade 12 Physical Science learners and educators from the selected schools, together with interview responses from curriculum officers at both district and provincial levels, were collected and analyzed. The study combined both qualitative and quantitative sources to complement the responses.

Currently in Limpopo Province, as is the case in other Provinces, only a few DINALEDI schools (schools of science excellence) are receiving science LTSM from the Department of Education (DOE). The current Limpopo Department of Education (LDOE) policy on provision of LTSM does not specifically provide for science LTSM to all the schools which are offering Physical Science, thus creating a gap between theory and practice when teaching and learning Physical Science. It is this gap that this study is focusing on.

The current policy, however, makes provision for science textbooks but this is not sufficient since effective teaching and learning of science require practical work where both educators and learners have hands-on experience. Utilization of the available science LTSM at schools also faces the challenge of educators lacking appropriate skills in applying them. Also, there is the shortage of Physical

Science curriculum advisers who would assist in training educators on utilization of science LTSM.

In this study I addressed five objectives. First, carrying out a review of literature in order to establish the theoretical base for this study. In the second objective I conducted a review of the Limpopo Department of Education Policy on provision of LTSM. Thirdly, I conducted an overview of actual provision of equipment and physical facilities at school, with a view to establish the level of practical work in the teaching and learning of Physical Science in the province. Fourthly, I conducted a field study in order to examine the utilization of existing science LTSM by both learners and educators. Fifthly, I made recommendations on improvement of the policy on provision of LTSM in the Province to include outstanding science LTSM. Lastly I made recommendations on improvement of the utilization of the available science LTSM and other appropriate science facilities.

The study is concluded by making recommendations aimed at solving the identified problem of inequitable provision and utilization of science LTSM in Limpopo Province schools.