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APPENDICES

APPENDIX 1

P.O. Box 82270
DOORNPOORT
1 March 2003

Moretele Area Project Office
Makapanstad
0404

Re: PERMISSION TO CONDUCT AN EDUCATIONAL RESEARCH AT THREE HIGH SCHOOLS IN THE MORETELE AREA PROJECT OFFICE

I hereby wish to be granted permission to conduct research at three high schools in the Moretele Area Project Office. The research is on Variables contributing towards the establishment of a culture of teaching and learning in high schools.

I will personally conduct the research that will involve the Grade 12 learners, Grade 12 teachers, School Management Team and Learners' parents.

Thanking you in anticipation.

Yours faithfully

MRS M. SEDIBE

APPENDIX 2

Moretele Area Project Office
Makapanstad
0404

4 March 2004

Mrs M Sedibe
P.O. Box 82270
DOORNPOORT
0017

**CONDUCTING EDUCATIONAL RESEARCH IN THE MORETELE AREA PROJECT
OFFICE**

The Moretele Area Project Office in the North-West Province acknowledge your letter dated 1 March 2004, and therefore grant you the permission to conduct your research.

Kind regards

DEPARTMENT OF EDUCATION
NORTH-WEST PROVINCE

APPENDIX 3

PO Box 82270
DOORNPOORT
0017

5 March 2004

Dear respondent

**VARIABLES CONTRIBUTING TOWARDS A CULTURE OF TEACHING AND
LEARNING IN HIGH SCHOOLS**

Would you kindly assist me in answering the questionnaires as I am currently investigating variables that could contribute towards the culture of teaching and learning in high schools.

The responses will be confidential and I hope that this research will help us in improving the culture of teaching and learning in schools.

The questionnaires are to be answered by Grade 12 teachers, the school management team, learners and learners' parents.

Thank you for your willing participation.

Kind regards

Mrs Mabatho Sedibe
Tel: 082-465-2456

**DEPARTMENT OF EDUCATION
NORTH-WEST PROVINCE**

MRS M. SEDIBE

APPENDIX 4

QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS AND SCHOOL MANAGEMENT TEAMS

FOR OFFICE USE				
Respondent's number	V1	<input type="text"/>	<input type="text"/>	1-3
School	V2	<input type="text"/>	<input type="text"/>	4
Questionnaire number	V3	<input type="text"/>	1	5

INSTRUCTIONS:

You are requested to complete the questionnaire honestly. Any information provided by you is confidential and your name should not be written on the questionnaire.

Kindly complete the questionnaire by marking the appropriate number with an x-symbol in the space provided and supply additional information where requested

SECTION A: BIOGRAPHICAL INFORMATION

				Office use only		
1	Gender:	Male	<input type="text"/>	V4	<input type="text"/>	6
		Female	<input type="text"/>			
2	Age:	20-24	<input type="text"/>	V5	<input type="text"/>	7
		25-29	<input type="text"/>			
		30-34	<input type="text"/>			
		35-39	<input type="text"/>			
		40-44	<input type="text"/>			
		45-49	<input type="text"/>			
		50-54	<input type="text"/>			
		55-59	<input type="text"/>			
		60+	<input type="text"/>			
3	Current level of your post:	▪ Educator/teacher	<input type="text"/>	V6	<input type="text"/>	8
		▪ Head of Department	<input type="text"/>			
		▪ Deputy principal	<input type="text"/>			
		▪ Principal	<input type="text"/>			
4	Marital status:	▪ Married	<input type="text"/>	V7	<input type="text"/>	9
		▪ Never	<input type="text"/>			
		▪ Divorced	<input type="text"/>			
		▪ Widow/Widower	<input type="text"/>			

				Office use only	
5	Number of years teaching Grade 12 (Std 10):	▪ 1-5	1	V8	<input type="checkbox"/> 10
		▪ 6-10	2		
		▪ 11-15	3		
		▪ 16 yrs and more	4		
6.	Your highest educational qualification:	▪ Grade 12 (Std 10) or lower	1	V9	<input type="checkbox"/> 11
		▪ Post-school diploma / certificate	2		
		▪ B-degree only	3		
		▪ B-degree plus diploma	4		
		▪ Post-graduate qualification	5		
7	Are you currently studying, following your studies in teaching/education?	Yes	1	V10	<input type="checkbox"/> 12
		No	2		

SECTION B

Read the following statements carefully and cross **ONLY ONE** number on the scale provided for each question.

▪ **What is your opinion regarding the role of teachers and school management team in the teaching and learning situation at your school, using the following key:**

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1	2	3	4	5

				Office use only	
8	Teachers know most of their learners by name	1 2 3 4 5	V11	<input type="checkbox"/>	13
9	Teachers control and manage their classes well	1 2 3 4 5	V12	<input type="checkbox"/>	14
10	Teachers treat learners equally without favouritism	1 2 3 4 5	V13	<input type="checkbox"/>	15
11	Learners get much encouragement from their teachers	1 2 3 4 5	V14	<input type="checkbox"/>	16
12	Teachers are specialists in the subjects/learning areas they teach	1 2 3 4 5	V15	<input type="checkbox"/>	17

			Office use only	
13	Teachers are cooperative and committed in their teaching and learning situations	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V16	<input type="text"/> 18
14	Teachers are democratic in their teaching learning situation	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V17	<input type="text"/> 19
15	Teachers sometimes dodge their school classes/lessons	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V18	<input type="text"/> 20
16	The relationship between teachers and learners is positive	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V19	<input type="text"/> 21
17	There is teamwork between staff members, parents and management team	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V20	<input type="text"/> 22
18	School management team do pay teachers class visits – on either weekly, monthly or quarterly basis	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V21	<input type="text"/> 23
19	Teachers do sometimes arrive late for school because of transport problems or other problems	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V22	<input type="text"/> 24
20	The school management team do practice favouritism amongst staff members	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V23	<input type="text"/> 25
21	Teachers lack professionalism	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V24	<input type="text"/> 26
22	Teachers have low morale	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V25	<input type="text"/> 27
23	Teachers do prepare their lessons thoroughly	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V26	<input type="text"/> 28
24	Teachers do give immediate feedback to learners on e.g. tests assignments classworks, projects and other school related matters	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V27	<input type="text"/> 29
25	Teachers do attend workshops and seminars organised by the Department of Education	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V28	<input type="text"/> 30
26	Teachers do assist learners with extra work in order to improve their academic progress	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V29	<input type="text"/> 31

▪ Express your views regarding teaching in powerful learning environments.

			Office use only						
27	The school is modern	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V30	<input type="checkbox"/> 32
1	2	3	4	5					
28	The school is conducive to learning	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V31	<input type="checkbox"/> 33
1	2	3	4	5					
29	The school has enough lighting	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V32	<input type="checkbox"/> 34
1	2	3	4	5					
30	The school has enough toilets	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V33	<input type="checkbox"/> 35
1	2	3	4	5					
31	The school has a library that is used by learners and teachers	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V34	<input type="checkbox"/> 36
1	2	3	4	5					
32	The school has a laboratory that is used by learners and teachers	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V35	<input type="checkbox"/> 37
1	2	3	4	5					
33	The school has computers that are used by learners and teachers	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V36	<input type="checkbox"/> 38
1	2	3	4	5					
34	The school's classroom furniture is enough for learners	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V37	<input type="checkbox"/> 39
1	2	3	4	5					
35	The school has the media facilities such as Television sets, tape recorders videos etc.	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V38	<input type="checkbox"/> 40
1	2	3	4	5					
36	Smoking dagga, drinking alcohol and taking other drugs is one of this school's problems	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V39	<input type="checkbox"/> 41
1	2	3	4	5					
37	Teachers are overloaded with schoolwork	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V40	<input type="checkbox"/> 42
1	2	3	4	5					
38	Classrooms are overcrowded, with a teacher/learner ratio of more than 1:40 per class	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V41	<input type="checkbox"/> 43
1	2	3	4	5					
39	The Department of Education supplies the school with adequate textbooks / learning resources	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V42	<input type="checkbox"/> 44
1	2	3	4	5					

▪ **Respond to the items on teaching strategies and methods**

			Office use only						
40	Teachers do teach instead of facilitating learning	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V43	<input type="checkbox"/> 45
1	2	3	4	5					
41	Learners are exposed to interactive activities such as groupwork, experiments, researches, fieldwork and projects	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V44	<input type="checkbox"/> 46
1	2	3	4	5					
42	Outcomes-based education is implemented successfully at our school	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V45	<input type="checkbox"/> 47
1	2	3	4	5					
43	Learners are given chance and also encouraged to construct new meanings and solutions from the existing knowledge	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V46	<input type="checkbox"/> 48
1	2	3	4	5					
44	Teachers do too much talking and learners listen passively in order to finish the matric syllabus	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V47	<input type="checkbox"/> 49
1	2	3	4	5					

▪ **Please respond to the statement below based on the parental involvement/ support**

			Office use only						
45	Parents do assist their children with homework	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V48	<input type="checkbox"/> 50
1	2	3	4	5					
46	Parents do attend meetings at school when invited by the principal	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V49	<input type="checkbox"/> 51
1	2	3	4	5					
47	Parents do provide their grade 12 children with the necessary stationary and textbooks	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V50	<input type="checkbox"/> 52
1	2	3	4	5					
48	There is a positive relationship between teachers, parents and the school management team	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V51	<input type="checkbox"/> 53
1	2	3	4	5					
49	Learners sometimes go to school being hungry	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V52	<input type="checkbox"/> 54
1	2	3	4	5					
50	In most cases learners are alone at home as their parents are working far away in order to support them	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V53	<input type="checkbox"/> 55
1	2	3	4	5					

		Office use only						
51	Learners do sometimes arrive late for school as they are staying far from school	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V54 <input type="checkbox"/> 56
1	2	3	4	5				
52	Some learners live alone in shacks	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	1	2	3	4	5	V55 <input type="checkbox"/> 57
1	2	3	4	5				
53	Add any further information on the space provided below, based on the culture of teaching and learning in this school							
54	_____		V56 <input type="checkbox"/> 58					

55	_____		V57 <input type="checkbox"/> 59					

56	_____		V58 <input type="checkbox"/> 60					

57	School representation							
	School A	1	V59 <input type="checkbox"/> 61					
	School B	2						
	School C	3						

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QUESTIONNAIRE FOR HIGH SCHOOL LEARNERS

FOR OFFICE USE				
Respondent's number	V1	<input type="text"/>	<input type="text"/>	1-3
School	V2	<input type="text"/>	<input type="text"/>	4
Questionnaire number	V3	2	<input type="text"/>	5

INSTRUCTIONS:

You are requested to complete the questionnaire honestly. Any information provided by you is confidential and your name should not be written on the questionnaire.

Kindly complete the questionnaire by marking the appropriate number with an x-symbol in the space provided and supply additional information where requested.

SECTION A: BIOGRAPHICAL INFORMATION

			Office use only	
1	Gender:	Male <input type="checkbox"/> 1 Female <input type="checkbox"/> 2	V4	<input type="checkbox"/> 6
2	Age:	<input type="text"/> Write your age here:	V5	<input type="checkbox"/> 7-8
3	Number of years in Grade 12 (Std 10):	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	V6	<input type="checkbox"/> 9
4.	What is your parents' highest educational qualifications?	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	V7	<input type="checkbox"/> 10
5	Marital status of your parents	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	V8	<input type="checkbox"/> 11

		Office use only				
6	Number of siblings / brothers and sisters at home:	<table border="1"> <tr><td>1</td></tr> <tr><td>2</td></tr> <tr><td>3</td></tr> </table>	1	2	3	V9 <input type="checkbox"/> 12
1						
2						
3						
	<ul style="list-style-type: none"> ▪ 1 ▪ 2 ▪ 3+ 					

SECTION B

Read the following statements carefully and cross ONLY ONE number on the scale provided for each question.

- What is your opinion regarding the role of teachers and school management team in the teaching and learning situation at your school, using the following key:

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1	2	3	4	5

		Office use only						
7	Educators/teachers know us/ learners by name	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V10 <input type="checkbox"/> 13
1	2	3	4	5				
8	Educators//teachers control and manage their classes well	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V11 <input type="checkbox"/> 14
1	2	3	4	5				
9	Educators/teachers treat us/ learners equally without favouritism	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V12 <input type="checkbox"/> 15
1	2	3	4	5				
10	Learners get much encouragement from their educators/teachers	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V13 <input type="checkbox"/> 16
1	2	3	4	5				
11	Teachers know their subjects/learning areas well	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V14 <input type="checkbox"/> 17
1	2	3	4	5				
12	Teachers are cooperative and committed in their teaching and learning situation	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V15 <input type="checkbox"/> 18
1	2	3	4	5				
13	Teachers are democratic in their teaching and learning situation	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V16 <input type="checkbox"/> 19
1	2	3	4	5				
14	Teachers sometimes dodge their school classes / lessons	<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	1	2	3	4	5	V17 <input type="checkbox"/> 20
1	2	3	4	5				

			Office use only	
15	The relationship between teachers and learners is positive	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V18	<input type="text"/> 21
16	There is teamwork between educators/teachers and parents	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V19	<input type="text"/> 22
17	Educators/teachers do sometimes arrive late for school	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V20	<input type="text"/> 23
18	Educators/teachers lack professionalism	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V21	<input type="text"/> 24
19	Educators/teachers have low morale	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V22	<input type="text"/> 25
20	Educators/teachers do prepare their lessons thoroughly	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V23	<input type="text"/> 26
21	Educators/teachers do give immediate feedback to us/earners e.g. tests, assignments, classworks, homeworks and other school related matters	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V24	<input type="text"/> 27
22	Educators/teachers do assist learners with extra work in order to improve their academic progress	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V25	<input type="text"/> 28

- Express your views regarding teaching in powerful learning environments.

			Office use only	
23	Our school is modern	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V26	<input type="text"/> 29
24	Our school is conducive to learning	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V27	<input type="text"/> 30
25	Our school has enough lighting	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V28	<input type="text"/> 31
26	The school has enough toilets	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V29	<input type="text"/> 32
27	Our school has a library that is used by learners and teachers	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V30	<input type="text"/> 33
28	Our school has a laboratory that is used by learners and teachers	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V31	<input type="text"/> 34

			Office use only						
29	Our school has computers that are used by learners and teachers	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V32	<input type="checkbox"/> 35
1	2	3	4	5					
30	Our school's classroom furniture is enough for learners	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V33	<input type="checkbox"/> 36
1	2	3	4	5					
31	The school has also media facilities such as Television sets, tape records, videos etc.	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V34	<input type="checkbox"/> 37
1	2	3	4	5					
32	Smoking dagga, drinking alcohol and taking other drugs is one of this school's problems	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V35	<input type="checkbox"/> 38
1	2	3	4	5					
33	Classrooms are overcrowded with learners at a teacher/learner ratio of more than 1:40 per class	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V36	<input type="checkbox"/> 39
1	2	3	4	5					
34	We are supplied freely with enough textbooks/ learning resources	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V37	<input type="checkbox"/> 40
1	2	3	4	5					
35	Teachers do too much talking and learners listen passively in order to finish the Matric syllabus	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V38	<input type="checkbox"/> 41
1	2	3	4	5					

- Please respond to the statement below based on the parental involvement/support

			Office use only						
36	Our parents do assist us/children with homework	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V39	<input type="checkbox"/> 42
1	2	3	4	5					
37	Our parents do attend meetings at school when invited by the principal	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V40	<input type="checkbox"/> 43
1	2	3	4	5					
38	Our parents do provide us/children with the necessary stationary and textbooks for grade 12	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V41	<input type="checkbox"/> 44
1	2	3	4	5					
39	We/learners sometimes go to school being hungry	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V42	<input type="checkbox"/> 45
1	2	3	4	5					
40	In most cases we/children are alone at home as our parents are working far away in order to support us	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V43	<input type="checkbox"/> 46
1	2	3	4	5					

				Office use only						
41	We sometimes arrive late for school as we are staying far from school	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V44	<input type="checkbox"/>	47
1	2	3	4	5						
42	We have a Television set at home and it is working	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V45	<input type="checkbox"/>	48
1	2	3	4	5						
43	We have a computer at home and it is working	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V46	<input type="checkbox"/>	49
1	2	3	4	5						
44	We have electricity at home and it helps me during my study times	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V47	<input type="checkbox"/>	50
1	2	3	4	5						
45	We are an extended family, i.e. staying with other relatives	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V48	<input type="checkbox"/>	51
1	2	3	4	5						
46	We enjoy attending our school lessons	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V49	<input type="checkbox"/>	52
1	2	3	4	5						
Add any further information based on the culture of teaching and learning in this school:										
47	_____			V50	<input type="checkbox"/>	53				

48	_____			V51	<input type="checkbox"/>	54				

49	_____			V52	<input type="checkbox"/>	55				

50	School representation									
	School A		1	V53	<input type="checkbox"/>	56				
	School B		2							
	School C		3							

QUESTIONNAIRE FOR HIGH SCHOOL LEARNER’S PARENTS

FOR OFFICE USE				
Respondent's number	V1	<input type="text"/>	<input type="text"/>	1-3
School	V2	<input type="text"/>	<input type="text"/>	4
Questionnaire number	V3	<input type="text"/>	3	5

INSTRUCTIONS:

You are requested to complete the questionnaire honestly. Any information provided by you is confidential and your name should not be written on the questionnaire.

Kindly complete the questionnaire by marking the appropriate number with an x-symbol in the space provided and supply additional information where requested.

SECTION A: BIOGRAPHICAL INFORMATION

			Office use only			
1	Gender:	Male	<input type="text"/>	V4	<input type="text"/>	6
		Female	<input type="text"/>			
2	Age:	20-24	<input type="text"/>	V5	<input type="text"/>	7
		25-29	<input type="text"/>			
		30-34	<input type="text"/>			
		35-39	<input type="text"/>			
		40-44	<input type="text"/>			
		45-49	<input type="text"/>			
		50-54	<input type="text"/>			
		55-59	<input type="text"/>			
		60+	<input type="text"/>			
3	The type of work you are engaged in:	<input type="text"/>		V6	<input type="text"/>	8-9
		<input type="text"/>				
4	Your highest educational qualification:	▪ Below Grade 12 (Std 10)	<input type="text"/>	V7	<input type="text"/>	10
		▪ Diploma / Certificate	<input type="text"/>			
		▪ Grade 12 (Std 10)	<input type="text"/>			
		▪ B-degree	<input type="text"/>			
		▪ B-degree plus Diploma	<input type="text"/>			
		▪ Post-graduate qualification	<input type="text"/>			

			Office use only		
5	Marital status:	▪ Married	1	V8	<input type="checkbox"/> 11
		▪ Never married	2		
		▪ Divorced	3		
		▪ Widow/Widower	4		
6	Number of years in marriage	▪ None	1	V9	<input type="checkbox"/> 12
		▪ 1-5 years	2		
		▪ 5-10 years	3		
		▪ 10+ years	4		

SECTION B

Read the following statements carefully and cross ONLY ONE number on the scale provided for each question.

- **What is your opinion regarding the role of educators/teachers in the teaching and learning situation, using the following key:**

Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1	2	3	4	5

			Office use only	
7	Teachers know their learners by name	1 2 3 4 5	V10	<input type="checkbox"/> 13
8	Teachers treat their learners equally without favouritism	1 2 3 4 5	V11	<input type="checkbox"/> 14
9	Learners get much encouragement from their teachers	1 2 3 4 5	V12	<input type="checkbox"/> 15
10	Teachers sometimes dodge their school classes/lessons	1 2 3 4 5	V13	<input type="checkbox"/> 16
11	There is teamwork between staff members/teachers and parents	1 2 3 4 5	V14	<input type="checkbox"/> 17
12	Teachers lack professionalism	1 2 3 4 5	V15	<input type="checkbox"/> 18

		Office use only	
13	Teachers do sometimes arrive late for school	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V16 <input type="text"/> 19
14	Teachers do assist learners with extra work in order to improve their academic progress	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V17 <input type="text"/> 20

▪ **Express your views regarding teaching in powerful learning environments.**

		Office use only	
15	The school is modern	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V18 <input type="text"/> 21
16	The school is conducive to learning	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V19 <input type="text"/> 22
17	The school has enough lighting	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V20 <input type="text"/> 23
18	The school has enough toilets	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V21 <input type="text"/> 24
19	The school has a library that is used by learners and teachers	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V22 <input type="text"/> 25
20	The school has a laboratory that is used by learners and teachers	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V23 <input type="text"/> 26
21	The school has computers that are used by learners and teachers	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V24 <input type="text"/> 27
22	The school's classroom furniture is enough for learners	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V25 <input type="text"/> 28
23	The school has the media facilities such as Television sets, tape recorders videos etc.	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V26 <input type="text"/> 29
24	Smoking dagga, drinking alcohol and taking other drugs is one of this school's problems	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V27 <input type="text"/> 30
25	Classrooms are overcrowded, with a teacher/learner ratio of more than 1:40 per class	<input type="text" value="1"/> <input type="text" value="2"/> <input type="text" value="3"/> <input type="text" value="4"/> <input type="text" value="5"/>	V28 <input type="text"/> 31

▪ Please respond to the statement below based on the parental involvement/support

		Office use only						
26	Parents do assist their children with homework	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V29 <input type="checkbox"/> 32
1	2	3	4	5				
27	Parents do attend meetings at school when invited by the principal	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V30 <input type="checkbox"/> 33
1	2	3	4	5				
28	Learners (our children) do sometimes arrive late for school as they are staying far from school	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V31 <input type="checkbox"/> 34
1	2	3	4	5				
29	Learners (our children) sometimes go to school being hungry	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V32 <input type="checkbox"/> 35
1	2	3	4	5				
30	Learners(our children) live alone in shacks/informal settlements	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V33 <input type="checkbox"/> 36
1	2	3	4	5				
31	In most cases learners are alone at home as their parents are working far away in order to support them	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V34 <input type="checkbox"/> 37
1	2	3	4	5				
32	Parents do provide their Grade 12 with the necessary stationary and textbooks	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V35 <input type="checkbox"/> 38
1	2	3	4	5				
33	There is a positive relationship between parents, teachers and school management team	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table>	1	2	3	4	5	V36 <input type="checkbox"/> 39
1	2	3	4	5				
34	Add any further information based on the culture of teaching and learning in this school: _____ _____ _____ _____ _____ _____		V37 <input type="checkbox"/> 40					

		Office use only			
35	_____	V38	<input type="checkbox"/>	41	

36	_____	V39	<input type="checkbox"/>	42	

37	School representation	40	<input type="checkbox"/>	43	
	School A				1
	School B				2
	School C				3

---oOo---

A SUMMARY VIEW FROM RESPONENTS' OPINIONS REGARDING "A CULTURE OF TEACHING AND LEARNING IN THEIR SCHOOLS"

TEACHERS (v60)

1. Poor discipline among learners
2. Lack of parental involvement
3. Failure to complete homework assignments
4. Lack of additional resources and study material
5. Poor facilities with a lack of windows, fences and lights
6. Lack of safety for learners and teachers
7. High levels of absenteeism
8. Lack of transport
9. Lack of extra-curricular facilities such as sports grounds and libraries
10. Lack of government involvement
11. Good relationship between learners, teachers and parents exist
12. Extra subjects such as trade and commerce subjects attract learners and parents
13. Good results attract stakeholders to school
14. Insufficient streaming of learners
15. Learners not motivated
16. Union activities affect teaching time
17. Extra-curricular activities affect teaching time
18. Study periods at school
19. Teacher to learner ration insufficient
20. Teachers absent for long periods at a time

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A SUMMARY VIEW FROM RESPONENTS' OPINIONS REGARDING "A CULTURE OF TEACHING AND LEARNING IN THEIR SCHOOLS"

LEARNERS (v54)

1. Lack of discipline
2. Lack of additional equipment such as computes and lab equipment for learners
3. Lack of additional subjects such as economics and typing and computer science
4. Poor quality of buildings and classrooms
5. No extra-curricular activities being presented such as school trips
6. Learners receive no motivation or involvement from teachers
7. Learners want class in home languages
8. Lack of additional material such as schoolbooks and library books
9. Culture not being reflected
10. Learners accept no responsibility for keeping school in order and neat
11. Lack of proper sanitation facilities and clean water
12. Corporal punishment still being used / unfair punishment being received
13. Teachers are poorly disciplined and frequently absent
14. Good quality of teaching being received
15. Learners might arrive late at school because of poor transport
16. School has strict rules / School rules are being enforced
17. Learners receive motivation from teachers
18. Teachers don't finish lessons and syllabus
19. Sports grounds are ill-equipped and in poor shape or non-existent
20. Learners receive no additional study help
21. Teachers are incompetent
22. School is under-funded / poorly funded
23. Learners are hungry during school hours
24. There are an insufficient number of teachers
25. More involvement from parents needed
26. Electricity needed
27. Security needed
28. School must provide a job
29. School should be free

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A SUMMARY VIEW FROM RESPONENTS' OPINIONS REGARDING "A CULTURE OF TEACHING AND LEARNING IN THEIR SCHOOLS"

PARENTS (v44)

1. Need computers and additional books
2. Need electricity
3. Appearance such as school uniforms is important
4. Teachers need to involve parents into school activities
5. More extra mural activities such as school trips
6. Teachers do not live up to expectations, demands and responsibilities
7. Poor facilities
8. More school funding
9. More involvement in schools from private sector
10. Theft is a big problem in schools
11. Poor discipline among learners
12. More transport needed
13. Clean water needed
14. Corporal punishment is still being used
15. Need extra classes such as summer schools

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INTERVIEWS: QUESTIONS FOR TEACHERS

1. Do you assist your learners with schoolwork?

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2. If yes, how do you go about it?

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3. If no, why do you fail to do so?

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4. Do you experience some problems at your school?

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5. If yes, what are the causes?

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6. How can be they solved?

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7. Are parents actively involved in the school where their children are attending?

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8. If no, provide reasons for that.

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9. If yes, how are they involved?

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INTERVIEWS: QUESTIONS FOR LEARNERS

1. Do your parents assist you with schoolwork?

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2. If yes, how do they go about it?

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3. If no, why do they fail to do so?

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4. What do you do at home after school?

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5. Are your parents involved in your school? How?

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6. Do you experience some problems at your school?

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7. If yes, what are the causes?

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8. How can be they solved?

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9. Do you get extra learning material besides textbooks you receive at school?

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APPENDIX 12

TRANSCRIPTIONS

SCHOOL A TEACHERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES
TO RESEARCHER'S INTERVIEWS

<p>Interviewer: I'm not going to sort of say so and so have answered this interview in this manner is just an anonymous interview for the whole ehh, North West from here I'm going to another school and next time I'll go to another school and next time... (not clear). So the questions that I'm having are as follows like they are based on the teachers, they are based on learners, they are based on the SMTs, they are based on the school governing bodies, the community, parents. So the one that I'm having here that is I'm going to asks you the one based on the role of the teachers at the school. Do you think they are really playing the role, that is the first question that I want to find out if yes, please substantiate to give the reason that is evidence to you.</p>	
<p>Respondents: The question.....how are they playing a role....</p>	
<p>Interviewer: The role in teaching the learners, are they really educated, are they really doing their work are they really seeing the child holistically or are you really a parent for the learners here, that is what we are to...are they dedicated, are they preparing their work before they go t class? That is an overview of what this role means.</p>	D
<p>Respondents: Generally, yes, we do of course, ehh because of ... another clear indication is that the results at this school are satisfactory, we never go less than 60% so it means that they really do their work.</p>	D1A
<p>Interviewer: Yes, then based on that, how can we further improve those results with the role of the teacher, they are doing well, they are doing their work and now the evidence is the results.</p>	
<p>Respondents: The, the, to improve the results is only if we can get the resources, if we can have more resources, resources can be empowering. The department must supply us with the facilities.</p>	R1A & R2A
<p>Interviewer: So the facilities that you are having are not enough and the other thing when you say the teachers are playing a role, I just want to find out and I want to go deeper in to it, are they not sometimes dogging their classes, are they not coming late for school as teachers?</p>	L
<p>Respondents: If they come late to school, they are punished.</p>	L1A
<p>Interviewer: And then are they co-operative?</p>	

Respondents: In most cases they are.	
Interviewer: Regarding the teachers, I just want just to find out as teachers, are they well qualified or knowledgeable?	
Respondents: Of course yes.	
Interviewer: All of them, are they qualified for the subject they are teaching and they are also knowledgeable.	Q
Respondents: Everybody is teaching the subject that he or she has specialized in.	Q1A, Q2A & Q3A
Interviewer: And then the SMTs are they (now at least you are answering it well). I want to know are they also playing a role doing their work well.	
Respondents: Of course yes.	
Interviewer: And no favoritism?	
Respondents: No favoritism.	
Interviewer: And you are a staffyou are representing others.	
Respondents: Ja, as a member myself, yes, I'm telling you that because if I have the problem I will face it with the SMT and then I don't have any problem with maybe gossiping around.	
Interviewer: And, and there is that good relationship between you and that there's no favoritism. And what about the SGB, the school governing bodies, are they playing a role?	
Respondents: Not so much, because even myself I'm not so sure if....because I've never, I was not involved with them so much.	
Interviewer: Do you know the chairperson?	
Respondents: The chairperson, ja Mr Mokgwia.	
Interviewer: And the secretary, and when did you ... them here?	
Respondents: After three years, only Structure.	
Interviewer: So is there anyone who is representing you as teachers.	
Respondents: Yes.	
Interviewer: And then are they, are they qualified?	
Respondents: Is just that they are, some of them are working.	

Interviewer: Most of them are working?	
Respondents: No.	
Interviewer: And then, what about parents, are the parents helping you, when you ask them to come, do they come in majority? Are they working far away where you find that ehh, they come in month end?	P
Respondents: Most of them come on month end and Fridays.	P2A
Interviewer: And then, what is their social economic status, are they high, middle or very poor?	
Respondents: Many are poor.	P1A
Interviewer: The other thing I wanted to ask about them, if most of them re there in town coming during the month end, who look after their children or the learners?	
Respondents: They leave them alone.	P3A
Interviewer: The learners are alone, ehh, what about the community at large, no more parents, no more SGBs, does the community help in sort of running the school, if say there is a burglary, if one colleague.....(not clear) we can report and we do such thing or is it just the SGBs who are in contact with....	
Respondents: Sometimes.	
Interviewer: Sometimes, what about the school buildings how are they, are they fine, are they....(not clear) very poor, and then what about ehhh..., how can you improve a school yourselves?	S
Respondents: After all sissy, this school is more than 50 years old, how can you improve a school with such a condition?	S1A
Interviewer: So what, what....	
Respondents: It is very much impossible, they need a new structure to be provided.	S2A
Interviewer: By who, who must	
Respondents: By the department, I think by the department because the school is expensive, a technical high school is expensive you cannot compare it with any high school.	
Interviewer: Have you already written something to the department that....	
Respondents: Ja, a lot of them. Since 1993 up to now. 1993 up to now.	S3A

Interviewer: From 1993 up to now, no response, or did they respond?	
Respondents: They did respond, they came in 1995 not now, they gave us a plan and they wanted a stand and after that they were gone out and the vanished, they vanished.	
Interviewer: So with this poor infrastructure, how do your learners learn and I understand here that your results are always fine I've seen that from your books and stuff, so how do they...	
Respondents: It is just through hard work and we encourage them that one day everything will be alright.	
Interviewer: What about your LTSM that is learner-teacher support materials? Do you have them? Suppose you are to give them some homework and then you don't have references from the library or the learners themselves don't have books, how do they do this homework without books and other things without the necessary books?	LTSM
Respondents: We improvise most of them they don't have books and I use ehh..., notes. I photocopy...(not clear).	LTSM1A
Interviewer: You photocopy them for..., I mean you photocopy or you do have photocopies?	
Respondents: Ja, we have photocopies, we photocopy some	LTSM2A
Interviewer: What type of method do you use here in teaching, method of teaching?	M
Respondents: Still use the old one	M1A
Interviewer: Still using the old one what is the reason?	
Respondents: Because we don't have the resources, there is no other way, unless we use this...(not clear) Bantu Education is not going to work because of the resources we cannot ... trying to introduce OBE but up to now nothing.	M2A
Interviewer: And what is the other thing, how are your conditions of your toilets? By the toilets...	T
Respondents: In the past we use pit toilets but due to lack of finance we are still trying to make use of the old ones.	T1A

Interviewer: And, do you think they have an impact on the learners, the toilets themselves whether poor or being improved for how and the little improvement that they have done, do you think that we can correlate the toilets with the teaching? Do they have any impact?	
Respondents: Up to now what I can say, that one I cannot answer, but they are ...I cannot say they are affecting teaching.	
Interviewer: But then if they are not, by the time they will need the toilets and then like you will say they are not healthy, don't you think that if the are not healthy they might cause certain diseases that might cause the child not to come to school something like...that one may say it have an impact on the learning.	
Respondents: Obviously, if they are not healthy they will affect teaching because some of the kids cannot even explain to you their diseases so maybe it is the main cause.	T2A
Interviewer: The furniture, the furniture I'm referring to the desks, I'm referring to your tables and in general.	F
Respondents: There is no furniture for the staff.	F1A
Interviewer: What do you mean by not furniture, don't you have desks, I mean tables?	
Respondents: We only use one from the other center.	
Interviewer: Borrowed from the other center, next door?	
Respondents: Ja, next door.	F2A
[Someone entered: Li kai (how are you) Interviewer: Ri hona, wena u kai mama? (I'm fine and how are mum?)	
Interviewer: And what about your library is it stuffed with many books and where is your library?	Libr
Respondents: Old books.	Libr1A
Interviewer: Old books and...do you have a qualified librarian?	
Respondents: No.	Libr2A
Interviewer: And then, do you have time when, when learners are referred to this library to get some references?	
Respondents: No.	Libr3A
Interviewer: So what it is for, when do you come and ...?	

Respondents: During their free periods.	
Interviewer: During their own, their own.	
Respondents: Ja, even after lessons.	
Interviewer: Ehh, do you have a ...during free periods, do you have what we call, sick room for the learners?	Sick
Respondents: No, apparently there is the sick room, that's the bed.	Sick1A
Interviewer: If they are more than one?	
Respondents: Ahh, it is a serious problem.	Sick2A
Interviewer: Medication do you have some?	
Respondents: They provide us with Disprin.	Sick3A
Interviewer: And then, laboratory is it fine or not?	Lab
Respondents: Not fine.	
Interviewer: So what happen, do you have science class, so where do they do their experiments?	
Respondents: In the laboratory.	
Interviewer: Is just that it is not up to standard?	Lab1A
Respondents: Exactly.	
Interviewer: But they are done, experiments are done nehh or they just rely more on...	
Respondents: You must provide them with...you must improvise. There is no way, you must do some means.	Lab2A
Interviewer: At your school do you have teamwork spirit?	

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APPENDIX 13

TRANSCRIPTIONS

SCHOOL B TEACHERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES
TO RESEARCHER'S INTERVIEWS

Interviewer: So questions “tse ki tlo di butsang” (I’m going to ask) they’ll be based on teachers because the once that I’ve asked in the classroom were based on learners. So like, the first question that I’m having is on qualifications of teachers in schools. But in other ways I will be asking the question like are teachers, are they qualified to teach in schools most of them?	Q
Respondents: Ja, most of them are.	Q1B
Interviewer: What is the lowest qualification that you can...forward. Which learners, I mean teachers do you think they are having the lowest qualification?	
Respondents: The lowest qualification, no....there is no one ...	
Interviewer: There's no teacher with matric here, it means that they are all having at least one degree.	
Respondents: Yes, even matric and diploma.	Q2B
Interviewer... but then, are they dedicated to their work?	
Respondents: Yes.	
Interviewer: Are they using the old approach of teaching? The new approach of teaching, I’m referring to are they using OBE method?	M
Respondents: ...you know it is very difficult to apply DBE.	M1B
Interviewer: Do you really succeed in applying it? Are you having enough resources materials?	R
Respondents: No.	R1B
Interviewer: And then how is learner-teacher ration?	Ratio
Respondents: In most of the classes, there are more than 40 learners in a class.	Ratio1B
Interviewer: And then, how is the structure of the school here, is it modern or is it old or is it fine, with reference to, looking at the furniture, looking at the buildings, looking at whatever generally?	SB
Respondents: Generally the school is old and dilapidated.	SB1B
Interviewer: And the laboratories, library, computers and classrooms?	

Respondents: We don't have computer classrooms we do have some new computers.	SB2B
Interviewer: Bought by the school?	
Respondents: Yes.	
Interviewer: Donated?	
Respondents: Most of the teachers, some of...I mean the few teachers are computer literate.	
Interviewer: And the laboratory?	
Respondents: The laboratory is there, the laboratory is there but both of them are not working.	SB3B
Interviewer: All right, and even the laboratory is not used there are no apparatus there.	
Respondents: Yess, they seem like a storeroom.	B4B
Interviewer: And then, what about the parents, are they supporting their learners? I mean their children, learners or students?	P
Respondents: Parents don't attend meetings. No connections between teacher and parent.	P1B
Interviewer: And they are around?	
Respondents: They are around, they don't come, they don't...	P2B
Interviewer: And then, it means that there is no that connection between the parents and the school and the problem is with the parents.	
Respondents: Yes, that sort of a triangle learner, teacher and parents is broken...	P3B
Interviewer: And then who, what are they, do you call meetings for them to come and attend?	
Respondents: Ja but don't come to attend.	
Interviewer: They don't?	
Respondents: But when there is problem, they come.	P4B
Interviewer: Toilets, are they fine?	T
Respondents: Well we have a new building.	T1B

Interviewer: And then learner-teacher support materials, the government did supply with the textbooks.	LTSM
Respondents: I don't know.	
Interviewer: But the once that you are having, they, they are covering everybody, there are those who still don't have, so what they do, do they buy?	
Respondents: They get them from their brothers and sisters who have already passed the grade (standard).	LTSM1B
Interviewer: So you are saying majority of them, they do have books 'though they are not from the government they do get them from somewhere.	
Respondents: Yes.	LTSM2B
Interviewer: And then what kind of teaching method do you use here, you sad you are partly OBE and partly the other one...(not clear), where you go to class and teach and give the homework and thus it....	M
Respondents: The small portion is OBE and the larger portion is the old but there is also experiment done for projects.	M2B
Interviewer: And then is there any teamwork spirit among the teachers, helping one another if somebody is not very clear with this aspect and get the work done?	T
Respondents: Yes, yes, there is teamwork and we help each other.	T1B
Interviewer: And then, what about learner dedication, are they dedicated? When you give them the work to do classwork, homework to do at home, do they really do?	LD
Respondents: Since I said the parents have got the problem, the learners also have problems because when we given homeworks some do not do them, but follow ups are made.	LD1B
Interviewer: So based on that, now they haven't done their work, and you are here take marks for continuous assessment, what do you do with such learners?	
Respondents: Follow ups are made.	LD2B
Interviewer: And what about late coming do you have learners who come late for school?	
Respondents: A lot of them., but we try by all means to combat it. The Learner Representative Council (LRC) control late coming and they are managing.	LD3B
Interviewer: How do you know?	

Respondents: Not clear.	
Interviewer: So what did you, the money that they are contributing is for running the organization.	
Respondents: Mostly is for running the organization.	
Interviewer: Oh, coming from that, all right. Are there some of them who are dodging the lessons, saying “ag man” what are the use.	
Respondents: Ja, but that depends on the individual teacher.	
Interviewer: Are they using drugs?	D
Respondents: Ja, this area is still a remote area and we cannot say that drugs are not taken.	D1B
Interviewer: I mean, don’t...all right.	
Respondents: But they might be there.	D2B
Interviewer: All right, all right and what about this idea of having nurses visiting your school to give motivational speech together with policeman.	
Respondents: They are invited e.g. we have an adopted policeman.	
Interviewer: And then, the minister from any church, sometimes they are called priests.	
Respondents: No one.	
Interviewer: So tell me suppose I’m just giving, posing a question supposing the school is deteriorating, is going down with regard to teaching and learning. I’m not saying is going down I’m just saying that there’s that supposition that is going down the drain with regard to teaching and learning, how can you improve it, which factors can we look into that can help in improving the school?	
Respondents: Ehh, depends on the management and staff to improve the school. Also computer literacy course be introduced as a subject because most of our teachers at this school are computer literate.	SC1B & SC2B
Interviewer: With your subject.	
Respondents: Continued.	
Interviewer: It means that you do have teachers who are computer literate, who are highly computer skilled?	C
Respondents: Highly skilled in computer usage.	C1B

Interviewer: Do you, do you think that the learners here are dedicated together with the teachers?	
Respondents: Not all.	

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TRANSCRIPTIONS

SCHOOL C TEACHERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES
TO RESEARCHER'S INTERVIEWS

Interviewer: Do you really think u ri (that) school governing body sa runa (our school governing body) they really play an important role. And if iri yes, ba li bona ki ifi role ye ba playaho tata ofita tsemi new diroles? Ke ansara ye re ka itlatlang ke yona ye libonang? (if it is yes, which role do you think they are expects on). O munwe limunwe obatlang u latlela wa latlelanyana, ari yes, nna ke ri with this specific reason ke bona u kari they are trying, and this is the reason for it. (Anybody who wants to comment on this is welcome to do so and give reasons to support it).	R
Respondents: Their roles they play, can be significant but they do not have all the necessary knowledge.	R1C
Interviewer: As they, I mean the school governing body thuse ka (help with) to draw parents into the school.	
Respondents: Into the school and make them aware, ba thuse ka(they must help with) that awareness.	
Interviewer: And now, did the parents themselves, are they also really taking part in seeing to it that the learners are eehh ehh are doing better at school, helping learners, I mean their children with homework, buying books for them even uniform.	P
Respondents: A very low percentage of them do help learners or their children "low ba tlamela"	P1C
Interviewer: Are there parents educated?	
Respondents: Not all	P2C
Interviewer: And they are staying, are they staying around?	
Respondents: Most of them are traveling by bus but although there are some of workers who are ...(not clear).	P3C
Interviewer: Not clear.....are the SMTs playing an important role with regard to the education of these learners?	
Respondents: I beg your pardon?	

Interviewer: I said are the SMTs playing an important role with regard to the education of the learners?	SMTs
Respondents: Ihmm, ja, I think personally we are trying our level best to play an important role because the school cannot be functional without a proper role played by the SMTs.	SMTs1C
Interviewer: Are they all treating you with some respect?	
Respondents: Yes.	SMTs2C
Interviewer: Cooperation is there between the SMTs and teachers?	
Respondents: Ja, I think there is cooperation.	SMTs3C
Interviewer: And team spirit?	TS
Respondents: There is a bit of team spirit.	TS1C
Interviewer: Teachers, I mean teachers are they qualified to teach all the learning areas that they are assigned to teach?	Q
Respondents: In terms of high school section, according my knowledge they are adequately qualified but with regard to OBE classes is just patch work if you know what I mean, is just improvisation.	Q1C
Interviewer: And I said are they qualified, you said yes, and are they knowledgeable, you can be qualified but without the knowledge of being, of being, of being...	
Respondents: Amm, according to my observation, they are knowledgeable because I believe that knowledge is something that you gain from the experience, most of them are highly experienced.	Q2C
Interviewer: Are they dedicated to their work?	
Respondents: Yes.	D
Interviewer: Coming to school everyday, not late, going to their classes and doing their work?	D1C
Respondents: Ja.	
Interviewer: Hmm, so based on the dedication and everything you said was positive.	
Respondents: Imm.	

Interviewer: So ehh, based on this, to me the quality of education should be high. So according to what I saw when I was with the principal, the quality is still below average. What might be the cause?	
Respondents: Imm, suppose the cause might be that(not clear).	
Interviewer: While she is still answering the phone, Mr Moletsane, how are your school buildings, are they up to standard?	SB
Respondents: Not up to standard, they are vandalized.	SB1C
Interviewer: And then, what about finances?	
Respondents: Inadequate.	
Interviewer: Who vandalizes them, is it the community or learners themselves or maybe even the teachers?	
Respondents: At some stage learners but some of them are taking drugs.	SB2C
Interviewer: Go and do what? Sell or give them to their parents?	
Respondents: Sell or perhaps use at home or destroy for the sake of destroying them.	
Interviewer: And then, what about the school furnisher, is it up to standard?	SF
Respondents: Furniture is destroyed on every other day they stock one thing and one table.	SF1C
Interviewer: And then, how can we prohibit this process of destroying whatever furniture available in this school?	Proh
Respondents: I think if this can be brought to the attention of the community they may have the solution, that's my opinion.	Proh1C
Interviewer: Ja, how is your library here is it functional?	Libr
Respondents: The library is no longer functional, we converted it to a hall and the functions have been taken by HODs and the little that has remained are classes.	Libr1C
Interviewer: The once that was taken back was the once which were in the library?	
Respondents: Yes, some books, furniture and others.	
Interviewer: What was the reason?	

Respondents: The reason was that they were not used in there and maybe some schools will make use of that, we do not have an adequate building that can be used as a library.	Libr2C
Interviewer: And the laboratory?	Lab
Respondents: No laboratory.	Lab1C
Interviewer: No one, so if you don't have laboratories how do these learners do experiments, how do they conduct experiments without laboratories?	Exp
Respondents: They conduct research experiments in the classroom sometimes when there is a need for necessary apparatus as teachers we provide.	Exp1C
Interviewer: There is an empty classroom for that?	
Respondents: We have the so called change rooms, during their experiments.	
Interviewer: What type of method do you use? What type of method do you usually use in the classroom, method of teaching?	
Respondents: Let me explain, OK.	
Interviewer: All right, generally here at this Moratwe School which method do you usually use when teaching?	M
Respondents: Well it depends from subject to subject. I use normal method (not clear) depending on the lesson and the situation; we do some diagnosis of knowledge acquired.	M1C
Interviewer: And this a method of teacher-centeredness, is it still used in .. I mean like in History, in Biology and in these other subjects. I mean is that still be the teacher centered one where the teacher does a lot of talking the aim being that to finish up the syllabus. I mean when we use teacher-centered one of the advantages is that we finish our syllabus earlier that to be disadvantage. So is that method still used?	
Respondents: In some cases, it's also dependent on the situation, there are some aspects especially in subjects like History where teacher-centered approach can be used.	
Interviewer: And then, are the learners dedicated to their work?	LD
Respondents: Not all.	LD1C
Interviewer: And then, what about other days, they don't even come?	
Respondents: We do come.	

Interviewer: Them.	
Respondents: We do come but the turn- up percentage is low, we do.	
Interviewer: And then, what is this emm.... Winter school, even the winter schools?	
Respondents: No we can't ...(not clear).	
Interviewer: Oh, even during the holidays you try, that is June holidays.	
Respondents: Even in March and September.	
Interviewer: And then, what about the teachers, I'm just impressed by that teachers are committed to their work.	
Respondents: Immh.	
Interviewer: Then, the overall ration based on the information that I've been given here, I just want to find out, how can we then according to an individual's point of view, can we try to improve the quality here, which points can we use to improve the quality of...I mean of education here?	IE
Respondents: Maybe, dedication particular on the part of the learners because they play an important role...(not clear). Parental involvements play an important role in education.	IE1C
Interviewer: So here parental involvement is still very low.	P
Respondents: Yes, only about 10% of the parents will come to a meeting.	P1C
Interviewer: And then, what might be another factor?	
Respondents: Imm.. Facilities, I don't know, the government should provide e.g. with the lab, library.	
Interviewer: I think these might be the only key factors that maybe if we approach they may try to improve our education that is dedication by the learner, parental involvement, facilities.	
Respondents: I think maybe out of the school campus one other thing that contribute could be socio-economic factor of the learners, geographical situation, how they are far from home, entertainment sectors. Ja, if you ask them to buy a newspaper and to come to school with that particular article to discuss in class, which is related to a particular subject, is not possible.	C1C

Interviewer: Oh, do you have this, it is called feeding schemes or it ends up at the lower primary schools. Feeding schemes where the learners who are from poor families are given some food to eat during break don't you have?	FS
Respondents: We don't have anything.	FS1C
Interviewer: But other schools do have.	
Respondents: Primary schools.	FS2C
Interviewer: What is another thing, so that is I must involve 1,2,3,4 for the improvement. Imm, what I'm going to do is at the end I just hope that the results might come earlier before the writing of the Grade 12 examination.	

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TRANSCRIPTIONS

SCHOOL A LEARNERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES
TO RESEARCHER'S INTERVIEWS

<p>Interviewer: As I've already said, I've introduced myself to you, you still remember that I'm Mrs Sedibe, now I'm going to...the tape is starting to record. The first question that, what I'm going to...our topic, the topic of my work is I said last time the culture of teaching and learning. I want to find out as to whether the culture of teaching and learning in this area is it down or is it up. If it is up what makes it to be up and if it is down what makes it to be down. Do you understand what do I mean by the culture of teaching and learning that is how is the quality of teaching in the Moretele Region of North West. So there are questions that will help me to find out as to whether the culture of teaching and learning here is up or down. Are you with me? Ja, now lets start, the first question that I would like to ask you is, my first topic here is what are your comments on the following statements, that means I've some statements that you comment on them. The first one is tell me more about the role of teachers in this schools, the role, I mean the function. Ehh, by the role I'm referring to the function, the role of teachers in this schools, what is your comment on this, do they really play a role. No, no don't answer in "unicell" (not sure of the word) in a group, raise up your hand and you'll tell me you think teachers here or teachers here are really doing their work and you give me a reason for that. Ihmm, Ehhh, how I'm referring to, when I say the role of teachers I mean are they really playing a role, do they come to class, are they dedicated to their work, are they looking after you as, I mean like being the parents to, are they really doing that? Yes.</p>	DC
<p>Respondents: No answer.</p>	DC1A
<p>Interviewer: I don't hear you speak aloud.</p>	
<p>Respondents: Teachers are doing their work, we are just about to finish our syllabus.</p>	DC2A
<p>Interviewer: This time, the syllabus for the year, Ohh!</p>	
<p>Respondents: Yes, we are about to finish.</p>	
<p>Interviewer: What about the, the school management team then, because this learner is saying to us that the teachers or teachers here are doing their best and the example is that they are about to finish their syllabus. Are you with...are the...what did he said again, he says when you are ill you can get, you get what? Do you have first aid here?</p>	
<p>Respondents: Yes.</p>	

<p>Interviewer: All right, there is first aid that the teachers do help you with when you are ill and then what is the other thing that you said. Ehh, ja and what about the SMTs, the SMTs I'm referring to the school management team, the school management team is from HODs, principals those we call them SMTs. What is their role, how because that student there, that learner there has told us about the role of the teacher he says he's satisfied a ki ri (okay). So what about the SMTs, what role do you think they are really playing here, do they really play a good role? SMTs (HODs, principals that is what we are referring to SMTs. Yes.</p>	SMTs
<p>Respondents: No, they are not playing a good role, because you come late, they just send you home.</p>	SMTs1A & SMTs2A
<p>Interviewer: Don't you think that when they send you home that is the measure of correcting your lateness because next time you will come early so that you must not miss your class.</p>	D
<p>Respondents: No answer.</p>	
<p>Interviewer: What kind of punishment do you want them to give you because we don't have corporal punishment anymore? All right, that is his idea, he thinks that they are not playing a good role here because of them sending other learners back home when they are late nehh. And then, what is your comment?</p>	
<p>Respondents: Not clear.</p>	
<p>Interviewer: Ja, ja but you all have them I can hear.</p>	
<p>Respondents: No, maybe students do not want that method.</p>	
<p>Interviewer: So all right, what do you think the, the, what other methods do you think they can use rather than sending you if you don't have a tie, what do you want them to do?</p>	
<p>Respondents: Call our parents, they must give us some time to buy the ties because when we go home education is continuing and we are left behind. So they must give us enough time to buy those ties. But when it comes to education they really do their work.</p>	P1A & D1
<p>Interviewer: When did they say you must buy the ties, when, when did they start introducing the tie system?</p>	FR
<p>Respondents: Before the end of March, let me explain is not that we don't some of us don't have money, we did but we don't have enough money.</p>	FR1A
<p>Interviewer: I understand, which measures did they use to sort of prompt you to buy the ties.</p>	
<p>Respondents: They must talk to our parents.</p>	

Interviewer: Are your parents staying with you?	P
Respondents: Jah, they are staying with us.	P1A
Interviewer: Not all of you?	
Respondents: Yes.	P2A
Interviewer: Those who don't have ties their parents are not around, wait let me say those who don't have ties nehh, I assume their parents are not here, those who have ties their parents are here. Yes, so when will your parents come you others, because during the 10 days it was Good Friday time they were here so where is your statement, how much is a tie.	
Respondents: R30.00.	
Interviewer: Ehh, during break how much do you spend?	
Respondents: About R5.00.	
Interviewer: 6 x how many days will give you the tie. All right, so that one I understand, that the only problem you are having at this stage that is the tie thing with regard to SMTs. What is the other thing?	
Respondents: Ehhh...	
Interviewer: You are fine with other things, generally they are fine the only thing that you are having is the tie thing.	
Respondents: And the school fund.	
Interviewer: What do you mean by the school fund now? School fund, what is wrong with the school fund? Yes.	
Respondents: Ehh...this year the increased the amount of school funds. And they increased with an amount of R100.00, and that R100.00 they said its for computers.	FR2A
Interviewer: Tell us, tell me learners, tell me ehh, but the computers are there?	FR3A
Respondents: Yes, ...the other thing those computers have the virus, so we are not going to use them.	R2A
Interviewer: To write your exams?	
Respondents: Yes.	
Interviewer: All right, all right shhii (quiet) lets go on. What about the school governing body? You know the school governing body, shhii (quiet) you know the school governing body, is the SGB. Is it really playing a role here?	SGB
Respondents: We don't know.	SGB1A

Interviewer: Were they not introduced to you? You don't know them?	
Respondents: Ja.	
Interviewer: They were.	
Respondents: We heard rumours about the SGB.	
Interviewer: They are, they agree but, but they do play a role, they come to meetings.	
Respondents: We don't know, we never met them.	
Interviewer: You don't even know them; I think they should have been introduced every year at the beginning.	
Respondents: We do not know.	
Interviewer: Yes, you were not at school at that time, you were not at school on the day on which they were introduced.	
Respondents: No, they were never introduced even last year.	
Interviewer: Don't you know the chairman?	
Respondents: No, we only know the secretary, the secretary of the SGB.	
Interviewer: Ehh...all right, that the only way you know them but it means other classes don't even know the secretary.	
Respondents: Exactly, ehh..still on the management. Ehh...the school does not give like teacher support or does not encourage sport at school.	
Interviewer: Hmmm, Ehh, Hmm....I'm listening, I'm listening, so you say, you say the SMT, I think here now is not only the SMTs is the school as a whole nehh, both the teachers and the SMTs don't give you a chance to get into extra mural activities. Do you have ehh, ehh, what the, the necessary equipments?	
Respondents: Ja, yes.	R3A
Interviewer: Everything, but they don't encourage, all right encourage.	
Respondents: (Not Clear)...and we don't have a swimming pool.	
Interviewer: All right thanks for that. Ehh... you say with regard to the hmm, school governing body, SGB, you don't know them and then you never see them being introduced, you only know the secretary, just because of the, because of the, of the son being here. That is all right, parents as a whole now, your parents are they really playing a role in helping you with your homework at home, when they are called here do they come, be honest?	
Respondents: Yes.	P3A

Interviewer: Ehh, ehh...wait, that I understand because they are your parents maybe you might be subjected I don't know, but then tell me, where are they, are they at home or at work in Jo'burg?	
Respondents: Most of them are here.	P1A
Interviewer: Most of them are here?	
Respondents: Ja.	P1A
Interviewer: Most of your parents are supporting you?	
Respondents: Yes.	P4A
Interviewer: Say it, what do you want to say? When, when you say they are supporting you with your education or with your studies, how?	
Respondents: Not Clear.	
Interviewer: Do, do, are they educated enough to help you with your grade 12 work?	
Respondents: Yes, no.	P3A & P5A
Interviewer: Not all nehh, shhii (quiet) he ehh, ehh, one at a go. Ehh... your parents also do that?	
Respondents: Yes...(not clear).	
Interviewer: Ehh..., tell me then, yes, shhii (quiet).	
Respondents: On the matter of the teachers giving us assignments is a problem.	
Interviewer: Ehh.. all right, don't you think that they are increasing your thinking?	
Respondents: No, they are using us.	L1A
Interviewer: And then, when you go shii (quiet), when you go to the higher institution of learning you find that it will be easier because you already tackled it.	
Respondents: They are not fair.	CT1A
Interviewer: It's fine, for that I don't have a problem.	
Respondents: But they are using us.	L1A
Interviewer: Yes, they are using you but they are helping you.	
Respondents: Ja.	
Interviewer: But it worked, oh, oh... I'm still coming to the question of libraries, just reserve your idea neh, ehh, ehh.. just save it we will see it. I must finish up this ja. So ehh, we will come back to others because I must tackle each point,	

lets see another one, are you satisfied in the way in which they your teachers and parents play a role, that one we are fine. What is your opinion regarding the following factors at learning environment, learning environment it means ehh, do they really have a positive impact on your learning in order to improve your performance, are you with me? Lets look at the factors, number 1, are your school buildings so well situated that they can help you in your improvement of your learning.	
Respondents: Silent.	
Interviewer: Comment on your school buildings.	
Respondents:the building are very old.....	SB1A
Interviewer: Buildings old?	
Respondents: And there is no electricity.	SB2A
Interviewer: No electricity, where?	
Respondents: On the other sections.	
Interviewer: Shhi (quiet) the other sections they do have electricity?	
Respondents: Ja.	
Interviewer: All right, all classes no electricity, shhii (quiet) no electricity, where, wait, wait in all, all the classes?	
Respondents: Yes, except the office and library.	SB3A
Interviewer: Except what, except office and...	
Respondents: Office and library.	SB3A
Interviewer: Hey you are making noise.	
Respondents: Not clear.	
Interviewer: Why give reasons?	
Respondents: School buildings.	
Interviewer: Shhii (quiet).	
Respondents: Ehh.. le a rasa (you are making noise).	
Interviewer: All right, that's one, school buildings and another one on school buildings?	
Respondents: And maybe equipments.	
Interviewer: We are still coming to the equipment, are you cleaning your, your, your, your classrooms?	

Respondents: Ja, no. Cleaners do clean.	SB3A
Interviewer: Yesterday.	
Respondents: Ja, they only come on Wednesday.	SB4A
Interviewer: Oh, you've got cleaners, all right at least there are cleaners who clean.	
Respondents: Yes	SB4A
Interviewer: Ehh.. you must be, you must be objective, they sweep, you can see, all right.	
Respondents: Mam, you see there in the library there was a burglar, then the students broke it.....	SB5A
Interviewer: Who broke it, you?	
Respondents: No, ja.	
Interviewer: Ehh. Ehh, eh, shhii (quiet), we mean you students, one of you broke the burglar?	
Respondents: Yes, but not all.	SB5A
Interviewer: Shhii (quiet), what about the learning materials, do you have enough learning material, learning material we are referring to textbooks, we are referring to you going to the library?	
Respondents: No, not at all.	R2A
Interviewer: Shhi (quiet), one at a go, eh, eh, shhii one at a go.	
Respondents: Not all.	R2A
Interviewer: Ehh, eh, wait eh, do the government supply you with free stationery?	
Respondents: We don't know.	R3A
Interviewer: Ehh, eh, wait, free stationer you do get, but the textbooks?	
Respondents: We don't get them.	R4A
Interviewer: No textbooks, so with the textbooks you buy for yourselves because they are not enough, but there are people or learner who get them.	
Respondents: Yes.	
Interviewer: Ehh.., what about eh, toilets, how are they?	
Respondents: Not clean.	SB5A
Interviewer: Shhii, people, people, the other class is on neh.	

Respondents: Hey, le a rasa.	
Interviewer: Wait so you say the toilets are horrible but they are in the process of being improved?	
Respondents: Yes.	SB7A
Interviewer: The bell has rung, I must leave ehh, do you have a laboratory?	
Respondents: Yes.	SB9A
Interviewer: It's working but not up to standard. Ehh, all right do you think your teachers here at school are expects, they are knowledgeable and they are qualified.	T
Respondents: Not all of them, some of them.	T1A & T2A
Interviewer: You are making noise, shhhii, shhii, you are making noise. Do you think they are, are they educated or they lack knowledge or they are not experts in the subject they are teaching?	
Respondents: Not all, some middle and low.	T1A & T2A
Interviewer: They are the high and the low and the middle all right, how can you help, how can you help the middle and the low to improve their knowledge so that they must be like the high ones?	
Respondents: They must go back to school to improve.	T3A
Interviewer: Shhii, when they do back to school, who's going to teach you?	
Respondents: Distance learning.	
Interviewer: They must study through distance learning, can you improve your performance without them?	
Respondents: We don't need them.	CT2A
Interviewer: Can you really study without them?	
Respondents: It is good to improve yourself because at tertiary they won't....(not clear).	
Interviewer: Ehh.. what about ehh, what do you call it, the method they are using in teaching you is it fine?	
Respondents: It's okay.	CT3A
Interviewer: Which method do you think ehh, ehh, shhii, which method are they using?	

Respondents: They are giving us everything.	CT4A
Interviewer: What do you call that method?	
Respondents: Spoon-feeding.	CT4A
Interviewer: They are giving you everything.	
Respondents: Yes.	
Interviewer: So you don't like it.	
Respondents: Yes.	
Interviewer: Old method is working because I understand that the results are good here.	
Respondents: They are good but (not clear).	
Interviewer: Ehh..., yes.	
Respondents: Not clear.	
Interviewer: Shhii, all right, the other one regarding your parents neh, shhii, shii, regarding your parents ehh, what is your comment regarding your parents` SES (socio-economic status), is it up, middle or low. Socio-economic status I'm referring to are they poor, are they rich or are they middle?	P
Respondents: Middle.	P6A
Interviewer: All of you? Most of you so most of you they are middle class?	P6A
Respondents: Ja, no.	
Interviewer: Shhi, so lets say you think they are not poor, they are not rich they are just in the middle. Are you always having something to eat?	
Respondents: Jeeh.	
Interviewer: There are no times when you will have you break without something in your stomach?	
Respondents: Not at all.	
Interviewer: Not all of you, there are some of you, shhii, wait, most of you, you have something to eat, but there are those few of you don't have, so does it have an impact on those who don't have in their stomach, does it have any effect on your education? Shhii, I'm asking you this question, learners, learners, learners, those who don't have anything during breaks does it have any interference with your studies, with your concentration?	

Respondents: Yes it does.	
Interviewer: How can we help, shii, how can we help?	
Respondents: By bringing something.	
Interviewer: Bring what?	
Respondents: Biscuits.	
Interviewer: So you also comment free, free biscuits?	
Respondents: No.	
Interviewer: Something to eat, it is..., shii, it did, the school itself should have send a recommendation to the government that we are having poor learners, can't you supply them with something to eat during break because we are unable to give a free supply.	
Respondents: Not clear.	
Interviewer: Ahh, what is the other one?	
Respondents: Dedicated to our work.	
Interviewer: All right you are dedicated to your work? Shii, are you dedicated to your work, ehh, ehh?	L
Respondents: Yes.	L1A
Interviewer: All of you, you are dedicated to your work?	
Respondents: Not all of us.	L1A & L12A
Interviewer: Not all of you, not all of you, what might be the problem, what might be the problem?	
Respondents: Lack of motivation.	L13A
Interviewer: From who?	
Respondents: From the teachers.	
Interviewer: Lack of motivation and what might be the other things that makes you not to be dedicated?	
Respondents: Lack of equipments.	
Interviewer: Equipments, the other one, you are not making noise anymore because your teacher is at the door.	

Respondents: No.	
Interviewer: All right, thanks for your contribution and I'll go and compare...	
Respondents: You did not ask us about the library?	
Interviewer: I'm going, tell me about the library.	
Respondents: The library does not have all the equipments.	
Interviewer: Library?	
Respondents: It does not have the full equipment of the library.	
Interviewer: All the equipments?	
Respondents: So we don't use the library.	
Interviewer: Shhii, Shhi, do you have a qualified librarian?	
Respondents: No, we don't even have enough books.	
Interviewer: Shhi, are the books recent, recent, recent meaning that ...?	
Respondents: No.	
Interviewer: Fine, it's fine, thanks for your contributions nehh, I'm going to compare with that questionnaire, then I'm just hoping that before you write exams, the results will be out.	
Respondents: Thanks, thanks, thanks.	

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TRANSCRIPTIONS

SCHOOL B LEARNERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES
TO RESEARCHER'S INTERVIEWS

<p>Interviewer: Good morning class I'm Mrs Sedibe. Morning class, how are you? I'm fine thanks. Ehh, lets do this, now lets start with the first question. Anyone of you here, just try to tell me as to whether you see teachers playing their role with regard to teaching. Are they really playing their role? What is your comment on that. By saying they are playing their role in teaching it means look at things like are they giving you classwork, are they coming being prepared and all that, is there anyone who can say something on that. The more you delay the more my cassette gets finished, ehh, it is already on. So tell me do you think your teachers play a role in their school here, say it aloud.</p>	
<p>Respondents: Yes.</p>	R1B
<p>Interviewer: Give me a reason for it, that they are playing a role as far a teaching is concerned.</p>	
<p>Respondents: They give us classwork, mark it and give also feedback, but not all do that.</p>	R2B
<p>Interviewer: Do they mark the work after the work and is it, eehh, what is another opinion from other learners? He says they are doing the work well, they mark the work well and they give feedback immediately. You, you.</p>	
<p>Respondent: I think there are some who do their work but others don't.</p>	R3B
<p>Interviewer: All right, you've to be honest people, don't try to please me or please whoever. So that is his opinion he says himself that there are those who do their work and those who don't. So how do we help those who are not doing their work? Ehh, how can we help them?</p>	
<p>Respondents: We can help them by doing the work ourselves.</p>	R4B
<p>Interviewer: Yourselves, if you don't know the way?</p>	
<p>Respondents: We try as a whole class.</p>	
<p>Interviewer: You all work together, that's a good opinion. Now lets see, regarding the parents, your parents. Are they helping you at home? Where are they? Why don't they help you, why don't your parents help you? Say it alone, say it aloud.</p>	

Respondents: Parents do not help us, they are working.	P1B
Interviewer: They are working, far away from home but they come home after school, I mean after work all right. So your parents are not helping you with your schoolwork because most of them are working. All right, you.	
Respondents: Some are not educated.	P2B
Interviewer: He says most of your parents are not educated ehh, they are unable to help you. So how do cope when here at school some of your teachers are not doing their work and at home some parents are not there and some are unable to help you because they are not educated. So how do you cope? How do you cope with your schoolwork when at school there are those when... I mean teachers who are not doing their work and at home parents there are not educated, how do you cope? How do you pass your tests, classwork when you don't have a ...sort of help?	
Respondents: Other learners from other schools.	P3B
Interviewer: Your neighbors, that is other learners will help you and keep it up that way. If you do have a problem and there is no one to help you here and there's no one to help you there go to learners from other schools. Do...do sometimes, with regard to the comments, do sometimes ministers, ministers I'm referring to the priests, do they sometimes visit you?	
Respondents: No.	V1B
Interviewer: At the assembly?	
Respondents: No.	V2B
Interviewer: Sometimes they...so why can't.... and the policemen?	
Respondents: No.	V2B
Interviewer: Nurses.	
Respondents: No.	V3B
Interviewer: So why can't you invite them, or where is the student body here, what do you call, SRC? Sometimes you can arrange with your HODs, teachers you invite the nurse to come and give you a talk based on HIV, a talk based on prevention not to be pregnant, are you still with me there? And they can still invite ministers sometimes to come and help in the morning assembly. Those people, the police can be invited to come and teach how to combat crime. Those people will help in the teaching and learning situation. Are you with me?	

Respondents: Yes.	
Interviewer: There are some of us who don't know how to prevent ourselves from the criminals in the night, you see what I mean. So you should sometimes have a nurse there to help us. Now tell me about your school buildings? Do you see the school buildings up to standard?	
Respondents: No.	SB1B
Interviewer: Give me reasons, yes say it aloud.	
Respondents: Not clear.	
Interviewer: Some windows are broken, okay the one, what is another thing that makes you not to be happy with your school buildings. He mentioned that some windows are broken, the other one.	
Respondents: We don't have electricity but we have some computers.	SB3B
Interviewer: There's electricity but no computers...I mean there is no electricity but there are computers, so how do you work with your computers when there is no electricity?	
Respondents: We don't use them.	C1B
Interviewer: You don't use them, they are new, and they are old.	
Respondents: Yes.	
Interviewer: They are new, how many are they?	
Respondents: Forty.	C2B
Interviewer: And then did you mention that in the questionnaire that you have computers but no electricity?	
Respondents: Yes.	
Interviewer: Ohh, that is a good idea, I will work it out in order to help you.	
Respondents: And the Lab.	Lab
Interviewer: You have the laboratory but no equipments to conduct experiments.	
Respondents: Yes.	Lab1B
Interviewer: So you don't go for experiments.	
Respondents: No we don't go.	C4B

Interviewer: Is this a science class? So how do you cope without going to the lab? Do you know a test-tube, alkaline?	
Respondents: Not clear.	
Interviewer: Oh, that is good it means you are good ehh. What about the toilets, are they fine?	Toil
Respondents: Yes.	Toil1B
Interviewer: That's good, because you have to be in a healthy environment neeh. And you are having a....a learner-teacher support materials, that is books, textbooks from the government, they have supplied all of you?	LTSM
Respondents: Yes, some of us.	LTSM1B
Interviewer: That's good. Ja, the furniture is fine everybody has his or her desk neeh.	F
Respondents: Yes.	F1B
Interviewer: When is moderation? Oh but the library is working, the books are enough?	Libr
Respondents: No.	Libr1B
Interviewer: Ohh, lets see again now, tell me about your teachers, are they qualified? That is teachers, are they qualified?	Q
Respondents: Not all are qualified.	Q1B
Interviewer: Say it aloud.	
Respondents: Some are not qualified but others are qualified.	
Interviewer: Ehh, half percentage of 55 are qualified that is half of the percentage are qualified, 65% are qualified. So how can we improve their qualifications?	
Respondents: Taken back to school.	
Interviewer: They must be taken back to the university, if you take them to the university who is going to teach you?	
Respondents: Not clear.	
Interviewer: Then who is going to teach you?	
Respondents: Ourselves.	
Interviewer: All right, all right if they are not there? Alright, let me put it in this way,	

<p>why don't we say mmhh we take them after school and we go and train them and then tomorrow they come and teach. That concept we call in-service training and in-service training means you are working and we train you at the same time whilst you are working, you see. So maybe that one will be better unlike taking them to the lower classes in primary schools or unlike what taking them to the university, you will remain here. So it is better to say afternoon we train them and they will come back and teach. But they are still working hard, yes, they are helping you a lot neeh. Ja because you said... I asked you this question, what was the question by the way. The first question that I asked you.</p>	
<p>Respondents: Whether...not clear.</p>	
<p>Interviewer: The first question that I asked you, are your teachers doing their work? And you said yes, and by that you mean even those who are not qualified are doing their work and you are satisfied, the only problem is that they are not...some of them are not qualified, you see. So they are lazy some of them, so the lazy one will also help the "power". How can we help them?</p>	
<p>Respondents: Motivate them.</p>	Q2B
<p>Interviewer: The motivation, how will we motivate them? By doing what?</p>	
<p>Respondents: Reinforcements.</p>	Q3B
<p>Interviewer: He says now we have mentioned that there are those who are lazy they must be motivated. Let me give you an example of let say the best teacher will be given this at the end of the year. You know what I mean. So those who are lazy will also work hard in order to get something. Suppose we are saying the teacher who has produce 100% get a computer just an example, so you know the lazy once will work hard in order to get the computer. So there will be a competition. Ehh, you think that they are all working together as teamwork, where they work together? Don't they? Do you have any reason for that, ehh, ehh. Yes tell us.</p>	T
<p>Respondents: No, they fight.</p>	T1B
<p>Interviewer: What do you mean by fighting? All right, so there's no teamwork because they are sort of fighting. You have seen it.</p>	
<p>Respondents: Like ...they don't negotiate.</p>	T2B
<p>Interviewer: Somebody just gets in and the other one will say, hey this is my period ehh, ehh, and all that. So there is no good team teamwork. The method of teaching. Which method? All right, by the method I mean do they come here and just talk like me, talking, talking, talking and at the end of the period they go out or are they involving you and do they say, I'm not referring to the science learning</p>	

<p>area, I'm referring to let say, a language neeh. Is there anyway where they say lets go and do the experiments outside? Is there anyway where they say you are going to help us today with whatever and whatever, are they just talking, talking, talking and write on the chalkboard.</p>	
<p>Respondents: Yes.</p>	
<p>Interviewer: What type of method is that? The, the, the domination method by the teacher that is the teacher does everything and in OBE, OBE allows you to do the work. Like me now I'm not doing OBE but I'm just doing like your teachers you are all listening to me, you are passive learners and you are not suppose to be passive learners. Passive learners mean you are just looking at me. Some of you are not even listening, some of you are just thinking of what you are going to enjoy during break. Some of you are just thinking of what they are going to do during the weekend. And that is not the method that we want, we want you also to take part. Are you with me, where are they, hey tell us, hey tell us to show that we all take part. So which method are they using?</p>	M
<p>Respondents: Passive one.</p>	M1B
<p>Interviewer: Passive one, where you all listen. Not all of them. Some of them. Some use passive teaching methods and some use active teaching. Methods where you involved, is that so?</p>	
<p>Respondents: Yes.</p>	
<p>Interviewer: They don't argue questions they just provide with knowledge. What is the reason for that? Why, why is there anyone with a reason for that? Maybe they want to finish up the syllabus on time so that you can write your matric.</p>	
<p>Respondents: But at the end they don't finish the syllabus.</p>	M2B
<p>Interviewer: Who finishes the syllabus?</p>	
<p>Respondents: Like when we wrote supplementary exams...(not clear).</p>	
<p>Interviewer: You finished the syllabus, that's good, you are good learners. Thank you for being good learners. Now tell me about the socio-economic status of your parents. How are your parents, are they rich, poor or middle?</p>	PR
<p>Respondents: No.</p>	PR1B
<p>Interviewer: I don't think so, I'm looking at you, you are all bright and beautiful. No your parents are not poor, are they poor? Give me reasons for that why do you say your parents are poor. Yes, ehh?</p>	
<p>Respondents: Some are not working.</p>	PR2B

Interviewer: Some are not working, now who pay for your school fees?	
Respondents: My grandmother.	PR3B
Interviewer: Your grandmother, you others? Are your parents working ehh, you at the corner?	
Respondents: Yes.	
Interviewer: They are working?	
Respondents: Yes.	
Interviewer: Our president, are your parents working, ehh who pays for your school fees?	
Respondents: Yes.	
Interviewer: Ja, but then is working, you?	
Respondents: Not clear.	
Interviewer: Then some of you your parents are working ehh, you are better of there are those who are working after school from class here in order to get money to come to school. Like you where are you working?	
Respondents: Far from home.	
Interviewer: That's good, now tell us. Tell me what can we do in order to improve our teaching-learning situation? That's an overall question. What can we do that is the end of the period; what can we do akiri (isn't) you are going for a break now?	
Respondents: No.	
Interviewer: What can we do to improve all the negative things that you were saying mhh, what can we do?	I
Respondents: I think we can take it to the government.	I1B
Interviewer: To the government, who's going to take it to the government? Our principals, that's good. The other way of improving our...that is improving all things that we have come up with, the broken windows, no electricity, will take those to the government, that's what you are saying nehh, that's a good idea. Another one?	
Respondents: Donations?	I2B
Interviewer: Donations, we must also ask for donations so that we can come and help our school maybe build another block and all that, another recommendation that you can give?	

Respondents: Fundraising.	I3B
Interviewer: Fundraising, can we do fundraising?	
Respondents: Yes.	
Interviewer: You did it sometimes. Ja lets try it, we should sometimes not just relax and say ohh, we are waiting for the government. The government has got so many things, so many schools so lets do some of the things. We have to do some donation, what is the other thing? With regard to maybe your are saying that you are not satisfied you can still attend Saturday school, you look for experts who can come and help you with Maths and Science. You see. Do you have Saturday school here?	SatL
Respondents: No.	SatL1B
Interviewer: You go and attend it somewhere?	
Respondents: Yes.	SatL2B
Interviewer: That's good of you but we should have them here so that other schools should come and attend it here. But if we start it the other grade 12, the next year grade 12s will benefit, we are not looking at who are they, we are looking for the lifelong learning situation. Are you with me there?	
Respondents: Yes.	
Interviewer: Eeh, I think up to so far, I would say I'm satisfied about what you are doing. Tell me do you have a school governing body here?	SGB
Respondents: Yes.	SGB1B
Interviewer: Does it work?	
Respondents: No.	SGB2B
Interviewer: Ehh, why do you say no, do you know that, you know the chairperson?	
Respondents: No, they don't do their work they are always complaining about school funds?	
Interviewer: You don't pay your school fee, that is why they are complaining. I think maybe because you don't have money, I'll take it that way but you have money for the trips maybe they were doing it in future, they will do that in future. Now tell me are you also doing your work?	
Respondents: Yes.	

Interviewer: You...(not clear). That's good of you, keep it up that way, you must keep it up you don't dodge lessons?	
Respondents: No.	
Interviewer: You, let us be honest, some of you do dodge lessons?	D
Respondents: Yes.	D1B
Interviewer: And the, coming late?	Late
Respondents: Yes.	Late1B
Interviewer: What is the reason for your coming late to school? Not this one alone, generally some of you come late to school, what is the reason for that?	
Respondents: Some of them come on foot, they wake-up late and no transport.	Late2B
Interviewer: No transport, ja are you sure, ja if the ...(not clear).	
Respondents: Because they are ...(not clear).	
Interviewer: They do what? Ehh, shame they don't have transport.	
Respondents: Yes.	
Interviewer: Oh, you too. Ok that's fine what is your reason for not coming early?	
Respondents: No transport.	
Interviewer: All right, there's no transport, so how to....(not clear) to have transport. I', sure coming late will not be there anymore, what about the punishment here, is it severe, do you have corporal punishment applied here?	
Respondents: Yes.	P1B
Interviewer: All right, but it is not bad, and it is for the wrong things you have done.	
Respondents: They mumbled.	
Interviewer: For late coming only?	
Respondents: No.	
Interviewer: School uniforms.	
Respondents: Yes.	P2B
Interviewer: And do they do the...what we call favouritism, do they favour certain learners?	

Respondents: Yes.	F1B
Interviewer: Ahh no, how tell me that, how did you see, refer to the incident where you saw them practicing favouritism. Give me an example to show that they did. Tell me when, when.	
Respondents: Not clear.	
Interviewer: You know what it means that one boy, maybe the teacher discovered that maybe he has some problems of not understanding.	
Respondents: No.	
Interviewer: And you others you are lazy.	
Respondents: No.	
Interviewer: Now, I'm happy that we have discuss some of the things, I will keep on discussing with you until when the sun set so there are so many things there. Tell me you also are dedicated to your work neehh.	
Respondents: Yes.	
Interviewer: Good luck for that. I'm going to check your results at the end of the year, if there's a student who is a...(well where do I stop it, it was moving neeh). Let me tell you if there...(so...)	

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TRANSCRIPTIONS

SCHOOL C LEARNERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES
TO RESEARCHER'S INTERVIEWS

<p>Interviewer: One of you should give me an answer as to whether the teachers here in play a role; one of you should also give me an answer as to whether the parents around (your parents) are playing a role in your education, the other one should give me an answer as to whether the SGB also play a role in your education. Anyone, say they play a role and this is the support to my answer...</p> <p>Hmm... the more you don't participate the more my cassette will get finished and it will be a problem. Do you think they play a role in your education? Ehm...are they really playing a role? When you say Yes, it is fine. You raise up your hands and say Yes, and then you support the statement. You give the evidence that teachers are playing a role because of this... Yes; your hand is not up. Yes, Yes, Yes, Yes Ehm... Don't you think your teachers, teachers I'm referring to the teachers, don't you think that teachers are doing their work. Ehhhh...ehhh, don't you think so, if they do tell us that yes they do play a role and I saw when they do 1,2,3,4,5...1,2,3,4,5. An answer. You try, you want to try, yes, try. Say don't write just say it all right. `Le ka seTswana ibuang, nna kitla itranslata if le bonna uri ia pala nyana ansara ya teng` (You can say it even in seTswana, I will translate it if you find it a bit difficult).</p>	R
<p>Respondents: Yes</p>	R1C
<p>Interviewer: Ja...speak aloud, Shii.. (quiet). A ki ri (because) keeping quiet and now he is trying you want to intervene, yes.</p>	
<p>Respondents: Playing a role because they are teaching us.</p>	R2C
<p>Interviewer: Immhh..that's his opinion, he says that they are playing a role and the reason for that they teach and do what again, write tests and class works. Another one. Is there anyone to support the statement or to be against the statement? Yes, you don't want to say anything. And then lets go to another one. Ahh, your parents, are they playing a role in your education? Are they really playing a role? Do they help you with your homework? All right, are you staying with your parents?</p> <p>So how can they play a role when you are not staying with them? All right let me put it again, are your parents playing a role in your education? Raise up your hands and tell us. Say yes and support your statement, say no and support your statement. Anyone, you, you want to say something, you, you at the corner.</p>	

Respondents: No answer was given.	P1C
Interviewer: Don't you want to say something? Ehhh...anyone with a comment. Do your parents help you with your education? When you say, yes, you must support. Like you can say yes, yes because they bought books for me, bought me uniform or they are doing anything you think they are really helping you with. Irrespective of where they are, they might be staying away from you or whatever but when you ask something from them they give. So do they really play a role? When you say yes, please give that example. Yes.	
Respondents: Playing a role but staying far as they are working.	P2C
Interviewer: Watsehang a ko ri aki tlhaluhanyi ku ri ki tlari yena obyang" (I don't really know what to say about those who are laughing). You said your parents are playing a role because of...even though they are staying far in e.g. Jo'burg but when they come back they provide neehh. Ja, but then through that you are able to do well at school because they are giving you some money also to get some sweets during break. Another one, parents, buwa (speak) even if you can talk in your language, I don't have a problem here I'm translating, yes.	
Respondents: They pay school fees for us.	P3C
Interviewer: They pay what, if I go now, I ca go now there and check in the books, have they already paid the school fee, they have paid already? Ehh, have they paid already? All right, it's fine. Now to her she says yes and when they are called for meetings, parents' meetings do they come? Ehh...	
Respondents: Yes, they attend meetings.	P4C
Interviewer: Must I go and check the attendants register?	
Respondents: Yes.	
Interviewer: Not all of them don't just say yes. Say not all of them because they might not all come. Ja, and then, you know that a school governing body (SGB), are they really helping you, they are supporting you with your education?	SGB
Respondents: No.	SGB1C
Interviewer: Yes, there is one here I've seen. You know what, give me the reason why you say they don't support you. Give me a reason for that....	
Respondents: Not clear.	
Interviewer: Ehh...	
Respondents: Only attending meetings	SGB2C

Interviewer: Only attending meetings. So if you have some problems here don't they come and solve the problems.	
Respondents: No	SGB3C
Interviewer: They shall, all right, so you say they don't do that support as such, all right. And then, what about the school management team, the school management team I'm referring to the HODs, the principals and deputy, are they really playing their roles. Give, give, give support to that. Give evidence, give the reasons for that, why do you say so... Immm. Why do you say they are playing a role? Give an example, what did they do? You don't know. Ehhh.. ba irang? (What do they do?) Imhh.	SMTs
Respondents: Force us to study after school.	SMTS1C
Interviewer: Ehhee, that's a role, yes, they force you and that is good. What is other? You don't want to come after for studies. You don't, you want to study at home. Immmh. And then what about the community as such, is it playing a role in your education. The community I'm not referring to your parents as such but I'm referring to people there in the community, police stations, churches whatever do they play a role, do they help you.	
Respondents: No.	
Interviewer: Ehh, what, who, who plays a role specifically?	
Respondents: Nothing.	
Interviewer: All right, praying and then do the police also come and help you here?	
Respondents: No, just a little bit.	P1C
Interviewer: A bit, police support a bit, and nurses?	N
Respondents: No.	N1C
Interviewer: And then tell me about your school buildings, how are they, are they fine for teaching and learning?	SB
Respondents: No	SB1C
Interviewer: Ehhh, why do you say so, why do you say no? Raise up your hands and tell me. Ehhh..	
Respondents: Not clear.	

Interviewer: Ehh, you said the buildings are not up to standard, so tell me like what? Yes.	
Respondents: Mafastere amanwe aana diglasi and ribulaya ke phefo (Some windows don't have <u>glasses</u> , so when it's <u>cold</u> we really get cold).	SB2C & SB3C
Interviewer: Ehh, no windows and cold, what again? Cracks and then the other one. How is the environment outside, the surrounding is it fine, electricity?	E
Respondents: No, no electricity.	E1C
Interviewer: No what? Light, you don't have electricity, so tell me does it have any, any effect if you don't have electricity, does it have an impact on your studies?	
Respondents: Yes, that has an impact.	E2C
Interviewer: What, reason, eh, how does the light help you or how does electricity help you in your studies? Eh.	
Respondents: Not clear.	
Interviewer: No electricity, so no computers, do you have them, do you have computers?	Comp
Respondents: Yes.	Comp1C
Interviewer: They are there but because of no electricity you don't use, is there any computer room?	
Respondents: Immm.	
Interviewer: No electricity and no computers. And then, what about your learning support material, that is books and textbooks, how are they?	LTSM
Respondents: Old.	LTSM1C
Interviewer: Ehh, learning support materials, your textbooks and the free supply by the government.	
Respondents: Di textbook tsa runa ra a direkela (We buy textbooks ourselves).	LTSM2C
Interviewer: You are buying your own, which one, eh, no, no, no the pre-books don't you get, stationery do you get, all of you.	
Respondents: Not all of us.	LTSM3C
Interviewer: Some free books but the textbooks, do you all have textbooks?	

Respondents: No.	LTSM4C
Interviewer: With what do you learn then, if you don't have textbooks?	
Respondents: Ri na ditextbooks tsa kgale. (We have old textbooks).	
Interviewer: So the new once you don't have, who must buy them for you?	
Respondents:ri a di rekela (we buy them ourselves).	
Interviewer: And you don't have money?	
Respondents: Ihmm.	
Interviewer: No money for new books but in other schools, they have been given new books neeh?	
Respondents: Ja	
Interviewer: Free?	
Respondents: Ja.	
Interviewer: And then, what about toilets here?	T
Respondents: Our toilets are locked.	T1C
Interviewer: They are locked?	
Respondents: Yes.	
Interviewer: Why are they locked?	
Respondents: People have stolen toilet seats.	T2C
Interviewer: Oh, because they stole a toilet seat, they stole the toilet seat that is why they locked them. And are they flushing?	
Respondents: No.	T3C
Interviewer: Is a toilet pit? What is the effect, do you think that a toilet pit have any effect on your teaching, on your learning. Ehh, Ehhh, what do you want to say.	
Interviewer: It is not healthy so if they are not healthy I mean, I want to find out, and does it have any impact on your learning and teaching of whatever. Ehh , they don't have.	
Respondents: No answer was given.	

Interviewer: A kiri (I mean), if the toilets are unhealthy, what can happen to your health?	
Respondents: Become ill.	
Interviewer: Then you absent yourself from school, and then you miss certain lessons. And based on that then they might have an impact, I'm just saying it because you've said it. Furniture, is fine?	F
Respondents: No, we borrow.	F1C
Interviewer: Ehh, where did you borrow this one?	
Respondents: From a nearby primary school.	F2C
Interviewer: Primary, borrowed from primary. So tell me if, if they did not borrow it from the primary. They borrowed this from primary and it helps you now that you are able to sit, suppose they did not borrow from the primary where were you going to sort of sit when you are studying or you are attending your lessons? Ehh.	
Respondents: Not clear.	
Interviewer: All right, let see do you have a library?	Libr
Respondent: No.	Libr1C
Interviewer: No library.	
Respondents: Yes.	Libr2C
Interviewer: Where do you get some books if you want to refer. Do you think if you don't have a library, it has an impact in your studies?	
Respondents: Yes.	
Interviewer: Why?	
Respondents: No answer was given ... they keep quiet.	
Interviewer: Ehh, unable to what? To study or read because of not having a library. Laboratory, do you have?	Lab
Respondents: No.	Lab1C
Interviewer: And then what, is there anyone who's doing science here?	
Respondents: Yes.	
Interviewer: Who's that one, are you doing science?	

Respondents: Yes.	Lab2C
Interviewer: So to which library do you go to, I mean to laboratory?	
Respondents: Outside.	Lab3C
Interviewer: There is a small laboratory, eh, well, I mean, do you have a...don't you do experiments?	
Respondents: Yes.	
Interviewer: Where do you get apparatus, apparatus are there, you have apparatus. All right, apparatus are there but not enough and the experiments are done outside, is that true?	A
Respondents: Yes.	A1C
Interviewer: Ehhh, Shii (quiet) according to your knowledge, are your teachers qualified ? Number1, number 2, ehhh, I'm asking, not, not you don't know neeh? Not knowing that you are uncertain about it "akiri" (okay). Now are they knowledgeable to teach the subject they are teaching, do they have knowledge?	
Respondents: Some do have knowledge.	
Interviewer: Some, some do have, eh shii (quiet) do you think they are working together, working meaning that there is any team spirit?	
Respondents: No.	T1C
Interviewer: They have got some clashes in between. How can you help them not to have that? How can you help them? Eh using your own understanding, how ca you help them to be one, to work together, Ehh?	
Respondents: Re tlokga information (we don't have information)	
Interviewer: All right, it will be impossible because of interference, eh, what about the, the, the, the method that they are using when teaching, is it fine?	
Respondents: No.	
Interviewer: Why do you say so?	
Respondents: No answer.	
Interviewer: Some, so which one do you prefer, eh, I mean the method of teaching, which one do you prefer?	M
Respondents: Explanation method and summary.	M1C
Interviewer: Ehh, the explanation one, summary, you want summary, eh. What	

about this method of just teaching you, you listen, listen, listen and at the end you go home. That's the one they are using.	
Respondents: Some of them.	M2C
Interviewer: Ehh, some are teaching very well. And then, what is your parents' socio-economic status? By socio-economic status I'm referring to whether they are up here rich or here or down?	SES
Respondents: Poor.	SES1C
Interviewer: Down? Why do you all say down not middle not up? So I'm asking you this question now. When you say they are down tell me don't you eat during break?	
Respondents: We do.	
Interviewer: Where do you get money? Ehh.	
Respondents: We sometimes work.	SES2C
Interviewer: Are you sure?	
Respondents: Yes.	
Interviewer: Is it not some teachers help you with some money?	
Respondents; No.	
Interviewer: All right, shii (quiet) you others you say "wa zula" what is to "zula"?	
Respondents: We say " ngia ziphandela musi" (we work for ourselves).	
Interviewer: Ohh, how do you do that?	
Respondents: No answer.	
Interviewer: And then "u yisa kai" (where do you take it to). Ohh you, you sell some water and then you get money from there. Liing hape (what else)?	
Respondents: Selling fish.	SES3C
Interviewer: A wu, ke batla, tlhapi (Oh, let it I want a witness).	
Respondents: No answer.	
Interviewer: Ehh, are you committed to your education, committed means you really want to pass your grade 12 and go somewhere?	CE
Respondents: Yes.	CE1C

Interviewer: Are you studying?	
Respondents: Yes.	CE2C
Interviewer: Are you writing tests?	
Respondents: Yes.	CE3C
Interviewer: How do I know, show me the evidence?	
Respondents: No answer.	
Interviewer: Why up, what about others?	
Respondents: Not clear (noise).	
Interviewer: Tell me now under general, under general how can we as black people improve our education in this rural areas, that is a general question. How can we improve our education in these rural areas? How, give me your ideas. Yes.	
Respondents: Not clear.	
Interviewer: Re tla hira byang (what can we do)?	IERA
Respondents: Have improved means of transport.	IERA1C
Interviewer: So you are saying, we can improve that by having a transport that can take you all over to school so that you must not be late, the other one?	
Respondents: Yes.	
Interviewer: What I'm saying is when you give me these ehh, solutions it might help, maybe once the recommendations are put forward, you find that at the end, it might be a bus. Let me give you an example of the, the farm schools. They do have a bus that takes every child from her point of departure taking her or him to school, that is why I'm saying maybe if we can have that in future it can combat this thing of coming late to school. Another one, how can we improve our education here? Based on all the things that you have said, how can we? Ehh, we want electricity, so when can we get so you will come and study. That will help for after study up to late.	
Respondents: Have a transport, so that we should not be late for school.	
Interviewer: Ehh, another one, is that all? Imm, what is your, your comment, what is your idea?	
Respondents: Qualified teachers from other places to come and help.	IERA2C

Interviewer: Qualified teachers from outside to come and help.	
Respondents: Yes.	
Interviewer: All right, Ehh., white curriculum, ja, ja another one?	
Respondents: Not clear.	
Interviewer: Falls under white curriculum, the other thing, another improvement?	
Respondents: No answer.	
Interviewer: That is what you are saying when you ...(not clear) what, what, what to have more. Imm, ja.	
Respondents: Not clear.	
Interviewer: Another one, is that all?	
Respondents: Laugh.	
Interviewer: Improve, improve...	

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APPENDIX 18

CODING AND CLUSTERING OF TEACHERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES TO RESEARCHER'S INTERVIEW AT SCHOOL A

1	Dedication and commitment of teachers	D
	▪ Teachers are dedicated	D1A
2	Availability of resources	R
	▪ If they can get the resources	R1A
	▪ Facilities not enough	R2A
3	Late coming	L
	▪ Learners are punished if they are late	L1A
4	Qualifications of teachers	Q
	▪ They are qualified	Q1A
	▪ They are knowledgeable	Q2A
	▪ Specialists in their subjects	Q3A
5	Favouritism	F
	▪ No favouritism	F1A
6	SGB (School Governing Body)	SGB
	▪ Not playing much role	SGB1A
7	Parents	P
	▪ Parents are poor	P1A
	▪ Most of them come home month end	P2A
	▪ Some learners live alone at home	P3A
8	Community	C
	▪ The community do sometimes help with things like burglary	C1A
9	The school	S
	▪ The school is very old, more than 50 years old	S1A
	▪ They need a new structure to be build by the Department of Education	S2A
	▪ Written letters since 1993, up to now they have not come to build a new school	S3A

10	Learner teacher support material	LTSM
	▪ Some learners do not have books	LTSM1A
	▪ Improvise and photocopy some information for the learners	LTSM2A
11	Method of teaching	M
	▪ Still using the old method of teaching	M1A
	▪ One reason being that they do not have resources	M2A
12	Toilets	T
	▪ Still using the old toilets	T1A
	▪ They are not healthy	T2A
13	Furniture	F
	▪ Not enough furniture	F1A
	▪ They borrowed some from the neighbouring school	F2A
14	Library	Libr
	▪ Old books	Libr1A
	▪ No qualified librarian	Libr2A
	▪ No time for learners to go to the library, only during their free time	Libr3A
15	Sick room	Sick
	▪ There is a sick room with one bed; and if more than one learner are sick, then it becomes a problem	Sick1A & Sick2A
	▪ No medicines, only Disprin	Sick3A
16	Laboratory	Lab
	▪ Not up to standard	Lab1A
	▪ Improvise	Lab2A

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APPENDIX 19

CODING AND CLUSTERING OF TEACHERS' AND SCHOOL MANAGEMENT TEAMS' RESPONSES TO RESEARCHER'S INTERVIEW AT SCHOOL B

1	Qualifications of teachers	Q
	▪ Most of them are qualified	Q1B
	▪ Matric plus diploma	Q2B
2	Dedication	D
	▪ Yes, they are dedicated	D1B
3	Method of OBE	M
	▪ Difficult to apply OBE	M1B
	▪ Still use old method	M2B
4	Resources	R
	▪ Not enough resources	R1B
5	Learner-teacher ratio?	Ratio
	▪ More than 40 learners	Ratio1B
6	School buildings	SB
	▪ Generally the school is old	SB1B
	▪ No computer rooms	SB2B
	▪ Laboratory is there but not working	SB3B
	▪ Apparatus not used but stored in the storeroom	SB4B
7	Parents	P
	▪ No connection between teacher and parent	P1B
	▪ Parents do not attend school meetings	P2B
	▪ Triangle between learner, teacher and parent is broken	P3B
	▪ But if there is a problem they come	P4B
8	Toilets	T
	▪ They have new toilets	T1B
9	Learner teacher support material	LTSM
	▪ They get them from their sisters and brothers who have already passed the grade	LTSM1B
	▪ Majority of the learners do have books but not directly from government	LTSM2B

10	Teamwork	T
	▪ There is teamwork and teachers help each other	T1B
11	Learner-dedication	LD
	▪ Some are dedicated, some are not e.g. some do not do homework	LD1B
	▪ But follow-ups are made	LD2B
12	Drugs	D
	▪ We cannot say that drugs are not used by the learners	D1B
	▪ Drugs might be there	D2B
13	How to improve the school's culture	SC
	▪ Depends on the management and staff	SC1B
	▪ Introduce computer literacy courses	SC2B
14	Are teachers computer literate?	C
	▪ They are highly skilled in computer usage	C1B

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APPENDIX 20

**CODING AND CLUSTERING OF TEACHERS' AND MANAGEMENT TEAMS'
RESPONSES TO RESEARCHER'S INTERVIEW AT SCHOOL C**

1	Teachers are playing their role in teaching and learning?	R
	▪ Yes they do, but they do not have all the necessary knowledge	R1C
2	Parents, are they playing their role in teaching and learning?	P
	▪ A very low percentage of them do help their children	P1C
	▪ Are their parents educated? not all	P2C
	▪ Most of them are traveling by bus	P3C
3	Are SMTs playing their role in teaching and learning?	Smt
	▪ They are trying their level best	Smt21
	▪ They have respect	Smt2C
	▪ There is cooperation	Smt3C
4	Team spirit	TS
	▪ There is a bit of team spirit	TS1C
5	Qualification of teachers: are they qualified to teach the learning areas?	Q
	▪ They are adequately qualified	Q1C
	▪ They are knowledgeable	Q2C
6	Are they dedicated to their work?	D
	▪ Yes	D1C
7	School building	SB
	▪ Not up to standard and are vandalized	SB1C
	▪ Vandalised by some of the learners	SB2C
	▪ Some are taken drugs	SB3C
8	What about the school furniture?	SF
	▪ Furniture is also destroyed	SF1C
9	How can we prohibit the process of destroying whatever furniture is available in this school?	Proh
	▪ Bringing the attention of the community might help	Proh1C

10	Is the library functional at your school?	Libr
	▪ It is no longer functional	Libr1C
	▪ The reason being that we dot have an adequate building for it	Libr2C
11	And the laboratory?	Lab
	▪ No laboratory	Lab1C
12	Where and how do they conduct their experiments?	Exp
	▪ In an ordinary classroom	Exp1C
13	Which method do you use when teaching?	M
	▪ It depends on the subject	M1C
14	Are learners dedicated to their schoolwork?	LD
	▪ Not all of them	LD1C
15	Parental involvement	PI
	▪ Only about 10% of the parents are involved	PI1C
16	How can we improve the education in this area?	IE
	▪ May ask learners to buy newspapers, but the SES is low and far from entertainment sectors	IE1C
17	Do you have a feeding scheme for learners?	FS
	▪ We do not have	FS1C
	▪ Some of the primary schools do have	FS2C

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APPENDIX 21

CODING AND CLUSTERING OF LEARNERS' RESPONSES
TO RESEARCHER'S INTERVIEW AT SCHOOL A

1	Dedication and commitment of teachers	DC
	▪ Teachers are doing their work	DC1A
	▪ Teachers work hard to finish the syllabus	DC2A
	▪ Teachers are not doing their work	DC3A
2	Availability of resources at schools	R
	▪ Availability of first aid kits	R1A
	▪ Computers not functional	R2A
	▪ Schools do have equipment for extramural activities	R3A
	▪ Students lack learning materials	R4A
	▪ Students could not tell whether government supplies stationary	R5A
	▪ Textbooks not available	R6A
3	School Management Teams	SMTS
	▪ Not performing to function	SMTS1A
	▪ Send learners home when they (learners) arrive late	SMTS2A
4	Discipline	D
	▪ Parents should be informed when learners do wrong at school	D1A
5	Financial resources	FR
	▪ Not enough money for school uniforms	FR1A
	▪ School fees were increased	FR2A
	▪ Funds were used to purchase computers	FR3A
6	Parents	P
	▪ Some learners indicated that they live with their parents	P1A
	▪ Not all learners indicated that they stay with their parents	P2A
	▪ Some learners indicated that parents do assist learners with homework	P3A
	▪ Parents are supporting learners	P4A
	▪ Parents do not help learners with homework	P5A
	▪ Some learners regarded their parents as middle class	P6A
7	School Governing Body	SGB
	▪ Learners not familiar with the school governing body	SGB1A
8	Learning in the classroom	L
	▪ Some respondents indicated that teachers don't contribute to student learning. They argued that teachers are "using" learners	L1A
	▪ Some learners prefer traditional (old) teaching methods	L2A

9	Classroom teaching	CT
	▪ Educators/teachers are not fair	CT1A
	▪ Learners indicated that they “don’t need teachers”	CT2A
	▪ Some learners were happy with the methods used by teachers	CT3A
	▪ Teachers were spoon-feeding learners	CT4A
10	School buildings	SB
	▪ School buildings are very old	SB1A
	▪ Has no electricity	SB2A
	▪ Some sections at school do have electricity	SB3A
	▪ Cleaning does take place at school	SB4A
	▪ Learners damaged library	SB5A
	▪ Toilets are not clean	SB6A
	▪ Toilets are being improved	SB7A
	▪ Laboratories are available	SB9A
	▪ Some laboratories are not up to standard	SB10A
11	Teachers/Educators	T
	▪ Learners regarded some teachers as experts	T1A
	▪ Some teachers were not regarded as experts	T2A
	▪ Certain teachers should return to university to improve their teaching	T3A
12	Learners	L
	▪ Learners are dedicated	L1A
	▪ Learners are not dedicated	L2A
	▪ Learners lack motivation	L3A
13	Saturday lessons	SatL
	▪ No	SatL1B
	▪ They attend somewhere	SatL2B
14	Dodge lessons	D
	▪ No	D1B
15	Coming late	Late
	▪ Yes	Late1B
	▪ No transport,	Late2B
	▪ Walking on foot	Late3B
16	Favouritism	Fav
	▪ Yes	Fav1B

APPENDIX 22

CODING AND CLUSTERING OF LEARNERS' RESPONSES
TO RESEARCHER'S INTERVIEW AT SCHOOL B

1	Teachers are playing their role in teaching and learning	R
	▪ Yes they do play their role	R1B
	▪ They give us classworks and also feedback	R2B
	▪ Others do not do their work	R3B
	▪ We can do the work ourselves	R4B
2	Parents	P
	▪ Parents do not help us	P1B
	▪ Some are not educated	P2B
	▪ Other learners from other schools do help us	P3B
3	Visit by ministers, nurses, etc.	V
	▪ No visit by ministers during assemblies	V1B
	▪ No visit by policemen	V2B
	▪ No visit by nurses	V3B
4	School buildings	SB
	▪ Not up to standard	SB1B
	▪ Windows broken	SB2B
	▪ No electricity	SB3B
	▪ Computers	SB4B
5	Computers	C
	▪ They are there but not used	C1B
	▪ Forty of them	C2B
6	Laboratory	Lab
	▪ Laboratory is there but no equipment	Lab1B
7	Experiments	Exp
	▪ No experiments are conducted	Exp1B
	▪ Motivate learners and reinforce them	Exp2B

8	Teamwork	T
	▪ No teamwork, they fight	T1B
	▪ They do not negotiate	T2B
9	Method of teaching	M
	▪ Passive one	M1B
	▪ They do not finish the syllabys	M2B
10	Parents are not rich	PR
	▪ Some are working	PR1B
	▪ Grandparents pay school fees	PR2B
11	Toilets	Toil
	▪ They are fine	Toil1B
12	Learner teacher support material	LTSM
	▪ Some of the learners	LTSM1B
13	Furniture	F
	▪ Furniture is fine	F1B
14	Library	Libr
	▪ It is not working	Libr1B
15	Qualification	Q
	▪ Not all are qualified	Q1B
	▪ Motivate them	Q2B
	▪ Reinforcement	Q3B
16	School Governing Body	SGB
	▪ They do have SGB	SGB1B
	▪ But does not do their work	SGB2B
17	To improve all the negative factors	I
	▪ Take everything to the Government	I1B
	▪ Donation	I2B
	▪ Fundraising	I3B

18	Saturday lessons	SatL
	▪ No	SatL1B
	▪ They attend somewhere	SatL2B
19	Dodge lessons	D
	▪ No	D1B
20	Coming late	Late
	▪ Yes	Late1B
	▪ No transport,	Late2B
	▪ Walking on foot	Late3B
21	Favouritism	Fav
	▪ Yes	Fav1B

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APPENDIX 23

**CODING AND CLUSTERING OF LEARNERS' RESPONSES
TO RESEARCHER'S INTERVIEW AT SCHOOL C**

1	Teachers are playing their role in teaching and learning	R
	▪ Yes, they do play a role	R1C
	▪ They are teaching us	R2C
2	Parents are playing a role in their education/teaching and learning	P
	▪ No answer was given	P1C
	▪ Playing a role but staying far as they are working	P2C
	▪ They pay school fees for us	P3C
	▪ They attend meetings	P3c
3	School Governing Bodies: are they playing a role?	SGB
	▪ No	SGB1C
	▪ Only attending meetings	SGB2C
	▪ No, they do not solve our problems	SGB3C
4	School management teams: do they play a role?	SMTS
	▪ Force us to study	SMTS1C
5	Community, does it play a role in the teaching and learning?	C
	▪ Nothing	C1C
6	Do policemen support you?	Pol
	▪ No, just a little bit	Pol1C
7	Nurses	N
	▪ No	N1C
8	Tell me about your school building: is it fine for teaching and learning?	SB
	▪ No	SB1C
	▪ Some windows do not have glasses	SB2C
	▪ We get cold when it is winter	SB3C
9	Electricity	E
	▪ No electricity	E1C
	▪ Has impact on our studies	E2C
10	Do you have computers?	Comp
	▪ Yes, we do have computers	Comp1C

11	Do you have learner teacher support material?	Ltsm
	▪ Old	Ltsm1C
	▪ We buy textbooks	Ltsm2C
	▪ We do not all get free books	Ltsm3C
	▪ Don't also get stationary	Ltsm4C
	▪ We do not all have textbooks	Ltsm5C
12	What about toilets?	T
	▪ Our toilets are locked	T1C
	▪ Because toilet seats have been stolen	T2C
	▪ They are toilet pits	T3C
13	What about your school's furniture?	F
	▪ We borrowed it	F1C
	▪ From a nearby primary school	F2C
14	Do you have a library?	Libr
	▪ No	Libr1C
	▪ Yes, the absence of the library has an impact on our studies	Libr2C
15	Do you have a laboratory?	Lab
	▪ No	Lab1C
	▪ But we are doing science as a subject	Lab2C
	▪ They do their experiments outside	Lab3C
16	Do you have apparatus?	A
	▪ Yes	A1C
18	Method of teaching	M
	▪ Explanation and summary method	M1C
	▪ Listening too much	M2C
19	What about socio-economic status?	SES
	▪ It is poor	SES1C
	▪ Learners sometimes work for themselves to get money	SES2C
	▪ Selling fish	SES3C
20	Are you (learners) committed to your education?	CE
	▪ Yes	CE1C
	▪ Yes, we are studying	CE2C
	▪ Yes, we are writing tests	CE3C

21	How can we improve our education in the rural areas?	IERA
	▪ Have improved means of transport	IERA1C
	▪ Qualified teachers	IERA2C

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