CHAPTER FOUR

DATA ANALYSES, INTERPRETATION AND DISCUSSION OF THE QUANTITATIVE AND QUALITATIVE RESEARCH RESULTS

4.1 INTRODUCTION

In chapter three the research design, the description of the sample, sampling procedures, construction of the questionnaires, interviews and gathering data procedures were outlined. In this chapter, analyses, interpretation and discussion of the quantitative and qualitative data are done and a refinement of the sample is also discussed and presented. Data analyses are important because according to Merriam (1998:178), it is described "as the process of obtaining sense from the data." Mouton (1993:161) adds by stating that "analysis means the resolution of the complex whole into parts." The interpretation of data often performed as a comparison between groups, based on the accompanying tables, where an emphasis is on the frequency analysis, percentages and also on the different levels of significance at the 0.05 level ($P \leq 0.05$), as well as the reasons for such differences and how these affect the culture of teaching and learning in high schools. With the help of a statistician from the University of Pretoria, I obtained statistical results which are tabled below for the analysis and interpretation. I commenced with the interpretation and discussion of biographical data, cumulative frequency analysis, frequency analysis across the three schools and thereafter the analysis of the level of significance will follow, using ANOVA procedures. The reader is referred to chapter three in order to get more clarity regarding frequency analyses. The interpretation of data is important, regarded by Mouton and Marais (1990:104), as "an indication of the manner in which the events may be understood." This chapter contains the perceptions of teachers, learners and parents on the variables contributing towards the culture of teaching and learning, the method of data analysis being constant comparison (grounded theory).

4.2 INTERPRETATION OF BIOGRAPHICAL DATA OF THE RESPONDENTS

Before conducting the data analysis, I reiterate the context of this study, notably the teacher being perceived as someone faced with the complex task of coping with a school's and community's problems, as well as aiming at enhancing the quality of teaching and learning in schools. This is a complex phenomenon, especially in the disadvantaged areas, where such schools still experience poverty, too few classrooms and poor resources. As indicated in the previous chapter, these factors help explain why the three schools' academic performance is problematic.

4.2.1 CONTENT ANALYSIS

Content analysis, according to Dey (1993:112), is the categorizing of the primary patterns in the data. One can further add that content analysis is the process of generating coding where categories are developed. In this study, such categories being developed from both quantitative and qualitative data, and from what the respondents have meant and said. I present the categories in table form, with subcategories emerging from the large volume of data in summary form below, after a thorough review of the categories. This review of categories aims at describing the findings generated from data, and also the formulation of a theoretical framework. The following are therefore categories and subcategories of variables contributing towards the establishment of a culture of teaching and learning in high schools selected from data.

Categories	Sub-categories
Biographical information	Qualifications, gender, teaching experience, age, current studies, number of years in marriage, number of siblings
The role of teachers	Attend workshops, low morale, punctuality, attendance to their classes, specialists in their subjects, teaching instead of facilitating, commitment, overloaded with work, manage their classes, favouritism, assist learners with schoolwork, teamwork, professionalism
Teaching approaches	Teacher-centredness, learner-centredness, group work, democratic in their teaching and learning, immediate feedback

School structure	Modern, electrified, over crowded classrooms, conducive to teaching and learning, have library, laboratory and toilets
Learner teacher support materials	Textbooks, computers, televisions and tape recorders
The role of parents	Working conditions, parental care and assistance in schoolwork, attending meetings
The role of learners	Punctuality, construct new meanings, do group work

Biographical information, tabled above, according to Houser (1998:15) is important because "demographic characteristics influence the outcome or dependent variable", so I have included it in this study. Thomas (1998:162) describes biographical information as "the assumption that its categories may be associated with the study's target variables." In this study, biographical data is important because the study is mainly a comparative investigation of variables contributing towards the establishment of a culture of teaching and learning in three high schools. It therefore lays the foundation for the discussion of data. Approximately 600 questionnaires for learners and parents were prepared for three high schools in the Moretele Area Project Office (APO) of the North-West Province. In each school, Grade 12 learners and their parents were represented in the sample. The total number of 18 questionnaires for SMTs and teachers teaching Grade 12 were distributed accordingly in the selected schools, where questions were based on the issues relating to variables contributing towards the establishment of a culture of teaching and learning were addressed.

I was able to collect large numbers of questionnaires from the teachers, learners and school management teams, because I had personally administered the entire process of conducting their completion. With regard to the learners' parents, I experienced some problems in getting all the questionnaires back since most of the parents were not home with their children most of the time.[2] On this note I therefore decided not to include parents in the interview session. The above explanation is summarised in the following table:

[2] Many parents still travel to and fro work on a daily basis or even sleep out for a week or month in order to secure their work. Contact between parents and learners are limited during the week.

TABLE 4.1: QUESTIONNAIRES SENT TO AND RETURNED BY THE THREE SCHOOLS' RESPONDENTS IN THE MORETELE AREA PROJECT OFFICE

Questionnaire sent	School A	School B	School C
Teachers	18	18	18
Learners	100	120	50
Parents	100	120	50
Total	218	258	118
Questionnaire returned	**School A**	**School B`**	**School C**
Teachers	14 = 78%	17 = 94%	10 = 56%
Learners	85 = 85%	108 = 90%	39 = 78%
Parents	14 = 14%	52 = 43%	8 = 16%
Total	113	177	57

Approximately 600 questionnaires were sent to three high schools, but only 347 were returned. This implies that I received over half of the questionnaires for computation and analysis. There is a fair representation of population, even though, when analysing the questionnaires further, it was discovered that a very low percentage of parents from each school returned the questionnaires, and this supports the above idea that parents might not be home with their children most of the time. This could be one of the possible reasons why parents responded in this manner.

When looking at the biographical information on teachers, SMTs, learners and parents, the following paragraph presents the "frequency" results and "percentage" on gender, qualification, experiences and other related variables respectively, in terms of their participation in the responses of the questionnaire. As stated in the preceding section, biographical information is important in most of the studies because it is related to the dependent variables, including this one.

The concept "frequency results" is used in this study because it provides the number of respondents on each variable and are shown in tables 4.1 up to 4.80, where I decided to table too much data with an aim of having an in-depth discussion on the variables clustered into categories in this study. For example, if a number of respondents show that they strongly disagree with the given variable, then scale 1 will be the one to be "ticked", for disagree, scale 2 will be

ticked and for uncertain, scale 3 will also be ticked. The more the number of respondents for each scale, the significant variable will be on the establishment of a culture of teaching and learning, to be indicated by a shaded table. The same procedure will be followed with other scales. Secondly, with regard to the total percentage of responses, there will be a rounding off of percentages to make it a round figure.

TABLE 4.2: GENDER OF RESPONDENTS (TEACHERS, SCHOOL MANAGEMENT TEAMS (SMTS) LEARNERS AND PARENTS) WHO PARTICIPATED IN THE INVESTIGATION

Gender	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Males	25	60.98	108	47.16	16	22.54
Females	16	39.02	121	52.84	55	77.46
Total	41	100%	229*	100%	71**	100%

* Frequency missing = 3
** Frequency missing = 3

The gender of participants (teachers, learners and parents) who participated in this investigation is reflected in table 4.2 of this report. The majority of teachers were males (with the frequency of 25 and percentage of 60.98% of the distribution) while only 16 respondents (39.02%) were females. The discrepancy between the number of male and female respondents could be attributed to the fact that the majority of teachers teaching in high schools are normally males. This idea is supported by Coutts (1996:80), when mentioning that "in South African schools the women predominate in the pre-primary, junior primary classes and the males in high schools." Lane (1991:15) expresses a similar opinion when stating that "in tertiary institutions in South Africa, women lecturers' numbers are comparatively small." This information raises a concern as to why female teachers are under-represented almost in every sector, of a higher level, for example the numbers drop from high schools to higher education institutions (Lane, 1991:15). The problem of a lack of female teachers and the unequal distribution of teachers by gender within schools can thus be influential with regard to role models for girls, as well as providing guidance and counselling for them, concerning issues relating to, for example, puberty.

Interestingly, more female learners (with 121 respondents at 52.84%) participated in the investigation, as compared to 108 male learners at 47.16%. However, one has to take into consideration that the percentage calculations are closely related to one another and the difference is therefore not significant. It is further discovered that in the same table, 4.2, more female parents (77.46%) than male parents (22.54%) participated in the investigation. The vast difference between the two could be caused by the fact that in most of the rural areas female parents are housewives looking after the family, whilst male parents are working in town far away from home. The other reason could be that most female parents are unmarried and head the family by themselves. Simon and Beard (1986:17) support the idea above by pointing out that "when accounting for the position of women in the work force, it is impossible to escape the conclusion that family structure and the ideology of domestic responsibility play an important part, especially in South Africa." Another point on gender will be dealt with when the results of ANOVA are interpreted in the proceeding section under par. 4.9.

TABLE 4.3: QUALIFICATIONS OF THE RESPONDENTS (TEACHERS, SMTS, LEARNERS AND PARENTS) WHO PARTICIPATED IN THE INVESTIGATION

Qualifications	Teachers & SMTs		Learners#		Parents	
	Frequency	%	Frequency	%	Frequency	%
Below Grade 12	0	0	149	70.28	32	43.84
Diploma	15	37.5	40	18.87	12	16.44
Grade 12	4	10	5	2.36	22	31.14
B. degree	16	40	11	5.19	0	0
B degree & diploma	5	12.5	7	3.30	6	8.22
	0	0	00	0	11	1.37
Total	40*	100%	212**	100%	73***	100%

Learners' perception regarding their parents' qualification

* Frequency missing = 1
** Frequency missing = 20
*** Frequency missing = 1

In table 4.3, teachers with a Bachelor's degree (B degree) fall within the category of 40%, as compared to the qualifications of parents with 0% on the same category. In the same table above, 40% of parents fall below Grade 12 with their qualifications. This could be an indication that most parents are poorly qualified,

and so unable to assist with their children's learning and homework. Forty percent is a percentage of the teachers' qualification at level 4 (i.e. B. degree) and this is a concern in the education system because, I argue, it is a low percentage which might affect quality of education in South Africa. As mentioned in the previous sections of NCES, (1993:94): "quality of education in the United States is relying on teachers' qualification." This is supported by Podoursky, Monroe and Watson (2004:5) when stating "education planners assume that qualifications indicate the effectiveness of teachers." This means that there is interaction between quality of education and teachers' qualifications, therefore, quality education cannot take place if low teachers' qualifications are experienced in South Africa or concentrated in certain areas. This idea is not different from the South African perspective because teachers are even unceasingly encouraged to upgrade their qualifications and profession in order to try to improve the quality of education. Samuel (1998:39) points out that "the numerical shortage of Africa teachers is clearly serious." The *Quarterly Review of Education in Training in South Africa* (2001:21) points further that "South Africa still has a considerable number of unqualified and under-qualified teachers." When comparing learners' perceptions regarding their parents' qualifications with the parents' responses, there is a vast gap and this, in my view, means that parents do not discuss their qualifications with their children.[3]

TABLE 4.4: TEACHING EXPERIENCES OF TEACHERS AND SMTS WHO PARTICIPATED IN THE INVESTIGATION

Teaching experience	Teachers & SMTs	
	Frequency	%
1-5 years	5	12.20
6-10 years	16	39.02
11-15 years	11	26.83
16 years and more	9	21.95
Total	41	100%

As illustrated in table 4.4, I decided only to reflect on the teaching experience of teachers and SMTs who participated in the investigation because neither the learners nor parents were engaged as teachers teaching at the three schools.

[3] The reasons for not discussing more of their issues with their children could be a culture of the society in which the learners and parents live. Secondly it could be because of inaccessibility to information from various media.

This, I believe, means that a high number of teachers and SMTs have little teaching experience, 10 years being the optimum to give teachers enough knowledge of the subjects and expertise. This is supported by Podoursky, *et al*. (2004:5), when stating that "the amount of experience that teachers have is related to quality of learning." But in this table, only 39% of teachers are falling within six to 10 years, as compared to 26.83% (11-15 years) and 21.95% (16 years and more).

TABLE 4.5: AGE OF RESPONDENTS (TEACHERS, SMTS AND PARENTS) WHO PARTICIPATED IN THE INVESTIGATION

Age	Teachers & SMTs		Parents	
	Frequency	%	Frequency	%
20 years = 1	-	-	1	1.45
25-29 years = 2	1	2.50	-	-
30-34 years = 3	11	27.50	6	8.70
35-39 years = 4	9	22.50	7	10.14
40-44 years = 5	13	32.50	21	30.43
45-49 years = 6	5	12.50	17	24.64
50-54 years = 7	1	2.50	7	10.14
55-59 years = 8	-	-	4	5.80
60+ years = 9	-	-	6	8.70
Total	40*	100%	69**	100%

* Frequency missing = 1
** Frequency missing = 5

From table 4.5 it is significant to note that most of the respondents' (teachers, SMTs and parents) ages are around 30-49 years. This implies that the respondents are at a mature stage and therefore expected to be responsible and committed to their work, assuming the characteristics of adulthood.

TABLE 4.6 RESPONSES FROM TEACHERS AND SMTS REGARDING CURRENT STUDIES

Scale	Teachers & SMTs	
	Frequency	%
Studying	18	47.37
Not studying	20	52.63
Total	38	100%

In table 4.6, results show that 47.37% of respondents (teachers and SMTs) are studying further in order to improve their qualifications, while 52.63% are not. The difference between the two categories is not vast; therefore the variables impact on teaching and learning could be moderate. The *Government Gazette* (2000:9-14) supports the views above by singling out one of the roles of teachers as being "a scholar, researcher and lifelong learner." This implies that teachers should be continual learners, upgrading their academic qualifications in order to acquire more knowledge and skills, be competent and aware of new challenges in education, thus improving a culture of teaching and learning in schools.

TABLE 4.7: NUMBER OF YEARS IN MARRIAGE OF RESPONDENTS (PARENTS) WHO PARTICIPATED IN THE INVESTIGATION

Number of years in marriage	Parents	
	Frequency	%
None	19	30.16
1-5 years	6	9.52
5-10 years	6	9.52
10+ years	32	50.79
Total	63*	100%

* Frequency missing = 11

Table 4.7 reveals that above 50% of parents as respondents are "in marriage" for more than 10 years. This means that married couples could contribute towards an establishment of a culture of teaching and learning because learners in that family could be assisted and given moral support by both parents with schoolwork, or even if one parent is away from home there will be somebody to look after the children, thus assisting with homework. In some families the marital status is not welcoming and in such a situation, according to Le Roux (1993:82) "the child feels unsafe, insecure and anxious." On that note, such a barrier can lead to poor performance at school.

TABLE 4.8: NUMBER OF SIBLINGS/BROTHERS AND SISTERS AT HOME OF RESPONDENTS (LEARNERS) WHO PARTICIPATED IN THE INVESTIGATION

Number of siblings at home	Learners	
	Frequency	%
1 sibling	30	13.57
2 siblings	71	32.13
3+ siblings	120	54.30
Total	221*	100%

* Frequency missing = 11

Table 4.8 shows that above 50% of learners, as respondents, have more than three siblings (brothers and sisters) at home. This seems to have a positive impact on the culture of teaching and learning in the sense that where there are more than three siblings at home, a child in this context a learner, has a likelihood of developing social and communication skills and will continue to be of value in the community, because the siblings will provide him with advice, clarification of some problems and a sense of belonging. Mwamwenda (1996:71) supports the ideas above by mentioning that "siblings play an important role as the adolescent search for identity." This means that where siblings number more than one, socialisation and belonging need is accomplished and learning from each other can be enhanced. Some studies conducted by Colclough, Al-Samarrai, Rose and Tembon (2003:84) indicate that "the number of children within a household may affect the level of resources available to each … either negatively because of the need to share; or positively because the older children can provide support for young ones."

TABLE 4.9: AGE OF RESPONDENTS (LEARNERS) WHO PARTICIPATED IN THE INVESTIGATION

Age	Learners	
	Frequency	%
16 years	4	1.76
17 years	80	35.24
18 years	67	29.52
19 years	44	19.38
20 years	21	9.25
21 years	6	2.64
22 years	2	0.88

Age	Learners	
	Frequency	%
23 years	1	0.44
25 years	1	0.44
28 years	1	0.44
Total	227*	100%

* Frequency missing = 5

A large number of learners who participated in this study revolve around 17 and 18 years with a percentage of above 35% and 30% respectively. This implies that the learners are not repeating Grade 12 because 17 and 18 years are the right age to be in Grade 12. The question arises as to where the repeaters are because, according to the statistics of the three selected schools, there is no year in which those schools have produced a 100% pass rate over the past five years. I am convinced that some learners who are above age could have been registered separately at Adult Basic Education Centres (ABET), with an aim of even attempting to lower the number of failure rate in Grade 12. My above opinion is in line with what I discovered during the Whole School Evaluation in 2003, when interviewing some learners in Gauteng schools, namely that "learners were unaware that they were registered with ABET." The above idea is in line with what appears in *Pretoria News*, 5 January 2004:1 stating that "some learners were advised to register with Adult Basic Education and Training (ABET)." This, I understand, means that the Department of Education is putting too much pressure on schools with regard to the improvement of results, in such a way that some principals and teachers find themselves planning this type of poor strategy.

TABLE 4:10: NUMBER OF YEARS IN GRADE 12, SPENT BY RESPONDENTS (LEARNERS) WHO PARTICIPATED IN THE INVESTIGATION

Number of years spent in Grade 12	Learners	
	Frequency	%
1 year	209	90.87
2 years	17	7.39
3 years	4	1.74
Total	230*	100%

* Frequency missing = 2

Table 4.10 shows that above 90% of learners as respondents spend one year in Grade 12. The results above correspond with table 4.9, in which learners are mostly between 17 and 18 years old, meaning that those years are the right age for learners to be in Grade 12; thus no repeaters. The implication is therefore that there is effective teaching with better pass rates. I view the above results seriously, because, even during 2004 the North-West Province did not perform as well as other provinces. It has declined from above 70% the previous year (2003), to a 64.9% matric pass rate last year (2004), as noted by Minister of Education, Naledi Pandor on *SABC* 2 (29 December 2004). According to the statement above one can interpret that learners do fail Grade 12, since there is no 100% pass rate. Now the question arises, where are the repeaters? Are they denied the right to repeat or are they opting to repeat at other schools? This question, in my opinion, needs to be further investigated.

TABLE 4.11 CURRENT LEVEL OF YOUR POST (TEACHERS) AS PARTICIPANTS IN THE INVESTIGATION

Current level of teacher's post	Teachers & SMTs	
	Frequency	%
Teacher = 1	25	60.98
Head of department = 2	12	29.27
Deputy principal = 3	2	4.88
Principal = 4	2	4.88
Total	41	100%

Table 4.11 indicates that above 60% of respondents are teachers as compared to head of departments, deputy principals and principals at above 30%, 4% and another 4% respectively. This denotes that there are more teachers than heads of departments, deputy principals and principals. I am of the opinion that there are still many teachers who are not promoted to higher positions in their profession and therefore are under-represented in most of decision-making even though their numbers predominate in the classroom. The above idea is supported by Lane (1991:14) when stating that "76,2% are teachers and very few hold positions of authority." This could have a negative impact on a culture of teaching and learning in schools because of a lack of hierarchical promotions discourages extra sacrifices and dedication to schoolwork, thus poor teaching and learning.

TABLE 4.12: MARITAL STATUS OF RESPONDENTS (TEACHERSM, SMTS AND PARENTS) WHO PARTICIPATED IN THE INVESTIGATION

Scale	Teachers & SMTs		Parents	
	Frequency	%	Frequency	%
Married = 1	33	80.49	40	56.34
Never = 2	7	17.07	19	26.76
Divorced = 3	1	2.44	2	2.82
Widow/widower = 4	-	-	10	14.08
Total	41	100%	71*	100%

* Frequency missing = 3

In table 4.12, a high percentage of 80.49% and 56.34% from teachers and SMTs as well as parents indicate that majority of respondents are married. This high percentage could create a problem in teaching and learning situation because married teachers often find themselves in a predicament of family and school commitments. This is in line with Lane, 1991 (in Coutts, 1996:87) when mentioning that "married teachers, lower the status of teaching mainly due to the dual commitment of family and career", thus a decline in a culture of teaching and learning. But it should not be ignored that whether married or unmarried, dedicated career-oriented teachers are always there.

I have shown above in the biographical analysis that qualifications, marital status, current post, number of siblings and age of respondents play a role and also lay the foundation for the proceeding analysis of data. This is supported by Datta (1984:121) when stating "the teachers' role in any particular case depends on a number of factors including age, sex, marital status, socio-economic background, personality structure and experience." Based on the statement above, I found it relevant to include biographical data as sit shows the interrelatedness to the other variables of this study.

4.3 ELABORATION OF DATA ANALYSIS BASED ON USING FREQUENCY ANALYSES

4.3.1 CUMULATIVE RESULTS REPRESENTING ALL THREE SCHOOLS

I decided to commence with the cumulative data of the three schools where School B will always be used as the benchmark because of its nature of average performance of Grade 12 final examination over a period of five years, the reason being to analyse and explain the establishment of a culture of teaching and learning in high schools using some of the variables from the questionnaires. This will be followed by frequency analysis of data across the three high schools using also some of the variables which will be supported by the respondents' summarised views (see Appendices 7, 8 and 9). The data across the three schools will be further used in articulating the different characters of the three schools, showing why one school yielded better academic performance than the other school. ANOVA will also be used in order to give more detailed in depth understanding; of the data analysed, regarding the establishment of a culture of teaching and learning, but it should be noted that the smaller the number of participants, the more the percentage calculations tend to fluctuate and therefore such small numbers will in most cases be impractical to use.

The responses of the biographical data were interpreted and discussed laying the background information of this study as stated in the previous section, and the proceeding section discusses variables of the questionnaires. The cumulative frequency analysis was calculated representing all three schools where the respondents indicated whether they strongly disagree (scale 1) with the variable or disagree (scale 2), uncertain (scale 3), agree (scale 4) and that they strongly agree (scale 5). The results of the cumulative frequency analysis are indicated in the tables below:

4.4 CUMULATIVE RESPONSES FROM PARTICIPANTS

TABLE 4.13: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING THAT "TEACHERS DO SOMETIMES ARRIVE LATE FOR SCHOOL BECAUSE OF TRANSPORT PROBLEMS OR OTHER PROBLEMS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	3	7.32	25	10.82	8	11.59
Disagree = 2	2	4.88	34	14.72	6	8.70
Uncertain = 3	7	17.07	39	16.88	12	17.39
Agree = 4	20	48.78	86	37.23	31	44.93
Strongly agree = 5	9	21.95	47	20.35	12	17.39
Total	41	100%	231*	100%	69**	100%

* Frequency missing = 1
** Frequency missing = 6

Table 4.13 reveals that above 50% of the respondents (teachers, SMTs, learners and parents) strongly agree and agree on a 5-point scale "that teachers sometimes arrive late for school" (see shaded blocks). According to my opinion, there are many variables impacting on the "timely arrival of teachers at school" but I feel it worth to state that one of the reasons might be ascribed to the fact that most of the teachers and learners are travelling from far, using unreliable transport. This factor hinders quality education, thus a decline in a culture of teaching and learning. Despite all the problems faced by teachers, I am of the opinion that teachers should always be punctual and committed to their work in order to enhance the culture of teaching and learning. This idea is supported by Amos (1999:5) when stating that "commitment, co-ordination, consideration, affirming, informing, proficiency, punctuality, self-confidence and respect promote emotion and cognitive growth." In other words if teachers portray positive engagement in all activities at school there is that likelihood that effective teaching will take place, thus improving the culture of teaching and learning in schools.

TABLE 4.14: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL IS MODERN"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	9	22.50	49	21.97	9	13.85
Disagree = 2	14	35.00	45	20.18	12	18.46
Uncertain = 3	4	10.00	31	13.90	12	18.46
Agree = 4	7	17.50	51	22.87	25	33.46
Strongly agree = 5	6	15.00	47	21.08	7	10.77
Total	44*	100%	223**	100%	65***	100%

* Frequency missing = 1
** Frequency missing = 9
*** Frequency missing = 9

Table 4.14 indicates that the respondents (teachers, SMTs and learners) strongly disagree and disagree on a 5-point scale at above 50% and 40% respectively with the statement that "the school is modern". This is in contrast with what the respondents (parents) strongly agree and agree at 44% on a 5-point scale "that the school is modern." The contrasting opinions between the teachers, SMTs and learners against parents could be the result of the fact that parents in most cases are away from school and do not have any knowledge of what is happening there at school, and also how the structure of the school looks like. For effective teaching and learning to occur, a learning environment that is inviting, motivating and attractive is important in order to enhance the culture of teaching and learning, because in such an atmosphere, learners become socially and emotionally ready to learn and teachers become ready to teach. The statement above is supported by Kniker and Naylor (1986:118) when confirming that "instruction will be better in a modern well-equipped school than in an old poorly furnished facility." This is also supported by Fraser (1994:1) when stating that "the classroom is a focal point for student interpersonal educational development." In other words schools should be modern and inviting in order to enable optimal teaching and learning to take place.

TABLE 4.15: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL HAS ENOUGH LIGHTING"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	21	52.50	99	43.42	29	42.03
Disagree = 2	8	20.00	63	27.63	21	30.43
Uncertain = 3	2	5.00	33	14.47	6	8.70
Agree = 4	4	10.00	23	10.09	10	14.49
Strongly agree = 5	5	12.50	10	4.39	3	4.35
Total	40*	100%	228**	100%	69***	100%

* Frequency missing = 1
** Frequency missing = 4
*** Frequency missing = 5

Table 4.15 reveals that more than 70% of all respondents strongly disagree and disagree on a 5-point scale that "our school has lighting e.g. electricity." The absence of electricity could negatively impact the learners' academic achievement because without electricity no proper experiments could be performed in the laboratory and motivation to learn will be decreased. Robinson (2002:290) confirms the above view and as mentioned in the preceding sections that "out of 4.155 schools in the Northern Province, 78% were without electricity and almost half (49%) without water." This is supported by The Education Foundation (2000:57), stating that "almost 47% of all the schools in South Africa do not have electricity and telephones." The question arises: How can the culture of teaching and learning be improved in such conditions where both teachers' and learners' basic needs are not met?

TABLE 4.16: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL HAS COMPUTERS THAT ARE USED BY LEARNERS AND TEACHERS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	11	27.50	121	52.16	37	52.86
Disagree = 2	12	30.00	56	24.14	19	27.14
Uncertain = 3	6	15.00	25	10.78	8	11.43
Agree = 4	6	15.00	19	8.19	3	4.29
Strongly agree = 5	5	12.50	11	4.74	3	4.29
Total	40*	100%	232	100%	70	100%

* Frequency missing = 1
** Frequency missing = 4

Table 4.16 reveals that more than 50% of all respondents strongly disagree and disagree on a 5-point scale that "the school has computers used by learners." From this findings, I believe that there are many factors that might negatively impact the academic achievement of learners if there is the unavailability and the absence of computers in schools, for example, learners will be denied brighter educational opportunities, the reason being that today computers aided instruction (CAI) is an essential learning process of presenting information in a dynamic way. Secondly, information is searched from the Internet and without computer skills it will be difficult to obtain the knowledge required.

TABLE 4.17: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL HAS MEDIA FACILITIES SUCH AS TELEVISION SETS, TAPE RECORDERS, VIDEOS ETC.

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	16	39.02	142	62.01	39	55.71
Disagree = 2	9	21.95	46	20.09	21	30.00
Uncertain = 3	4	9.76	23	10.04	3	4.29
Agree = 4	7	17.07	10	4.37	5	7.14
Strongly agree = 5		12.20	8	3.49	2	2.86
Total	40	100%	229*	100%	70**	100%

* Frequency missing = 3
** Frequency missing = 4

Table 4.17 shows that above 60% of all respondents (teachers, SMTs, learners and parents) strongly disagree and disagree on a 5-point scale on the variable "the school has media facilities e.g. television set, video etc." These responses show that without such necessary facilities, teaching and learning could be ineffective, thus resulting in demotivating the learners to learn and a high failure rate. Mwamwenda (1990:225) supports the opinion above by claiming that "pupils in developing countries perform below those in developed countries because of inadequate and poor facilities." Campbell (1991:37) echoes the same opinion that "inadequate or poor physical facilities have a negative effect on learners because

poor equipment, space restrictions and lack of personnel are all obstacles to hands-on-education in the classroom." Media facilities therefore are playing an increasingly important role in the teaching and learning situation as they have influence on the learners by increasing their vocabulary and providing information.

TABLE 4.18: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "SMOKING DAGGA, DRINKING ALCOHOL AND TAKING OTHER DRUGS IS ONE OF THE SCHOOL'S PROBLEMS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	3	7.50	39	16.88	10	14.29
Disagree = 2	7	17.50	25	10.82	9	12.86
Uncertain = 3	6	15.00	26	11.26	15	21.43
Agree = 4	12	30.00	61	26.41	19	27.14
Strongly agree = 5	12	30.00	80	34.63	17	24.29
Total	40*	100%	231**	100%	70***	100%

* Frequency missing = 1
** Frequency missing = 1
*** Frequency missing = 4

More than 50% of the respondents (teachers, SMTs, learners and parents) in table 4.18 strongly agree and agree on a 5-point scale on the variable "drug and alcohol abuse is one of school's problems". From the responses it can be deduced that the schools face a problem and there is that likelihood that learners would bunk classes, arrive late for school, loose concentration because of the abuse of drugs and alcohol thus an erosion of the culture of teaching and learning in schools. Le Roux (1992:91) is in support of the statement above by stating that "drug abuse is a phenomenon that is reaching alarming proportions in South Africa." This idea is further supported by NCES (1993:94) when stating that "when students are absent from school, arrive late or cut classes, they forgo their opportunities to learn." *The Quarterly Review of Education and Training in South Africa* (2001:9) adds by pointing that "the use of drugs by learners in schools is on the increase." Lickona (1992:16) adds that "drugs and alcohol are also threatening school safety and are of a hindrance to school effectiveness." This problem faced by schools requires a mechanism in place to address it. In

this regard, one of the functions of teachers should be to make the learners aware of problems of drug and alcohol abuse, such as being a threat to physical well being, thus a negative impact on the learners' performance and welfare in schools.

TABLE 4.19 CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "TEACHERS DO TOO MUCH TALKING AND LEARNERS LISTEN PASSIVELY IN ORDER TO FINISH THE MATRIC SYLABUS"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	4	10.00	14	6.14
Disagree = 2	10	25.00	21	9.21
Uncertain = 3	10	25.00	43	18.86
Agree = 4	10	25.00	78	34.21
Strongly agree = 5	6	15.00	72	31.58
Total	40*	100%	228**	100%

* Frequency missing = 1
** Frequency missing = 4

Sixty-five percent of learners strongly agree and agree whilst 40% of teachers strongly agree and agree that in table 4.19 on a 5-point scale that "teachers do too much talking and learners are passive". The significant difference of 25% between the two respondents is based on the possibility that teachers might be aware of using outdated approaches of teaching with an aim of finishing the syllabus and therefore not responding truthfully and honestly to the question. Parents were not asked to respond to this question because I think that they might not be familiar with types of teaching methods used at schools. The idea of teachers using old teaching methods, I assume, is real in most of the disadvantaged schools and this is in support of Czerniewics, Murray and Probyn (2000:99) when mentioning that "the average former Department of Education and Training (DET) schools are under-resourced and teacher-centred" and teacher-centredness is an approach where teachers are talking too much whilst learners just listen. Coutts (1996:11) comments by saying that "traditional approaches are generally very similar in that they are high teacher-centred."

TABLE 4.20: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "TEACHERS DO ASSIST LEARNERS WITH EXTRA SCHOOLWORK IN ORDER TO IMPROVE THEIR ACADEMIC PROGRESS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	13	5.60	3	4.41
Disagree = 2	3	7.32	24	10.34	4	5.88
Uncertain = 3	6	14.63	18	7.76	11	16.18
Agree = 4	23	56.10	85	36.64	30	44.12
Strongly agree = 5	9	21.95	92	39.66	20	29.41
Total	41	100%	232	100%	68*	100%

* Frequency missing = 6

According to the results, more than 70% of respondents (teachers, SMTs, learners and parents) strongly agree and agree that "teachers do assist learners with extra schoolwork in order to improve their academic progress". I am of the opinion that even if learners are given extra school assistance with an aim of improving their academic progress, if the schools experience a problem of "overcrowding in classrooms" as revealed in table 4.74 in proceeding section where School A, B and C learners strongly agree and agree at above 66% that there is "overcrowding in classrooms", then there is that possibility that their academic progress could be retarded, thus the decline in a culture of teaching and learning because overcrowding in most cases appears to disturb the principle of individualisation in which learners' needs are identified. But if teachers amongst all these problems could, as mentioned by Sharp and Cowie (1998:133) that "teachers' role is … to establish a strong pastoral system within the school, one which involve all staff in the development of student social and emotional welfare" then the culture of teaching and learning could be improved. Teachers should therefore have a philosophy of education to guide learners and know how humans learn in order to value them as unique individuals. On this note, I am of the opinion that even if overcrowding and unfavourable working conditions are experienced in most schools, teachers should not relax but should assist learners with extra schoolwork in order to improve their academic progress.

TABLE 4.21: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "TEACHERS DO TEACH INSTEAD OF FACILITATING LEARNING"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	2.56	-	-	-	-
Disagree = 2	5	12.82	-	-	-	-
Uncertain = 3	10	25.64	-	-	-	-
Agree = 4	19	48.72	-	-	-	-
Strongly agree = 5	4	10.26	-	-	-	-
Total	39*	100%	-	-	-	-

* Frequency missing = 2

I opted to ask only teachers and SMTs as respondents to questions regarding table 4.21 on "teaching approach", the reason being that teachers are the ones who in most cases know about different approaches to teaching. The results in this regard indicate that above 55% of teachers strongly agree and agree on a 5-point scale that "teachers teach instead of facilitating learning". This type of approach to teaching, according to my opinion, is an old teaching approach that could prohibit learners from being active learners, explorers, experimenters, critical thinkers and investigators, thus a decline in a culture of teaching and learning. The above statement is in line with Coutts (1996:177) when mentioning that one of the constructivist perspective suggestion is "… learning is a social process … children are not passive recipients of transferred knowledge." In other words, learners should be active learners who should make and integrate meaningful knowledge and ideas.

TABLE 4.22: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "IN MOST CASES, LEARNERS ARE ALONE AT HOME AS THEIR PARENTS ARE WORKING FAR AWAY IN ORDER TO SUPPORT THEM"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	2	4.88	46	19.91	6	8.82
Disagree = 2	3	7.32	36	15.58	12	17.65
Uncertain = 3	6	14.63	33	14.29	12	17.65
Agree = 4	12	29.27	60	25.97	23	33.82
Strongly agree = 5	18	43.90	56	24.24	15	22.06
Total	41	100%	231*	100%	68**	100%

* Frequency missing = 1
** Frequency missing = 6

With regard to table 4.22, the results reflect that all respondents (teachers, SMTs, learners and parents) strongly agree and agree at above 50% that "in most cases learners are alone at home as their parents are working far away". From the above responses I can deduce that the absence of parents at home leads to a lack of parental involvement in learners' education, thus a decline in a culture of teaching and learning. Furthermore, I view parents as providers of security and they should therefore always protect their children by staying with them at home, and also make sure that they are also well-dressed in school uniform when they go to school; as this could contribute to the comfortable, happy child, thus enhancing the culture of teaching and learning. According to Bey, *et al* (1996:88) "idleness breeds disorder." This means that the absence of parents at home and also their lack of supervision and guidance can lead to mischief. Parents should therefore not leave their children alone at home.

TABLE 4.23: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL IS CONDUCIVE TO LEARNING"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	6	15.00	24	10.81	1	1.56
Disagree = 2	4	10.00	27	12.16	5	7.81
Uncertain = 3	7	17.50	33	14.86	15	23.44
Agree = 4	14	35.00	96	43.24	29	45.31
Strongly agree = 5	9	22.50	42	18.92	14	21.88
Total	40*	100%	222**	100%	64***	100%

* Frequency missing = 1
** Frequency missing = 10
*** Frequency missing = 10

Respondents (teachers, SMTs, learners and parents) in table 4.23 strongly agree and agree at above 57% that "the school is conducive to learning". This finding implies that learners in schools benefit a lot from being taught under conducive atmosphere, thus an enhancement of a culture of teaching and learning. Conducive atmosphere in this context refers to peaceful and pleasant

environment where teaching and learning could occur effectively. This idea is in support of Chinsammy (2003:69) in *Education Africa Forum*, when stating that "the delivery of the curriculum is dependent on the existence of conducive conditions for teaching and learning". Bey *et* al (1996:22) regard such a climate as "an orderly environment." This implies that in any teaching and learning situation, basic resources for classroom such as adequate buildings, equipments, learning and teaching support materials should be available, as they are necessary for teaching and learning in a classroom and are integrating with one another, allowing learners to be emotionally and socially prepared to learn. Interestingly enough, I discovered that other respondents also disagree and became uncertain as to whether "the school is conducive to learning". This suggests therefore that there are respondents that view the school setting as not favourable to learning and in that context the effective execution of school's duties can be constrained and this will be discussed in full in chapter five.

TABLE 4.24: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THERE IS TEAMWORK BETWEEN STAFF MEMBERS, PARENTS AND SMTS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	2	4.88	11	4.78	1	1.39
Disagree = 2	8	19.51	22	9.57	4	4.17
Uncertain = 3	11	26.83	41	17.83	15	15.28
Agree = 4	15	36.59	78	33.91	56	56.94
Strongly agree = 5	5	12.20	78	33.91	72	22.22
Total	41	100%	230*	100%	72**	100%

* Frequency missing = 2
** Frequency missing = 2

Table 4.24 shows that respondents (teachers, SMTs, learners and parents) strongly agree and agree at 48.79%, 67.82% and 79.16% respectively that "there is teamwork at school." My interpretation is that where there is teamwork there is that likelihood of obtaining better quality of education and results, as stated by Griffin (1987:373) that "team building activities are intended to enhance the effectiveness and satisfaction of individuals who work in groups or teams." Ribbons and Burridge (1994:55) add that "school cannot be improved without

people working together." This means that through teamwork, teachers can learn from one another, thus improving the culture of teaching and learning.

TABLE 4.25: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "LEARNERS DO SOMETIMES ARRIVE LATE FOR SCHOOL AS THEY ARE STAYING FAR FROM SCHOOL"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	5	12.20	16	6.99	3	4.41
Disagree = 2	4	9.76	32	13.97	7	10.29
Uncertain = 3	4	9.76	17	7.42	7	10.29
Agree = 4	14	34.15	77	33.62	26	38.24
Strongly agree = 5	14	34.15	87	37.99	25	36.27
Total	41	100%	229*	100%	68*	100%

* Frequency missing = 3
** Frequency missing = 6

Table 4.25 reveals that above 60% of respondents (teachers, SMTs. learners and parents) strongly agree and agree on a 5-point scale "that learners sometimes arrive late for school". The findings in table 4.25 are similar to those in the previous table 4.13, where it was also revealed at above 50% that "teachers sometimes arrive late for school". Based on these findings I am of the opinion that one of the problems that might cause learners to arrive late for school could be the distance the learners are travelling to school, as some of those learners walk to and fro school on foot. Another reason could be that some learners are not disciplined, but if learners are committed to their schoolwork, they can make plans of combating late-coming, as stated by Amos (1999:5) that "commitment, affirming and punctuality promotes emotional and cognitive growth", thus contributing to a better of culture of teaching and learning in schools.

TABLE 4.26: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL'S CLASSROOM FURNITURE IS ENOUGH FOR LEARNERS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	8	12.20	40	17.24	4	5.88
Disagree = 2	9	21.95	26	11.21	11	16.18
Uncertain = 3	6	14.63	30	12.93	10	14.71
Agree = 4	17	41.46	94	40.52	31	45.59
Strongly agree = 5	4	9.76	42	18.10	12	17.65
Total	41	100%	232	100%	68*	100%

* Frequency missing = 6

Table 4.26 reveals that respondents (teachers, SMTs, learners and parents) strongly agree and agree at above 50% that "schools' classroom furniture is enough for learners" which I believe is one of the factors contributing towards an enhancement of a culture of teaching and learning in schools. But surprisingly in this study, even if the results yielded that there is enough classroom furniture for learners in schools, for the fact that there is overcrowding in classrooms as indicated by respondents in table 4.55 in the proceeding section, I am of the opinion that over-crowdedness could override the positive variable under table 4.26 thus a decline in a culture of teaching and learning as supported by Tager (2003:93) in *Education Africa Forum* when stating that "there is poor standard of education currently available in rural schools where the lack of classrooms results in many children being taught under trees".

TABLE 4.27: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "TEACHERS LACK PROFESSIONALISM"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	10	24.39	57	25.11	13	18.31
Disagree = 2	18	43.90	56	24.67	25	35.21
Uncertain = 3	5	12.20	65	28.63	21	29.58
Agree = 4	8	19.51	36	15.86	9	12.68
Strongly agree = 5	-	-	13	5.73	3	4.23
Total	41	100%	227*	100%	71**	100%

* Frequency missing = 5
** Frequency missing = 3

In table 4.27, respondents (teachers, SMTs, learners and parents) strongly disagree and disagree at above 50% that "teachers lack professionalism". This finding implies that irrespective of various problems encountered by teachers in the disadvantaged schools, teachers still maintain their professional code of conduct and this will be elaborated on in the proceeding chapter five. This is in line with observations by Dalin (1993:14) that "… professionalization of the staff becomes a key strategy for success." In other words in order to improve our education standards and foster learning, teachers should be professional. Teachers should be good models of their learners and society at large by exhibiting respect, trust, commitment and loyal behaviour as these could yield positive culture of teaching and learning. This means that as teachers we should not lay the blame for the failure on the society and past occurrences, but be committed to teach and learn as this could, without saying, enhance a high quality of teaching and learning in schools.

TABLE 4.28: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "LEARNERS GET MUCH ENCOURAGEMENT FROM THEIR TEACHERS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	8	3.56	3	4.23
Disagree = 2	-	-	12	5.33	-	-
Uncertain = 3	9	21.95	29	12.89	10	14.08
Agree = 4	12	29.27	87	38.67	35	49.30
Strongly agree = 5	20	48.27	89	39.56	23	32.39
Total	41	100%	225*	100%	71**	100%

* Frequency missing = 7
** Frequency missing = 3

Above 70% of all respondents (teachers, SMTs, learners and parents) strongly agree and agree on a 5-point scale that "learners get much encouragement from their teachers". This response, according to my interpretation, is a positive factor towards an establishment of a culture of teaching and learning in schools. This

means that teachers are committed to their work, and this role portrays positive teacher learner relationship as stated by Lemmer (1998:39) “for the positive attainment and expectation of learners, there must be a good relationship between the learner and the teacher”.

The above cumulative results on all three schools are followed by frequency analysis of data across three schools (A, B and C) with an aim of finding out and comparing why such schools are similar or differ with the culture of teaching and learning, which might result in improving or lowering the academic performance of learners.

TABLE 4.29: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS ONLY REGARDING “TEACHERS ARE OVERLOADED WITH SCHOOLWORK”

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	1	2.50
Disagree = 2	5	12.50
Uncertain = 3	6	15.00
Agree = 4	11	27.50
Strongly agree = 5	17	42.50
Total	40*	100%

* Frequency missing = 1

I decided to ask teachers and SMTs only to respond to table 4.29, 4.30, 4.31, 4.32, 4.33, 4.34, 4.35 and 4.36, because they are directly involved in the variables stated in those tables, in the teaching and learning situation; and thereafter all the respondents are involved as occurred in the proceeding sections. Regarding table 4.29, respondents (teachers and SMTs) strongly agree and agree at 70% that “they are overloaded with schoolwork”, and this means that there is the possibility that effective teaching and learning cannot take place as teachers will lack enough time to prepare their lessons thoroughly, thus unpleasant classroom climate for both teachers and learners, and this could be a reason why teachers resort to an old teacher-centred approach to teaching in order to attempt to complete prescribed schoolwork; yet that could yield negative results. To add to the above analysis, outcomes-based education becomes

difficult to implement as I observed in the three schools visited. The reason is that, if implemented, it will increase their workload more, thus leading to a decrease in the culture of teaching and learning. Irrespective of all the problems mentioned above, in order to improve a culture of teaching and learning, outcomes-based education still remains a primary point of departure in the education system because "outcomes-based education is seen as a new approach that offers an alternative to current fragmented education in which teachers are creative, responsible, accountable and professional, a challenge which South Africa will have to overcome" (Malan, 1997:22).

TABLE 4.30: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS ONLY REGARDING "OUTCOMES-BASED EDUCATION IS IMPLEMENTED SUCCESSFULLY AT OUR SCHOOL"

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	4	10.26
Disagree = 2	13	33.33
Uncertain = 3	12	30.77
Agree = 4	8	21.52
Strongly agree = 5	2	5.13
Total	39*	100%

* Frequency missing = 2

According to the results from table 4.30, more than 43% of respondents strongly disagree and disagree that "outcomes-based education is implemented successfully at schools". On the other hand, the very same respondents strongly agree and agree at above 25% on the same variable. The implication of the above results is that there is a balance between the respondents on the variable stated above. Therefore, I feel and wish that even if the three schools visited do not implement outcomes-based education, it should follow soon, as this could help improve a culture of teaching and learning.

TABLE 4.31: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS ONLY REGARDING "TEACHERS DO ATTEND WORKSHOPS AND SEMINARS ORGANISED BY THE DEPARTMENT OF EDUCATION"

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	-	-
Disagree = 2	1	2.44
Uncertain = 3	1	2.44
Agree = 4	12	29.27
Strongly agree = 5	27	65.85
Total	41	100%

In table 4.31, respondents strongly agree and agree at more than 95% on a 5-point scale that "teachers do attend workshops and seminars organised by the Department of Education". From the above responses, it can be deduced that teachers are attending workshops and seminars because they still want to increase their knowledge, even if they are working, for the purpose of self-improvement, because successful teaching is not only achieved from the results of pre-service training alone. Cooper (1990:4-6) supports the above idea by saying that "success comes from a lifelong process of learning, involving not only formal in-service training but also an unending programme of on-the-job self-improvement." On this note, teachers should therefore be allowed to attend seminars and workshops in order to be familiar with the new developments and challenges in education in the society, and also help others; thus an enhancement of a culture of teaching and learning in schools. Now a question one could ask is: Do these workshops and seminars benefit the teachers or do they attend them for the sake of attending?

TABLE 4.32: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS ONLY REGARDING "SCHOOL MANAGEMENT TEAM DO PAY TEACHERS CLASS VISITS – ON EITHER WEEKLY, MONTHLY OR QUARTERLY BASIS"

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	13	31.71
Disagree = 2	14	34.15
Uncertain = 3	5	12.20
Agree = 4	8	19.51
Strongly agree = 5	1	2.44
Total	41	100%

From table 4.32, teachers and SMTs as respondents, strongly disagree and disagree at above 65% that "school management team (SMTs) do pay teachers class visits on weekly, monthly or quarterly basis". This implies that SMTs do not monitor and assess classroom activities performed by teachers and learners by literally visiting their classes during teaching periods, thus a decline in a culture of teaching and learning because monitoring and evaluation by the seniors according to my experience is important as it guides teachers to improve on the performance of their schoolwork, and it should not be taken as policing or inspecting teachers. The above statement is in line with what the Minister of Education has legislated and called Whole School Evaluation (WSE) with an intention of evaluating and monitoring teaching and learning in schools (National Policy Act, Act no. 27 of 1996:26).

TABLE 4.33: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS ONLY REGARDING "LEARNERS ARE GIVEN CHANCE AND ALSO ENCOURAGED TO CONSTRUCT NEW MEANINGS AND SOLUTIONS FROM EXISTING KNOWLEDGE"

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	3	7.50
Disagree = 2	3	7.50
Uncertain = 3	11	27.50
Agree = 4	17	42.80
Strongly agree = 5	6	15.00
Total	40*	100%

In table 4.33, more than 57% of the respondents strongly agree and agree on a 5-point scale that "learners are given change and encouraged to construct new meanings and solutions from existing knowledge". I believe teachers' behaviour plays a role in helping learners construct new knowledge. Teachers show positive reaction towards learners, to encourage them to freely construct new meanings and also develop a sense of thinking critically. Teachers should focus on experiments, researches and projects as this could help in enhancing the learners' development of new knowledge. The views above are in line with what Ducret (2001:165): "Constructivism deals with the creation of concepts and reflection." In any teaching and learning, learners should be given a chance to reflect on what they have learned, be allowed to share meaning between

themselves and be encouraged to solve problems; thus improving a culture of teaching and learning. Gibbons (2000:24) calls this "the progressive approach", with the learner at the centre and the teacher a facilitator and manager.

TABLE 4.34: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS ONLY REGARDING "LEARNERS ARE EXPOSED TO INTERACTIVE ACTIVITIES SUCH AS GROUPWORK, EXPERIMENTS, RESEARCHES, FIELDWORK AND PROJECTS"

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	1	2.50
Disagree = 2	2	5.00
Uncertain = 3	6	15.00
Agree = 4	18	45.00
Strongly agree = 5	13	32.50
Total	40*	100%

* Frequency missing = 1

Table 4.34 indicates that 77.50% of teachers and SMTs as respondents strongly agree and agree that "learners are exposed to interactive activities such as groupwork, experiments, researches, fieldwork and projects". Based on this results, I am of the opinion that these types of activities in a school situation can enrich and generate learning experience of learners, thus a better education for the learners, where shared discussion, groupwork and debates will dominate resulting in collaborative learning. Using all these varieties of activities in teaching and learning situations could, to a certain extend, be a means to effective teaching and learning as the focus will shift from teacher-centred to learner-centred approach. This approach is according to Paterson and Fataar (2001:150) important as it expects teachers to "become more involved in motivating and facilitating learners to be eager to learn", thus promoting a culture of teaching and learning. The above responses contradict what was stated in the previous tables, e.g. with overcrowding and teacher-centredness, experiments are difficult to perform, thus hampering the culture of teaching and learning.

TABLE 4.35: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS AND ONLY REGARDING "DEPARTMENT OF EDUCATION SUPPLIES SCHOOLS WITH ADEQUATE TEXTBOOKS / LEARNING RESOURCES"

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	15	26.72
Disagree = 2	13	29.74
Uncertain = 3	5	12.07
Agree = 4	7	18.53
Strongly agree = 5	-	12.93
Total	40*	100%

* Frequency missing = 1

Table 4.35 reveals that more than 56.46% of teachers and SMTs strongly disagree and disagree on the 5-point scale that "Department of Education supplies schools with adequate textbooks / learning resources. Schools still lack adequate learning resources and, therefore, how can effective teaching and learning take place in such a situation? This is supported by Vakalisa (2000:24), writing that "schools in the townships and rural areas conditions still remain very much the same as they were in the apartheid era." This means that the lack of learning and teaching resources is still a problem in some areas in South Africa, contributing to a decline in a culture of teaching and learning.

TABLE 4.36: CUMULATIVE RESPONSES FROM TEACHERS AND SMTS ONLY REGARDING "THE SCHOOL MANAGEMENT TEAM DO PRACTICE FAVOURITISM AMONGST STAFF MEMBERS"

Scale	Teachers & SMTs	
	Frequency	%
Strongly disagree = 1	5	12.20
Disagree = 2	14	34.15
Uncertain = 3	7	17.07
Agree = 4	9	21.95
Strongly agree = 5	6	14.63
Total	41	100%

From table 4.36, teachers and SMTs as respondents, strongly disagree and disagree at above 36% and also strongly agree and agree at above 36% that "the

school management team do practice favouritism amongst staff members". The results, even though below 50%, show a balance between the respondents' responses regarding the variable on table 4.36, therefore, in such a situation there is a better culture of teaching and learning because the variable is affected neither negative nor positively. This implies that there is a paradigm shift in the schools where education policies guide teachers and SMTs to move away from subjective to objective transparent evaluation, thus creating a motivating culture of improving teaching and learning in schools. The above view can only be successful if, according to the Gauteng Department of Education (2002:208) "district officials must be able to monitor ... provide the necessary support and promote a culture of continuous improvement." The argument advanced at this point is that to further decrease favouritism amongst staff member's democratic principle of transparency should be empowered and implemented.

TABLE 4.37: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "TEACHERS HAVE LOW MORALE"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	6	11.63	44	19.64
Disagree = 2	11	26.83	55	24.55
Uncertain = 3	8	19.51	65	29.02
Agree = 4	9	21.95	43	19.20
Strongly agree = 5	7	17.07	7	7.59
Total	41	100%	224*	100%

* Frequency missing = 8

Table 4.37 reveals interesting results where the respondents portray a sense of balance on the 5-point scale; between strongly disagree and disagree (38.46% for teachers and SMTs, 44.19% for learners) as against strongly agree and agree (39.02% for teachers and SMTs, 26.79% for learners). The difference between the two is not much, and I am convinced, based on these results, that teachers do have low morale. This is also supported by Nxumalo (1993:53), when stating that "a number of teachers have low moral because of severe material deprivation in schools." Chisholm and Vally (1996:13) add to the above statement by saying that "the morale of learners and teachers alike is deeply influenced by

the physical environment." This, in my opinion, will thus have a negative impact on learners' academic achievement.

TABLE 4.38: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "TEACHERS ARE SPECIALISTS IN THE SUBJECTS / LEARNING AREAS THEY TEACH"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	1	-	2	0.87
Disagree = 2	3	7.32	9	3.93
Uncertain = 3	5	12.20	29	12.66
Agree = 4	14	34.15	82	35.81
Strongly agree = 5	19	46.34	107	46.72
Total	41	100%	229	100%

Table 4.38 reveals that more than 80% of all respondents strongly agree and agree on a 5-point scale that "teachers are specialists in the subjects / learning area they teach". The teachers' speciality in their learning area could have a positive influence on the teaching and learning situation as mentioned in the *Government Gazette* (2000:13) that "an educator who specialises in a learning area is assumed to have acquired suitable qualifications … and such qualifications develop competencies." In other words, if teachers are experts in the subjects they teach, there is that likelihood of achieving better outcomes, because good performance by the teachers (schools) in most cases leads to the upliftment of socio-political and socio-economic situation of the country.

TABLE 4.39: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "TEACHERS ARE COOPERATIVE AND COMMITTED IN THEIR TEACHING AND LEARNING SITUATIONS"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	1	2.50	2	0.88
Disagree = 2	2	5.00	22	9.65
Uncertain = 3	7	17.50	35	15.35
Agree = 4	17	42.50	93	40.79
Strongly agree = 5	13	32.50	76	33.33
Total	40*	100%	228	100%

* Frequency missing = 1

Table 4.39 shows that respondents (teachers, SMTs and learners) strongly agree and agree at 75% and 74.12% respectively that "teachers are cooperative and committed in their teaching and learning situations". This implies that when teachers are willing and determined to teach; quality of teaching and learning could be improved. The *Sunday Times* (30 March 1997:5) reported former President Nelson Mandela as calling on teachers to "show commitment to education by being punctual and behaving professionally." Amos (1999:10) strengthens the above statement by stating that "learners' emotional and cognitive growth is promoted by teachers' commitment, respect and being academically trained." I therefore view effective teaching and learning as the outcomes of teachers' commitment to teaching.

TABLE 4.40: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "TEACHERS DO PREPARE THEIR LESSONS THOROUGHLY IN THEIR TEACHING AND LEARNING SITUATIONS"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	2	4.88	12	5.31
Disagree = 2	3	7.32	19	8.41
Uncertain = 3	12	29.27	34	15.04
Agree = 4	21	5.22	84	37.17
Strongly agree = 5	3	7.32	77	34.07
Total	41	100%	226*	100%

* Frequency missing = 6

Table 4.40 reveals that all the respondents (teachers, SMTs and learners) strongly agree and agree at above 58% and 71% respectively that "teachers do prepare their lessons thoroughly". The above responses are in line with Mwamwenda (1990:22), when stating in the previous section that "a teaching who is well-prepared exudes a sense of self-confidence and his pupils will perceive him as well-articulated by business." Teachers should therefore first be academically trained so that they can be able to use the knowledge and skills gained to prepare lessons thoroughly in order to succeed effectively in the

teaching and learning situation, because when entering classrooms such teachers make it clear what the learning outcomes are for the lesson.

TABLE 4.41: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "THERE IS POSITIVE RELATIONSHIP BETWEEN TEACHERS, PARENTS AND SMTS"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	9	3.98
Disagree = 2	12	29.27	26	11.50
Uncertain = 3	13	31.71	30	13.27
Agree = 4	14	34.15	92	40.71
Strongly agree = 5	2	4.88	69	30.53
Total	41	100%	226*	100%

* Frequency missing = 6

According to the results from table 4.41, more than 60% of teachers and SMTs disagree and are uncertain on a 5-point scale that "there is positive relationship between teachers, parents and SMTs" as opposed to more than 70% of learners who strongly agree and agree on the same variable. This implies that teachers and SMTs have a different perception as that of learners on the above variable; the reason could be that learners might not see the rift that causes a breakdown in the relationship. The above idea is summed up by Jacobson (1996:23) who mentioned in the previous section that "… good social relationships are central to situated learning." Warner (1997:4-5) adds that "relationships expand opportunities for interaction and give parents a voice." When analysing what appears above it could be stated that learning is possible to occur where mutual relationship prevails between teachers, learners and parents. This can be further clarified that where there is the presence of positive relationship between the learners, teachers and parents at school there is that likelihood that such a school could be perceived as a disciplined school as it involves trust, respect, dedication and communication, thus an improved culture of teacher and learning could prevail. These have strong parallels with Conteh's (2003:5) ideas in his socio-cultural model when saying "teacher-pupil and pupil-pupil interaction are seen as key elements in the process of teaching and learning."

TABLE 4.42: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "TEACHERS ARE DEMOCRATIC IN THEIR TEACHING AND LEARNING SITUATION"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	13	5.83
Disagree = 2	2	4.88	38	17.04
Uncertain = 3	13	31.71	57	25.56
Agree = 4	15	36.59	76	34.08
Strongly agree = 5	11	26.83	39	17.49
Total	45	100%	223*	100%

* Frequency missing = 9

In table 4.42 the results on the responses show that above 50% strongly agree and agree on the 5-point scale on the question asked. If teachers are democratic, learners will feel free and relaxed, thus enhancing effective teaching as they will be free to ask questions and interact with other learners with ease. Ferron (1986) is in line with the above when stating that "if one adopts a truly democratic approach in the classroom, disciplinary problems will be minimal or non-existent." I believe that if such an approach is implemented in the classroom, freedom of expression will be encouraged, thus improving a culture of teaching and learning.

TABLE 4.43: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "TEACHERS DO GIVE IMMEDIATE FREEDBACK TO LEARNERS ON E.G. TESTS, ASSIGNMENTS, CLASSWORK, PROJECTS AND OTHER SCHOOL RELATED MATTERS"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	1	2.44	26	11.35
Disagree = 2	5	12.20	30	13.10
Uncertain = 3	9	21.95	27	11.79
Agree = 4	16	39.02	58	25.33
Strongly agree = 5	10	24.39	88	38.43
Total	41	100%	229	100%

Table 4.43 indicates that respondents strongly agree and agree at above 63% that "teachers do give immediate feedback to learners". This shows that teachers

are not lazy but are committed to their schoolwork, thus an enhancement to a culture of teaching and learning, as learners will be aware of their weaknesses and improve. According to Melton (1996:420), "feedback is essential to students on their performance as a means of guiding them on what they need to do, to remedy apparent weaknesses." This means that when learners are given feedback immediately, they will be able to get help either from the teacher or peers and this could improve a culture of teaching and learning.

TABLE 4.44: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND LEARNERS REGARDING "TEACHERS CONTROL AND MANAGE THEIR CLASSES WELL"

Scale	Teachers & SMTs		Learners	
	Frequency	%	Frequency	%
Strongly disagree = 1	1	2.50	12	5.26
Disagree = 2	4	10.00	17	7.46
Uncertain = 3	8	20.00	25	10.96
Agree = 4	20	50.00	102	44.74
Strongly agree = 5	7	17.50	72	31.58
Total	40*	100%	228**	100%

* Frequency missing = 1
** Frequency missing = 1

From the above table 4.44, all the respondents (teachers, SMTs and learners) strongly agree and agree at above 67% and 76% respectively that "teachers control and manage their classes well". The results in this table mean that teachers are good managers of their classrooms, therefore classrooms need to be designed in such a way that it facilitates good teaching and learning. I mentioned in the previous chapter that a classroom with poor ventilation, discomfort, heavy teaching and overcrowding is likely to be poorly managed, thus a decline in a culture of teaching and learning in schools. However, it should be borne in mind that the management of the classroom is not always free from disciplinary problems and it varies from one teacher to the other. In this context, it is the duty of the teacher to control classroom activities and allow adequate learners' socialisation.

TABLE 4.45: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "PARENTS DO ASSIST THEIR CHILDREN WITH HOMEWORK"

Qualifications	Teachers & SMTs		Learners#		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	12	29.27	12	5.17	2	2.90
Disagree = 2	14	34.15	27	11.64	7	10.14
Uncertain = 3	14	34.15	15	6.47	4	5.80
Agree = 4	1	2.44	96	41.38	36	52.17
Strongly agree = 5	-	-	82	35.34	20	28.99
Total	41*	100%	232	100%	69**	100%

* Frequency missing = 1
** Frequency missing = 5

Table 4.45 reveals that teachers and SMTs as respondents strongly disagree and disagree on a 5-point scale at above 63% that "parents do assist their children with homework", whilst on the other hand learners and parents strongly agree and agree at above 76% and 81% on the same variable. From the above results it is interesting to see such a vast difference in the responses, and this could reveal that parents and learners seem to be dishonest in responding to the question, stating explicitly in the interviews that they (learners) always stay alone at home as their parents are working far away from home. Based on this explanation, it could be stated that parents do not assist their children with homework, thus causing a decline in a culture of teaching and learning. Munn (1993:1) elaborates by saying that "children whose parents are involved in their educational matters are more successful." Prinsloo, Vorster, Sibaya and Mothunyane (1996:214) add that "the school depends on the parents and the community for its strength and success." The U.S. Department of Education (1999:19) stated that "parents should form a partnership with the school if they want their children's education to be successful." This implies that parents should be involved in their children's homework, take part in assessing the children's progress; in that way a culture of teaching and learning could be promoted, because there is that link between parental assistance to their children's work and school achievement as mentioned by Henderson (1988:14) that "children whose parents stay in touch with the school earn higher marks than the children whose parents are not involved." Based on the above note, it is evident that the

role of parents does not end with sending their children to school but, they should also monitor and assist their children's work.

TABLE 4.46: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "PARENTS DO PROVIDE THEIR GRADE 12 CHILDREN WITH THE NECESSARY STATIONARY AND TEXTBOOKS"

Scale	Teachers & SMTs		Learners#		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	6	14.63	16	6.93	6	9.09
Disagree = 2	22	53.66	24	10.39	11	16.67
Uncertain = 3	3	7.32	27	11.69	7	10.61
Agree = 4	10	24.39	79	34.20	26	39.39
Strongly agree = 5	-	-	85	36.80	16	24.24
Total	41	100%	231*	100%	66**	100%

* Frequency missing = 1
** Frequency missing = 8

Table 4.46 indicates that teachers and SMTs as respondents strongly disagree and disagree, above 68% that "parents do provide their Grade 12 children with the necessary stationary and textbooks", whilst on the other hand learners and parents strongly agree and agree at above 70% and 63% respectively on the same variable. This yielded interesting results and debate, because teachers who are directly in contact with learners in the classroom are the ones who say learners do not have stationary and textbooks, whilst parents and learners responded by saying they do have them. If learners do not have necessary learning and teaching resources provided by their parents, how can they learn successfully? Van Wyk (1998:33) adds to the above by stating that "parents are the providers of educational resources to their children". This means the parents' role is, among others, to pay school fees and meet their children's needs in order to avoid emotional disturbance caused by lack of resources.

TABLE 4.47 CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "TEACHERS KNOW MOST OF THEIR LEARNERS BY NAME"

Qualifications	Teachers & SMTs		Learners#		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	2.44	23	10.04	6	8.33
Disagree = 2	2	4.88	12	5.24	5	6.94
Uncertain = 3	7	17.07	50	21.83	20	27.78
Agree = 4	20	48.78	78	34.06	30	41.78
Strongly agree = 5	11	26.83	66	28.82	11	15.28
Total	41	100%	229*	100%	72**	100%

* Frequency missing = 3
** Frequency missing = 2

Table 4.47 shows that respondents strongly agree and agree at above 55% that "teachers know their learners by name". The above results, according to my view, imply that teachers show a sense of interest and care in their learners, thus making learners to feel at home in a classroom situation, enhancing a culture of teaching and learning. This idea is further strengthened by Flecknoe (2002:272) when stating that "teachers should know their learners' name in order to learn and cater for their needs." In other words, teachers who have a sense of caring, friendship and interest have the likelihood of creating a culture of teaching and learning in schools.

TABLE 4.48: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "PARENTS ATTEND MEETINGS AT SCHOOL WHEN INVITED BY THE PRINCIPAL"

Scale	Teachers & SMTs		Learners#		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	6	14.63	12	5.19	4	5.88
Disagree = 2	22	83.66	20	8.66	2	2.94
Uncertain = 3	3	7.32	30	12.99	2	2.94
Agree = 4	10	24.39	85	36.80	37	54.41
Strongly agree = 5	-	-	84	36.36	23	33.82
Total	41	100%	231*	100%	68**	100%

* Frequency missing = 1
** Frequency missing = 6

Table 4.48 shows that teachers and SMTs strongly disagree and disagree at above 68% that "parents attend school meetings when invited by the principal" and these responses are in contrast with parents and learners where they strongly agree and agree at above 88% and 73% respectively on the variable. The discrepancy in the responses could be caused by the fact that learners and parents could be protecting themselves showing that they support the school, albeit in reality that is not done. I support of the above assumption based on the previous sections in which it was revealed that parents are not home most of the time as they are working far away. The absence of parents in meetings is therefore a serious symptom of a decline in a culture of teaching and learning. Lemmer (2000:61) sees a good school as "a school where … there is family and community partnership." Warner (1997:4) adds that "parents, educators and learners have to build a connectiveness." Maden (2001:292) adds that "parents-as-co-educators have been a major initiative for the … help to raise their children's achievement." As mentioned above, there should be a partnership between parents and the school for the children to succeed educationally in other words, parents should be supportive. A partnership between schools and community can lead to learners' academic achievement, as there could be effective teaching.

TABLE 4.49: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "TEACHERS TREAT THEIR LEARNERS EQUALLY WITHOUT FAVOURITISM"

Scale	Teachers & SMTs		Learners#		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	24	10.43	4	5.56
Disagree = 2	3	7.50	44	19.13	10	13.89
Uncertain = 3	15	37.50	43	18.70	22	30.56
Agree = 4	8	20.00	68	29.57	25	34.72
Strongly agree = 5	14	35.00	51	22.17	11	15.28
Total	40*	100%	230**	100%	72***	100%

* Frequency missing = 1
** Frequency missing = 2
*** Frequency missing = 2

Table 4.49 indicates that more than 50% of respondents (teachers, SMTs and learners) strongly agree and agree on a 5-point scale that "learners are treated

equally without favouritism". On the other hand responses from teachers, SMTs and parents showed uncertainly at above 30% on the above variable. This could mean that teachers are playing a role in the establishment of a culture of teaching and learning because they do not practice any discrimination among learners, therefore, learners feel free and relaxed enabling them to actively participate in the teaching and learning situation. Teachers should be committed to learners' well being, as stipulated in the Education White Paper 6 of 2001 that "all children, youth and adult have the potential to learn." Teachers should not discriminate learners in their teaching and learning situation as this could hamper their holistic development, thus a collapse in a culture of teaching and learning.

TABLE 4.50: CUMULATIVE RESPONSES FROM TEACHERS, SMTS AND PARENTS REGARDING "SOME LEARNERS LIVE ALONE IN SHACKS"

Scale	Teachers & SMTs		Parents	
	Frequency	%	Frequency	%
Strongly disagree = 1	2	4.88	8	12.31
Disagree = 2	3	7.32	21	32.31
Uncertain = 3	14	34.15	12	18.46
Agree = 4	10	24.39	19	29.23
Strongly agree = 5	12	29.27	5	7.69
Total	41	100%	65*	100%

* Frequency missing = 9

Teachers and SMTs in table 4.50 strongly agree and agree at above 50% that "some learners live alone in shacks", as opposed to parents who strongly disagree and disagree at above 40% on the same variable. The above results could mean that parents are trying to hide their irresponsibility of taking care of their children as they are poor and therefore responded untruthful whilst learners live alone in shacks because it is assumed that they (teachers and SMTs) visit them (learners) when they have problems, e.g. absent from school. In this regard, because of such unfavourable conditions of living alone, it becomes obvious that such learners could experience poor academic performance, as they will be learners at school and parents at home, thus having no time to extensively engage themselves in schoolwork. This could result in absenteeism, coming late for school and aggressive behaviour which are the symptoms of an absence of a

culture of teaching and learning. Le Roux (1992:83) refers to the above information as "the anti-child culture", which implies that learners are faced with situations where they are not adequately and positively accommodated by their parents or families. Du Preez (1998:70) adds that "parents who do not provide a stable and stimulating home background lay the foundation for an unhealthy, chaotic learning environment in the school." This has a serious negative impact on their education, thus a decline in a culture of teaching and learning in schools, because such children tend to transfer what they learned to school and in this case they might have learned or observed negative and unhealthy behaviours.

TABLE 4.51: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "TEACHERS SOMETIMES DODGE THEIR SCHOOL CLASSES/LESSONS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	4	10.00	49	21.30	17	24.29
Disagree = 2	6	15.00	57	24.78	17	24.29
Uncertain = 3	13	32.50	44	19.13	18	25.71
Agree = 4	13	32.50	48	26.87	12	17.14
Strongly agree = 5	4	10.00	32	13.91	6	8.54
Total	40*	100%	230**	100%	70***	100%

* Frequency missing = 1
** Frequency missing = 2
*** Frequency missing = 4

Table 4.51 reveals interesting results where above 40% of teachers and SMTs strongly agree and agree on a 5-point scale that "teachers sometimes dodge their school classes/lessons" as apposed to more than 45% of learners and parents who strongly disagree and disagree on the same variable. My opinion on the above results is that I view the teachers' and SMTs' response as being more valid than those of learners and parents, because they (the teachers and SMTs) are the ones who are directly involved in, for example, signing both time registers and class attendance, and through that they are able to see who dodges lessons. Regarding the learners and parents, I assume that most disadvantaged learners and parents in disadvantaged schools do not see any value in attending school and, based on this point, the dodging of lessons by teachers, to them is

insignificant and valueless, thus a decline in a culture of teaching and learning. The idea of teachers dodging their school class/lesson is supported by *City Press* (30 January 2005:1) when pointing out that "… a school sent pupils home early (11:30 am) as they rushed to banks to withdraw their salaries." This means that teachers do dodge their school classes/lessons and how can an effective teaching and learning take place in schools when teachers have turned themselves into artful dodgers; and no more having a respect for school regulations?

TABLE 4:52: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL HAS ENOUGH TOILETS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	9	21.95	42	18.18	5	7.35
Disagree = 2	7	17.07	38	16.45	8	11.76
Uncertain = 3	3	7.32	6	2.60	2	2.94
Agree = 4	13	31.71	72	31.17	27	39.71
Strongly agree = 5	9	21.95	73	31.60	26	38.24
Total	41	100%	231*	100%	68**	100%

* Frequency missing = 1
** Frequency missing = 6

All the respondents in table 4.52 strongly agree and agree at above 50% that "the school has enough toilets." Based on the above response it appears that even if there are enough toilets at those schools, those that do exist are not used to the benefit of the learners. It was stated during the learners' interviews that there are toilets at schools but always locked as there is a lot of burglary, with even, for example, toilets seats being stolen (see Appendix 23, T1C and T2C of interviews).

If that is the case, where is a secured and healthy atmosphere at schools? The above ideas are supported by Coutts (1996:5) when stating that "… accessible health care, especially in the rural areas is needed." This means that most disadvantaged schools still use pit toilets, which are a health hazard to teachers and learners. It is on this note that teachers should promote health education in those areas. To conclude the above discussion, Robinson (2002:290) further

says that "… almost 49% schools in the Northern Province were without water." This idea supports the statement that there are still disadvantaged schools in South Africa that experience a lack of sanitary toilets; thus, there is a decline in a culture of teaching and learning because unhealthy toilets could cause various illnesses to teachers and learners who could end up missing lessons.

TABLE 4.53: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL HAS A LIBRARY THAT IS USED BY LEARNERS AND TEACHERS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	15	36.59	35	15.09	8	11.76
Disagree = 2	5	12.20	26	11.21	5	7.35
Uncertain = 3	3	7.32	19	8.19	1	1.47
Agree = 4	13	31.71	90	38.79	37	54.41
Strongly agree = 5	5	12.20	62	26.72	17	25.00
Total	41	100%	232	100%	68*	100%

* Frequency missing = 6

Table 4.53 indicates that all respondents (teachers and SMTs, learners and parents strongly agree and agree at above 40%, 60% and 70% respectively that "the school has a library that is used by learners and teachers." The presence of the school library shown by all the respondents could have a positive impact on the learners' academic achievement, because studying and reading various books, journals and articles in the library could improve their vocabulary, thus improving the culture of teaching and learning. Surprisingly, during the interviews, most learners and teachers complained about the library not being used effectively, or not even used at all, as there are no books to refer to (see Appendix 20, Libr1C and Libr2C and Appendix 22, Libr1B of interviews). On this note I start to question the culture of teaching and learning in those schools. Chisholm and Vally (1996:13) argue that "the morale of learners and teachers alike is deeply influenced by the physical environment", whilst the Education Foundation (2005:55), in looking at the availability of libraries and laboratories, also discussed in table 4.54, found that "80% of South African schools have no libraries … and in Gauteng it was found that 48% of schools do not have libraries

and laboratories." In other words, the availability of facilities such as libraries could create a positive culture of teaching and learning in which teachers can carry out their assigned duties competently, thus effective teaching will be the result.

TABLE 4.54: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "THE SCHOOL HAS A LABORATORY THAT IS USED BY LEARNERS AND TEACHERS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	12	29.27	66	28.70	10	14.49
Disagree = 2	3	7.32	43	18.70	9	13.04
Uncertain = 3	2	4.88	21	9.13	8	11.59
Agree = 4	16	39.02	61	26.52	31	44.93
Strongly agree = 5	8	19.51	39	16.96	11	15.94
Total	41	100%	230*	100%	69**	100%

* Frequency missing = 2
** Frequency missing = 5

Table 4.54 shows that teachers, SMTs and parents strongly agree and agree at above 50% that "the school has a laboratory that is used by learners and teachers", whilst learners strongly disagree and disagree at above 40% on the same variable. Since above 50% of respondents (teachers and SMTs and parents) strongly agree and agree on the variable above than 40% of learners, I feel that the former responses are significant because of the percent, therefore the laboratory at schools are there and used by learners and teachers. It is assumed that an improved culture of teaching and learning will take place at schools. The question that I ask is: Do the respondents use the laboratory relevantly and optimally? The answer is from what was stated during the interviews that the laboratory buildings are there but apparatus are inadequate (see Appendix 18 (Lab1A and Lab2A, Appendix 20, Lab1C and Appendix 22, Lab1B of interviews). The explanation of table 4.54 is similar to that of table 4.53 in the sense that the unavailability of books in the laboratory could hamper the enhancement of a culture of teaching and learning as teachers and learners would be unable to do practical experiments. In other words, for effective teaching and learning to take place, a fully equipped laboratory is necessary in

order to enable and motivate teachers and learners to engage themselves in performing experiments, as stated previously by Chisholm and Vally (1996:13) that "the morals of learners and teachers alike is deeply influenced by the physical environment."

TABLE 4.55: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "CLASSROOMS ARE OVERCROWDED WITH A TEACHER/LEARNER RATIO OF MORE THAN 1:40 PER CLASS"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	26	11.61	11	15.94
Disagree = 2	9	22.50	64	28.57	13	18.84
Uncertain = 3	4	10.00	73	32.59	23	35.33
Agree = 4	9	22.50	42	18.75	13	18.84
Strongly agree = 5	18	45.00	19	8.48	9	13.04
Total	40*	100%	224**	100%	69***	100%

* Frequency missing = 1
** Frequency missing = 8
*** Frequency missing = 5

More than 60% of teachers and SMTs strongly agree and agree that "classrooms are overcrowded with a teacher/learner ratio of more than 1:40 per class", and this is opposed to learners' and parents' responses with more than 30% of uncertainty and strongly disagree and disagree. The results are interesting in the sense that respondents are contradicting one another. More than 60% of teachers' and SMTs' responses are more significant than 30%, as that is above 50%. Thus overcrowded classrooms are a serious concern which could lend to a decline in a culture of teaching and learning in schools. This picture is not different from what the Gauteng Department of Education (2002:183) found in rural schools near squatter camps, where there is "… a ratio of 1:120." Naicker (1999:52) also points out that "large classes are a reality in most of South African schools", implying that where one teacher is equal to 120 learners it becomes difficult to apply outcomes-based education in such classrooms. This does not mean that as teachers we should not have an urge to improvise and sacrifice as that will be a start and foundation towards a culture of quality of education. By sacrifice, in this context, I imply that teachers should willingly accept the

redeployment process, as this could alleviate the problem of high ratios in certain schools and low ratios in others. This, therefore, suggests the distribution of teachers, which is a problem itself.

TABLE 4.56: CUMULATIVE RESPONSES FROM TEACHERS, SMTS, LEARNERS AND PARENTS REGARDING "LEARNERS SOMETIMES GO TO SCHOOL BEING HUNGRY"

Scale	Teachers & SMTs		Learners		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	4	9.76	56	24.35	8	11.76
Disagree = 2	3	7.32	41	17.83	14	20.59
Uncertain = 3	12	29.27	39	16.96	11	16.18
Agree = 4	12	29.27	53	23.04	21	30.88
Strongly agree = 5	10	24.39	41	17.83	14	20.59
Total	41	100%	230*	100%	68**	100%

* Frequency missing = 2
** Frequency missing = 6

Table 4.56 shows that above 50% of all respondents (teachers, SMTs, learners and parents) strongly agree and agree that "learners sometimes go to school being hungry." This reflects the poor socio-economic background of most of the learners in the schools in that area, where learners at home are not even provided with food as a basic need before going to school. Based on this idea, how can a culture of teaching and learning take place when learners are hungry? The above statement is strengthened by the Gauteng Department of Education (2002:183) during a conference held in Warmbath, in which it was stated that "many of the learners are on the verge of starvation as school feeding schemes are insufficient." Difficulties such as these mentioned above are serious matters as learners could lose concentration and it may become difficult for them to learn, thus eroding the culture of teaching and learning. In most cases learners who do not get a balanced diet, under-perform academically. To support the above statement, Bishop (1989:31) writes that "nutrient deficiency produces damage to the central nervous system" and this will adversely affect the child holistically."

4.5 FREQUENCY ANALYSIS OF DATA FROM THE PARTICIPANTS ACROSS THE THREE SCHOOLS (i.e. School A: Good school; School B: Average school; School C: Below average school)

It was mentioned in the previous section that cumulative data would be followed by the frequency analysis of data across the three schools, with an aim of obtaining an in-depth understanding of the comparative variables contributing towards the establishment of a culture of teaching and learning in high schools, and that not all the same variables will be analysed as that was done in the previous section. Secondly, with regard to the total percentage of responses, there will be a rounding off of percentages to make it a round figure, as was done in the previous sections. Therefore, I regard a good school in a disadvantaged area as that which obtains above 60% pass rate for the Grade 12 examination results, and the average one as that which obtains at around 50% matric pass rate, whilst the one with below 50% pass rate in Grade 12 is regarded as a poor performing school. In this light the responses of participants (i.e. teachers, SMTs) on variables below across the three purposely selected schools were respectively interpreted, discussed and compared with regard to the culture of teaching and learning in schools, using frequency analysis. It should be noted, as mentioned earlier in the interpretation of data, that if the percentage is low caused by the low frequency, it will be regarded as of little significance. Below is therefore comparison of teachers across the schools on identified selected variables and that will be followed by the comparison of learners and parents in the proceeding section on the same variables. Throughout this study School B will be a benchmark school as stated previously, because of its average performance in Grade 12 pass rate final examination over a period of five years. On this context the comparison will be solely on School A with its Grade 12 pass rate final examination above 60%, as against School C with below 50% over a period of five years as mentioned above.

4.6 COMPARISON OF RESPONSES FROM TEACHERS AND SMTS ACROSS THE THREE SCHOOLS

TABLE 4.57: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "TEACHERS SOMETIMES DODGE THEIR SCHOOL CLASSES / LESSONS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	7.14	2	12.50	1	10.00
Disagree = 2	2	14.29	2	12.50	2	20.00
Uncertain = 3	4	28.57	4	25.00	5	50.00
Agree = 4	6	42.86	6	37.50	1	10.00
Strongly agree = 5	1	7.14	2	12.50	1	10.00
Totals	14	100%	16*	100%	10	100%

* Frequency missing = 1

In table 4.57 the results show that in School C 50% of teachers and SMTs are uncertain and 20% strongly agree and agree with regard to the variable "teachers sometimes dodge their school classes / lessons at school" as opposed to School A and B that both strongly agree and agree at 50% on the same variable. The reason for obtaining this interesting result could be that teachers and SMTs representing school C seem to have not been honest, thinking that they might be taken to task for dodging their lessons, therefore not wanting to commit themselves. The *Sowetan* (13 October 2000:3) reported that "if teachers are not willing to deliver their services to the learners, the gates are opened for them to vacate the premises." I am of the opinion that teachers do dodge lessons at schools, the research findings from School A and B showing a balance as they both revolve around 50%. The other reason is that School C has got smallest number of frequencies and that has an impact on the variable.

TABLE 4.58: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "TEACHERS DO SOMETIMES ARRIVE LATE FOR SCHOOL BECAUSE OF TRANSPORT PROBLEMS OR OTHER PROBLEMS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	7.14	1	5.88	1	10.00
Disagree = 2	1	7.14	1	5.88	-	-
Uncertain = 3	-	-	5	29.41	2	20.00
Agree = 4	8	57.14	7	41.18	5	50.00
Strongly agree = 5	4	28.57	3	17.65	2	20.00
Totals	14	100%	17	100%	10	100%

Table 4.58 reveals that teachers and SMTs in School C and School A strongly agree and agree at 70% and 85.71% respectively that "teachers arrive late for school" as opposed to school B with 58.83%. The general feeling is therefore that many teachers do arrive late for school, thus affecting the culture of teaching and learning in school. Reasons could be that those teachers stay relatively far from the schools, thus affecting attendance and impacting on the culture of teaching and learning in schools. A surprising factor about School A is that it is perceived as a good school, yet teachers arrive late; thus impacting on the culture of teaching and learning. Irrespective of teachers' arriving late for school at School A, there could be a culture of catching up during school holidays and study hours in the afternoons. This idea is a serious concern, reflected by former President Nelson Mandela's (*Sunday Times*, 30 March 1997:5) call for teachers to "show commitment to education by being punctual and behaving professionally."

TABLE 4.59: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "THE SCHOOL IS MODERN" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	3	21.43	2	12.50	4	40.00
Disagree = 2	4	28.57	8	50.00	2	20.00
Uncertain = 3	3	21.43	1	6.25	-	-
Agree = 4	-	-	4	25.00	3	30.00
Strongly agree = 5	4	28.57	1	6.25	1	10.00
Totals	14	100%	16*	100%	10	100%

* Frequency missing = 1

Table 4.59 indicates that respondents from School A, B and C strongly disagree and disagree at 50% 62.50% and 60% respectively that "the school is modern". The schools have old buildings which might have a negative impact on the culture of teaching and learning. The findings are in line with my observation mentioned in the previous section, and also in the proceeding paragraph. This evidence appears to be valid because I visited those schools more than once, and the buildings had changed little in the past 24 years, since I was teaching in one of them, i.e. School A. Based on this information, one wonders how effective teaching can take place in such an unfavourable environment, a factor noted by Grey (1998:5) when writing that "teachers admit partly the responsibility for the collapse of a culture of teaching saying that the conditions they are forced to work in and the government's failure to address some of these conditions – is largely the reason for failure of both students and teachers." Kniker and Naylor (1986:118) write that "instruction will be better in a modern well-equipped school than an old poorly furnished facility." I, therefore, view an encouraging homely positively physical environment of the school as a contributory factor towards effective teaching and learning in schools.

TABLE 4:60: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "THE SCHOOL HAS ENOUGH LIGHTING" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	10	71.43	7	43.75	4	40.00
Disagree = 2	2	14.29	4	25.00	2	20.00
Uncertain = 3	-	-	2	12.50	-	-
Agree = 4	1	17.14	1	6.25	2	20.00
Strongly agree = 5	1	17.14	2	12.50	2	20.00
Totals	14	100%	16*	100%	10	100%

* Frequency missing = 1

In table 4.60 School A, B and C strongly disagree and disagree at 86%, 69% and 60% respectively on a 5-point scale that "there is the availability of lighting and electricity at school". The question arises as to how enhancement of a culture of teaching and learning can take place in a school without electricity, because the absence of electricity might be an obstacle to quality for teaching and learning in schools. For instance, how can computer aided instruction or television programmes take place without electricity?

Robinson (2002:290) is in line with the above statements when mentioning that "out of 4,155 schools in the Northern Province, 78% were without electricity," and three-quarters of the schools in the Eastern Cape were without electricity. This shows that a large number of schools still do not have electricity, including those in the Northwest Province where this research was conducted.

TABLE 4.61: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "THE SCHOOL HAS COMPUTERS THAT ARE USED BY LEARNERS AND TEACHERS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	3	21.43	2	12.50	6	62.00
Disagree = 2	3	21.43	9	56.25	-	-
Uncertain = 3	5	35.71	1	6.25	-	-
Agree = 4	2	14.29	2	12.50	2	20.00
Strongly agree = 5	1	7.14	2	12.50	2	20.00
Totals	14	100%	16*	99%	10	100%

* Frequency missing = 1

With regard to table 4.61, School C results reveal at 62% that the respondents strongly disagree and disagree that there is "the availability of the use of computers by learners in schools", whilst School B strongly disagree and disagree at 68.75% which is not a vast difference, to School C. Surprisingly enough, School A strongly disagree and disagrees at a very low percentage of 42.86%; and this could have been attributed by the fact that some teachers might not have understood the question asked in the questionnaire and because of the fact that only the principal's office is electrified. Mwamwenda (1990:225) supports the views of the availability of the use of computers by previously stating in preceding sections that "pupils in developing countries perform below those in developed countries because of inadequate and poor facilities." This, in my opinion, means that schools might not function effectively without resources such as computers and other relevant facilities.

TABLE 4.62: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "THE AVAILABILITY OF MEDIA FACILITIES, E.G. TELEVISION SET, VIDEO ETC. IN THE SCHOOLS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	3	21.43	7	41.18	6	60.00
Disagree = 2	3	21.43	6	35.29	-	-
Uncertain = 3	2	14.29	2	11.76	-	-
Agree = 4	4	28.57	1	5.88	2	20.00
Strongly agree = 5	2	14.29	1	5.88	2	20.00
Totals	14	100%	17	100%	10	100%

Table 4.62 reveals that in School C, teachers and SMTs strongly disagree and disagree, at 60%, that "there is the availability of media facilities e.g. television set, video etc. at schools" as compared to School B at 76.47% and School A at 42.86%. The difference could be emanating from the degree of availability of media facilities in schools. From these results I am of the opinion that School B and C have a higher percentage of experiencing the lack of media facilities, as compared to School A. Therefore, the lack of media facilities is a serious problem in schools as it could result in a poor culture of teaching and learning. Campbell (1991:37) supports the above ideas by mentioning that "inadequate or poor physical facilities have a negative effect on learners." It is difficult for a learner to describe what a video is without having seen one.

TABLE 4.63: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "DRUG AND ALCOHOL ABUSE IS A PROBLEM AT SCHOOLS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	7.14	1	6.25	1	10.00
Disagree = 2	3	21.43	3	18.75	1	10.00
Uncertain = 3	2	14.29	2	12.50	2	20.00
Agree = 4	5	35.71	6	37.50	1	10.00
Strongly agree = 5	3	21.43	4	25.00	5	50.00
Totals	14	100%	17*	100%	10	100%

* Frequency missing = 1

From table 4.63 above, all respondents from School A, B and C strongly agree and agree at 57.14%, 62.50% and 60% respectively on a 5-point scale that "drug and alcohol abuse is a problem at school". This to me means that at School A, B and C teachers and SMTs are experiencing a problem with regard to learners abusing drugs and alcohol. This idea is supported by my assumption when literally I helped in solving a fight between some learners in the morning in School C just after morning devotion. This is an indication that it is true that drug and alcohol abuse is a problem in school, and such fighting is a serious problem that is disruptive to the positive school climate. *Sowetan* (12 February 2000:22) adds by stating that "300 learners in the East-Rand headed for a shebeen nearby the school, in school uniform, consuming liquor on the premises."

TABLE 4.64: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "CLASSROOMS ARE OVERCROWDED WITH A TEACHER / LEARNER RATIO OF MORE THAN 1:40 PER CLASS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	-	-	-	-
Disagree = 2	-	-	6	35.29	3	30.00
Uncertain = 3	-	-	3	17.65	1	10.00
Agree = 4	-	-	6	35.29	3	30.00
Strongly agree = 5	13	100%	2	11.76	3	30.00
Totals	14*	100%	17	100%	9	100%

* Frequency missing = 1

In table 4.64, teachers and SMTs of School A are unanimous in believing that "classrooms are overcrowded". School C and B also strongly agree and agree with the percentage of 60% and 47.05% respectively at the same variable. The reason for such a vast difference in the results could be that whilst School C has fewer Grade 12 learners than school B, there are enough classrooms, but that in other lower grades overcrowding in the classrooms is experienced. Another reason could be that most of the learners might have opted to leave the rural schools in order to go to better advanced schools with better facilities. For

example, in School C, I discovered that there is only one class for Grade 12 learners and one could ask why there is only one class of Grade 12 learners. The idea is supported by Du Toit (1993:10), when confirming that "black pupils drop out from school because of overcrowded classrooms, poor teaching and underqualified teachers." Colclough *et* al (2003:146) note that "in rural schools, the size of Grade 1 classes ranged from 58 to 155." They further note that "children are put off learning in a classroom which is crowded like a jail. Bishop (1989) further mentions that "large classes are detrimental to the quality of teaching, especially if the teachers are unqualified or poorly qualified." Vakalisa (2000:24) also further adds that "there is voluntary-bussing where learners are transported on a daily basis to better opportunities in pursuit of better education."

It is also evident from *City Press* in the preceding sections (9 February 2003:9) that "in their thousands, black children are fleeing to former white schools as education in black townships teeters on the brink of collapse." Based on the above statement, it can be deduced that the culture of teaching and learning in disadvantaged schools is gradually declining.

TABLE 4.65: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "THE DEPARTMENT OF EDUCATION SUPPLIES THE SCHOOL WITH ADEQUATE TEXTBOOKS / LEARNING RESOURCES" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	7	50.00	6	35.29	2	22.22
Disagree = 2	5	37.71	5	29.41	3	33.33
Uncertain = 3	1	7.14	1	5.88	3	33.33
Agree = 4	1	7.14	5	29.41	1	11.11
Strongly agree = 5	-	-	-	-	-	-
Totals	14	100%	17	100%	9*	100%

* Frequency missing = 1

In table 4.65, the results reveal that teachers and SMTs in School A strongly disagree and disagree at 87.71% that "there is a free supply of textbooks in schools" whilst School B and C strongly disagree and disagree at 64.70% and 55.55% respectively on a 5-point scale. The reason for this large difference in

results between the three schools might be that schools do get free supply of textbooks but that is not enough as it is shown in School A. To support the point that there is still inadequate free supply of textbooks, the *Daily Sun* (2004:7) recently confirms that "some rural schools in Vuwani region have still not received their exercise books and textbooks and some pupils are borrowing exercise books from students in other schools who have received books as early as January." I am comparing the two provinces, i.e. North-West with Limpopo, the reason being to show the seriousness of the lack of learning resources not only in North-West but also in other provinces, thus hampering the culture of teaching and learning in schools. On this note, the question arises as to how learners learn and teachers can teach successfully under the scarcity of teaching and learning support materials.

TABLE 4.66: COMPARISON OF RESPONSES FROM TEACHERS & SMTS REGARDING "LEARNERS SOMETIMES GO TO SCHOOL BEING HUNGRY" ACROSS SCHOOLS A, B AND C

Scale	School A		School B		School C	
	Teachers & SMTs		Teachers & SMTs		Teachers & SMTs	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	2	14.29	2	11.76	-	-
Disagree = 2	1	7.14	2	11.76	-	-
Uncertain = 3	3	21.43	5	29.41	4	40.00
Agree = 4	2	14.29	5	29.41	5	50.00
Strongly agree = 5	6	42.86	3	17.65	1	10.00
Totals	14	100%	17	100%	10	100%

Sixty percent of the respondents from School C strongly agree and agree on a 5-point scale in table 4.66 that "learners are always hungry", whilst School A strongly agree and agree at 57.15% as compared to 47.06% of School B. The implication in this interpretation is that School C might be consisting of many learners who come from poor families; as it is well known that poverty is a major concern in the country now of late, and this issue will be discussed in detail in the next chapter. Dalin (1993:149) adds to the above opinion by mentioning that "research over many years has shown that the socio-economic factors e.g. home, the peer group etc. have a major influence on student learning." This implies that learners from low socio-economic backgrounds are disadvantaged,

as they do not even have money to satisfy their basic needs, and such learners would lack concentration in class, thus impacting on the culture of teaching and learning in schools.

4.7 COMPARISON OF RESPONSES FROM LEARNERS ACROSS THE THREE SCHOOLS

TABLE 4.67: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "TEACHERS SOMETIMES DODGE THEIR SCHOOL CLASSES / LESSONS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	16	18.82	21	19.81	12	30.77
Disagree = 2	19	22.35	26	24.53	12	30.77
Uncertain = 3	18	21.18	23	21.70	3	7.69
Agree = 4	21	24.71	24	22.64	3	7.69
Strongly agree = 5	11	12.94	12	11.32	9	23.08
Totals	85	100%	106*	100%	37**	100%

* Frequency missing = 2
** Frequency missing =2

Learners in table 4.67 from School A and B strongly disagree and disagree at above 40% that "teachers dodge lessons at school" and is further supported by School C where learners also strongly disagree and disagree at above 60% on the same variable on a 5-point scale that "teachers dodge lessons at school". This, in my opinion, indicates that in schools, teachers appear to be committed to their teaching in the teaching and learning situation, thus an enhancement of a culture of teaching and learning. This idea is in line with Amos (1999:5) postulates when maintaining that "… commitment and co-operation promote emotion and cognitive growth" as quoted in the previous section. The question one could ask is: If teachers do not dodge lessons at school, are they thoroughly preparing their lessons with an aim of improving the quality of teaching or not?

TABLE 4.68: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "TEACHERS ARRIVE LATE FOR SCHOOL" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	6	7.06	17	15.89	2	5.13
Disagree = 2	13	15.29	18	16.82	3	7.69
Uncertain = 3	14	16.47	17	15.89	8	20.51
Agree = 4	38	44.71	36	33.64	12	30.77
Strongly agree = 5	14	16.47	17	17.76	14	35.90
Totals	85	100%	107*	100%	39	100%

* Frequency missing = 1

Table 4.68 reveals that respondents in School A, B and C strongly agree and agree in such a way that they have all their responses above 50% on a 5-point scale. This means that teachers do arrive late for school in these three schools and this is in contrast with what was stated previously in the *Sunday Times* (30 March 1997:5) that "teachers should show commitment to education by being punctual". This idea is further elaborated by Amos (1999:5) previously when saying that "… commitment, affirming, co-ordination and punctuality promote emotional and cognitive growth." In other words, teachers should be punctual in order to carry school's duties that will in turn promote a positive culture of teaching and learning in schools.

TABLE 4.69: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "THE MODERNITY OF THE SCHOOL" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	22	26.83	15	14.56	12	31.58
Disagree = 2	18	21.95	15	14.56	12	31.58
Uncertain = 3	6	7.32	21	20.39	4	10.53
Agree = 4	23	28.05	25	24.27	3	7.89
Strongly agree = 5	13	15.85	27	26.21	7	18.42
Totals	82*	100%	103**	100%	38***	100%

* Frequency missing = 3
** Frequency missing =5
*** Frequency missing =1

Learners in School C in table 4.69 strongly disagree and disagree at above 60% that "the school is modern" and that will be discussed in detail in the next chapter, whilst learners in School B agree and strongly agree at above 50% that the school is modern. School A on the other hand disagree at above 50% on the same variable. I am surprised to discover that School B strongly agree and agree at a higher percentage on this variable of "the modernity of the school" because I was there personally and my observation makes me assume that all the three schools have very old buildings, as stated in the preceding section. I therefore generally assume that the schools are not modern and that it is also supported by the results derived from School C. Kniker and Naylor (1986:118) add to the above idea by stating that "instruction will be better in a modern, well-equipped school than in an old poorly furnished facility." This means that the school's structure also plays a role with regard to the enhancement of a culture of teaching and learning.

TABLE 4.70: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "THE SCHOOL HAS COMPUTERS THAT ARE USED BY LEARNERS AND TEACHERS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	32	37.65	66	61.11	23	58.97
Disagree = 2	20	23.53	27	25.00	9	23.08
Uncertain = 3	16	18.82	4	3.70	5	12.82
Agree = 4	14	16.47	3	2.78	2	5.13
Strongly agree = 5	3	3.53	8	7.41	-	-
Totals	85	100%	108	100%	39	100%

In table 4.70, learners from School B and C strongly disagree and disagree at 86.11% and 82.05% respectively that "the school has computers used by learners and teachers", whilst School A strongly disagree and disagree at 61.18%. The fact that all three schools strongly disagree might have a negative

impact on the enhancement of a culture of teaching and learning, because without computers many school activities might not be taking place. This idea is in line with what was mentioned in the preceding sections by Mwamwenda that "pupils in developing countries perform below those in developed countries because of inadequate and poor facilities." The facilities referred to in this context are computers and other related resources that enhance the culture of teaching and learning. The above statement means that it is not only in North-West province where the schools still lack computers, but also in other provinces such as the Northern Province; that is the reason why I brought the comparison to the fore.

TABLE 4.71: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "THE CLASSROOMS ARE OVERCROWDED WITH LEARNERS AT A TEACHER/ LEARNER RATIO OF MORE THAN 1:40" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	9	10.59	11	10.68	6	16.67
Disagree = 2	28	32.94	30	29.13	6	16.67
Uncertain = 3	21	24.71	40	38.38	12	33.33
Agree = 4	21	24.71	16	15.53	5	13.89
Strongly agree = 5	6	7.06	6	5.83	7	19.44
Total	85	100%	103*	100%	36**	100%

* Frequency missing = 5
** Frequency missing = 3

In table 4.71 all the respondents in School A, B and C fall far below 50% in all the levels on a 5-point scale and also some of the responses fall within the scale of "uncertain" at below 40% and also disagreeing at below 40%. This proves that there is no overcrowding in those schools. This has a positive effect on quality of teaching and learning in schools since individualisation in teaching and learning can occur with ease.

TABLE 4.72: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "THE SCHOOL HAS MEDIA FACILITIES SUCH AS TELEVISION SETS, TAPE RECORDERS, VIDEO ETC" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	40	47.06	73	69.52	29	74.36
Disagree = 2	16	18.82	22	20.95	8	20.51
Uncertain = 3	17	20.00	5	4.76	1	2.56
Agree = 4	8	9.41	2	1.90	-	-
Strongly agree = 5	4	4.71	3	2.86	1	2.56
Total	85	100%	105*	100%	39	100%

* Frequency missing = 3

In table 4.72, learners in School A, B and C strongly disagree and disagree above 60% and 50% respectively on a 5-point scale that "there is the availability of media facilities such as television set, video etc." at school. These percentages reveal that there are indeed no media facilities at these schools. Now the question I asked is: How can effective teaching and learning take place without media facilities in schools?

Based on this view, Nxumalo (1993:59) emphasises that "teachers have developed negative attitudes over the years and have low morale because of severe material deprivation in schools." I wonder as to whether teachers in those disadvantaged schools will one day be highly moralised because media spread information on a daily basis that there are still those learners in disadvantaged areas who are still taught under the trees.

TABLE 4.73: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "SMOKING DAGGA, DRINKING ALCOHOL AND TAKING OTHER DRUGS IS ONE OF THE SCHOOL'S PROBLEMS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	22	25.88	9	8.41	8	20.51
Disagree = 2	9	10.59	13	12.15	3	7.69
Uncertain = 3	12	14.12	9	8.41	5	12.82
Agree = 4	19	22.35	36	33.64	6	15.38
Strongly agree = 5	23	27.06	40	37.38	17	43.59
Total	85	100%	107*	100%	39	100%

* Frequency missing = 1

Table 4.73 reveals that learners in School B, C and A strongly agree and agree at above 70%, 50% and 50% respectively on a 5-point scale that "drug and alcohol abuse at school is a problem". This means that learners are engaging themselves in taking drugs and alcohol that is why there is a countrywide outcry on drug and alcohol abuse. This idea is evidenced by the former Gauteng Education MEC, Ignatius Jacobs (*Sowetan*, 12 February 2000:22) when mentioning in the previous sections that "300 learners in the East-Rand headed for a shebeen nearby the school in school uniform consuming liquor on the premises." Savage (1991:214) concurs with the above ideas by stating that "violence such as fighting, especially boys, is a serious problem that is disruptive to the positive school climate." This statement means that the use of drugs and alcohol by learners has become a threat to the well being of teachers and learners and also has a negative influence on learning on the school climate. Drugs and alcohol are therefore a social problem which cannot be left to the school only to deal with, but the society should also be prepared to help the school in an attempt to solve the problem.

TABLE 4.74: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "PARENTS DO PROVIDE CHILDREN WITH THE NECESSARY STATIONARY AND TEXTBOOKS FOR GRADE 12" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	6	7.06	8	7.48	2	5.13
Disagree = 2	9	10.59	13	12.15	2	5.13
Uncertain = 3	10	11.76	8	7.48	9	23.08
Agree = 4	25	29.41	47	43.93	7	17.95
Strongly agree = 5	35	41.18	31	28.97	19	48.72
Total	85	100%	107*	100%	39	100%

* Frequency missing = 1

All the respondents in School B, A and C in table 4.74 strongly agree and agree at 72.9%, 70.59% and 66.67% respectively that parents do provide children with the necessary stationary and textbooks for Grade 12. The uniformity of the responses show that parents do really try their best to be involved in their children's education, thus improving a culture of teaching and learning. Rambolt (1998:33) supports the above view by stating that "parents who do not provide a stable and stimulating home background lay the foundation for an unhealthy, chaotic learning environment in the school." This means that if parents do not supply their learners with basic school requirements, there is that likelihood that a culture of teaching and learning could be affected negatively.

TABLE 4.75: COMPARISON OF RESPONSES FROM LEARNERS REGARDING "THE DEPARTMENT OF EDUCATION SUPPLIES THE SCHOOL WITH ADEQUATE TEXTBOOKS / LEARNING RESOURCES" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Learners		Learners		Learners	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	28	32.94	21	19.44	13	33.33
Disagree = 2	21	24.71	38	35.19	10	25.64
Uncertain = 3	13	15.29	9	8.33	6	15.38
Agree = 4	17	20.00	22	20.37	4	10.26
Strongly agree = 5	6	7.06	18	16.67	6	15.38
Total	85	100%	108	100%	39	100%

In table 4.75 all the respondents in School A, B and C strongly disagree and disagree at above 50% on a 5-point scale that there is "free supply of textbooks in schools". This implies that learners in all three schools hold the same idea with regard to no "free supply of textbooks" and this shows consistency and similarity of results, meaning that the schools are inadequately supplied with textbooks. Based on this information, Czerniewics, *et al*. (2000:99) confirm that "52% of schools have adequate supply of textbooks", now the question is what about the remaining 48%? Do the schools under investigation also fall within the 48% of those which are not supplied with textbooks and learning resources? Can really effective teaching and learning take place without relevant teaching and learning resources?

4.8 COMPARISON OF RESPONSES FROM PARENTS ACROSS THE THREE SCHOOLS

Parents' responses across the three schools were also compared with an aim of brining into the picture consistency, validity and reliability of the results or the opposite thereof.

TABLE 4.76: COMPARISON OF RESPONSES FROM PARENTS REGARDING "TEACHERS SOMETIMES DODGE THEIR SCHOOL CLASSES / LESSONS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Parents		Parents		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	4	9.09	5	62.50
Disagree = 2	1	7.69	10	22.73	1	12.50
Uncertain = 3	5	38.46	7	15.91	-	-
Agree = 4	7	53.85	16	36.36	2	25.00
Strongly agree = 5	-	-	7	15.91	-	-
Total	13	100%	44*	100%	8	100%

* Frequency missing = 8

Parents from School A and B in table 4.76 strongly agree and agree at 53.85% and 52.27% respectively that "teachers dodge lessons at school" whilst School C in contrast strongly disagree and disagree at 75% on a 5-point scale. This is an

indication that parents in School A and B are more involved in school related matters than in School C and this will be discussed in full in the proceeding chapter. That is a reason why School A and B parents seem to know that teachers dodge lessons at school. My other interpretation could be that parents in School C might not be involved in school activities, and this might unable them to learn more about the school and education of their children. This is in contrast with Squelch (1994:92) when mentioning that "nowadays parents are regarded as equal partners in education." This means that parents who are involved and actively taking part at schools tend to know more about the culture of the school, the picture I got in School A and B.

It could also be explained that School C reveals at 75.00% that teachers and SMTs do strongly disagree and disagree that "teachers dodge lessons at school". This vast difference between schools could be therefore attributed by the fact that some parents are poorly qualified in such a way that they might misunderstand the question in the questionnaire. This is supported by the fact that even teachers themselves are still at a high level of unqualified status as shown previously, so are the parents. NCES (1993:94) supports the above idea by stating that "quality of education in the United States is relying on teacher qualifications." Robinson (2002:293) further supports that a strategy is already in existence aiming at upgrading the qualifications of those who are deemed to be underqualified for teaching and that "is the introduction of a new qualification, the National Professional Diploma in Education."

TABLE 4.77: COMPARISON OF RESPONSES FROM PARENTS REGARDING "TEACHERS DO SOMETIMES ARRIVE LATE FOR SCHOOL BECAUSE OF TRANSPORT PROBLEMS OR OTHER PROBLEMS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Parents		Parents		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	7.14	1	2.17	6	75.00
Disagree = 2	3	21.43	1	2.17	1	12.50
Uncertain = 3	-	-	1	2.17	-	-
Agree = 4	9	64.29	28	60.87	-	-
Strongly agree = 5	1	7.14	15	32.61	1	12.50
Total	14	100%	46*	100%	8	100%

* Frequency missing = 6

In table 4.77 parents from School B and A strongly agree and agree unanimously at 93.48% and 71.43% respectively at a 5-point scale that “teachers arrive late for school”, as opposed to parents from School C who strongly disagree and disagree with the variable at 87.50%. The reason for the difference could be the fact that parents in School C are not always home with their children as mentioned in the previous sections, so they do not know what is happening at school that could be the reason why they just resort to disagreeing at 87.50% to the question posed in the questionnaire. From these interesting findings, I feel it necessary to discuss the results in detail in the next chapter.

TABLE 4.78: COMPARISON OF RESPONSES FROM PARENTS REGARDING “THE SCHOOL IS MODERN” ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Parents		Parents		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	7.14	3	6.25	-	-
Disagree = 2	1	7.14	-	-	1	12.50
Uncertain = 3	-	-	2	4.35	-	-
Agree = 4	10	71.43	26	56.52	1	12.50
Strongly agree = 5	2	14.29	15	32.61	6	75.00
Total	14	100%	46*	100%	8	100%

* Frequency missing = 6

In table 4.78, School B, C and A strongly agree and agree at 89.13%, 87.50% and 85.72% respectively on a 5-point scale that “the school is modern”. I am of the assumption that the respondents agreed on the variable based on the fact that they were never exposed to any better built school except the old buildings they have. The other reason might be that parents might not even know how the school buildings look like as they seem not to attend meetings called by the principal as stated previously, because of reasons such as working far from home.

TABLE 4.79: COMPARISON OF RESPONSES FROM PARENTS REGARDING "THE SCHOOL HAS ENOUGH LIGHTING" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Parents		Parents		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	-	-	8	17.39	-	-
Disagree = 2	3	21.43	9	19.57	2	25.00
Uncertain = 3	2	14.29	8	17.39	1	12.50
Agree = 4	4	28.57	15	32.61	2	25.00
Strongly agree = 5	5	35.71	6	13.04	3	37.50
Total	14	100%	46*	100%	8	100%

* Frequency missing = 6

The data in table 4.79 illustrates that School A, C and B strongly agree and agree at 64.28%, 62.50% and 45.65% respectively on a 5-point scale that "there is the availability of electricity at school". According to my view, the above percentages at around 50% are significant. This explicitly shows that the respondents, i.e. the parents, might not really know what is happening at the school, because whilst I was at those schools, I discovered that there is no electricity at all. A question asked is, are the parents at those three schools involved in school related matters, are they really in partnership with the schools as mentioned by Takanishi (1993:111) that "parental involvement in the school forms a critical factor in learner's educational success in all the school grades."

TABLE 4.80: COMPARISON OF RESPONSES FROM PARENTS REGARDING "THE SCHOOL HAS COMPUTERS THAT ARE USED BY LEARNERS AND TEACHERS" ACROSS SCHOOLS A, B & C

Scale	School A		School B		School C	
	Parents		Parents		Parents	
	Frequency	%	Frequency	%	Frequency	%
Strongly disagree = 1	1	7.14	1	2.17	1	12.50
Disagree = 2	1	7.14	5	10.87	-	-
Uncertain = 3	3	21.43	4	8.70	2	25.00
Agree = 4	6	42.86	27	58.70	4	50.00
Strongly agree = 5	3	21.43	9	19.57	1	12.50
Total	14	100%	46*	100%	8	100%

* Frequency missing = 6

Table 4.80 illustrates that respondents in School B, A and C strongly agree and agree on a 5-point scale at 78.27%, 64.29% and 62.50% respectively on the variable "the school has computers and are used by learners". This is the opposite of what is practically happening in all three schools, as I saw no computers being used. Instead, during the interviews, teachers appealed for donations of computers. This, according to my assumption, means that the respondents appear not to visit the schools as they appear not to have enough evidence of what is happening. This shows that schools still lack parental involvement in disadvantaged schools as mentioned in the previous section. Therefore, I am appealing to schools, community and government to invite parents to workshops and seminars on parental involvement in schools, as this would make them be committed to school matters and their children's education, as stated by Ryna (1994:43-44) that "parents are now invited to take part in assessing their children's progress at school."

4.9 RESULTS OF ANOVA USING MULTIPLE COMPARISONS AT 0.05 LEVEL OF SIGNIFICANCE

TABLE 4.81: RESULTS OF ANOVA, COMPARING GENDER, USING VARIABLES DEALING WITH SCHOOLS FACTORS

Variables	1		2		3		4		5		6		P≥ 0.05
	Female teachers		Male Teachers		Female learners		Male learners		Female parents		Male parents		
	mean	std	mean	std	mean	std	mean	std	mean	std	mean	std	
AA18 Teachers dodge lessons	3.4	1.0	3.0	1.3	3.0	1.2	2.7	1.5	2.7	1.3	2.6	1.2	0.1204
AA22 Teachers arrive late for school	3.8	1.2	3.7	1.1	3.5	1.2	3.4	1.2	3.4	1.3	3.6	1.0	0.5176
AA30 The school is modern	2.7	1.7	2.6	1.2	3.0	1.4	3.0	1.5	3.1	1.3	3.3	1.1	0.0593*
AA 32 The school has lighting	2.3	1.5	2.0	1.5	2.3	1.2	1.8	1.1	2.1	1.3	1.9	1.1	0.4663
AA36 The school has computers	2.1	1.2	2.9	1.4	2.0	1.2	1.8	1.1	1.8	1.2	1.7	0.8	0.0111*
AA38 The	1.9	1.1	2.8	1.5	1.6	0.9	1.7	1.1	1.6	0.9	2.1	1.4	0.0078

Variables	1		2		3		4		5		6		P≥ 0.05
	Female teachers		Male Teachers		Female learners		Male learners		Female parents		Male parents		
	mean	std	mean	std	mean	std	mean	std	mean	std	mean	std	
school has facilities													
AA39 Taking drugs is a problem	4.1	1.0	3.2	1.4	3.6	1.4	3.4	1.6	3.2	1.4	3.2	1.1	0.8129
AA41 Classrooms are overcrowded	3.5	1.3	4.2	1.1	3.0	1.0	2.8	1.2	2.9	1.3	3.1	0.9	0.0002*
AA42 Free supply of books	2.2	1.2	2.1	1.0	2.6	1.3	2.6	1.5	-	-	-	-	0.2559
AA52 learners are always hungry	3.4	1.3	3.5	1.2	2.9	1.4	2.8	1.5	3.1	1.4	3.7	1.1	0.5397

* Significance estimated at the 0.05 level

The results in table 4.81 indicate that there is a significant difference between views of females and males on the following dependent variables:

- AA30 “the school is modern”
- AA36 “the school has computers”
- AA41 “classrooms are overcrowded.

Therefore, the results suggest that female teachers are having a relationship with the above three variables. The results also indicate that there is no significant difference between the opinion of males and females regarding each of the following seven dependent variables:

- AA18 “teachers dodge lessons”
- AA22 “teachers arrive late”
- AA32 “the school has lighting”
- AA38 “the school has facilities”
- AA39 “taking drugs is a problem”
- AA42 “free supply of books”
- AA52 “learners are always hungry”

The views of female and male teachers in this case are not having any impact on the seven dependent variables. This means that even if they dodge lessons, arrive late, learners taking drugs, no electricity and no free supply of books, they as teachers view it not important, but theirs is just to teach.

From table 4.81 it is evident that the female's views are significantly related to school's effectiveness with regard to its modern structure, computers, facilities and over-crowdedness as dependent variables than male teachers.

TABLE 4.82: RESULTS OF ANOVA, COMPARING QUALIFICATIONS, USING VARIABLES DEALING WITH SCHOOL FACTORS

Variables	1		2		3		4		5		P≥ 0.05
	mean	std	mean	std	mean	std	mean	std	mean	std	
AA18 Teachers dodge lessons	2.6	1.3	3.0	1.2	2.4	1.4	3.6	1.4	3.2	1.4	0.6529
AA22 Teachers arrive late for school	3.5	1.2	3.6	1.3	3.3	1.4	3.6	1.3	3.6	1.0	0.0122*
AA30 The school is modern	3.0	1.4	3.0	1.4	3.2	1.4	3.0	1.5	3.0	1.3	0.2314
AA 32 The school has lighting	2.1	1.2	2.1	1.2	2.3	1.5	1.9	1.4	1.8	1.0	0.7963
AA36 The school has computers	1.8	1.1	2.0	1.2	1.9	1.3	2.6	1.4	1.8	0.8	0.4486
AA38 The school has facilities	1.6	1.0	1.8	1.1	2.0	1.2	2.5	1.6	2.0	1.0	0.2356
AA39 Taking drugs is a problem	3.5	1.5	3.6	1.5	3.5	1.2	3.2	1.5	3.3	1.1	0.4248
AA41 Classrooms are overcrowded	3.0	1.2	3.1	1.2	2.9	1.3	3.5	1.2	3.1	1.1	0.0005*
AA42 Free supply of books	2.5	1.4	2.7	1.4	2.7	1.0	2.2	1.1	2.1	1.1	0.0951
AA52 learners are always hungry	3.0	1.5	3.3	1.3	3.3	1.5	3.1	1.4	3.3	1.3	0.1303

* Significance estimated at the 0.05 level

In table 4.82 the results show that there is a significant difference between qualification as an independent variable and AA41 "classrooms are overcrowded" as dependent variable, because P value is 0.05 on the table. It is therefore evident that there is a relationship between the two, i.e. between qualification and "overcrowding in the classroom". This means teachers with better qualifications could be able to manage overcrowded classrooms.

The results also indicate that there is no significant difference between qualification and the following nine dependent variables, in other words, the

qualification of teachers do not play any significant role on the variables below, thus qualifications do not have any impact on the mentioned variables.

- AA18 “teachers dodge lessons”
- AA22 “teachers arrive late”
- AA30 “the school is modern”
- AA32 “the school has lighting”
- AA36 “the school has computers”
- AA38 “the school has facilities”
- AA39 “taking drugs is a problem”
- AA42 “free supply of books”
- AA52 “learners are always hungry”

This means that qualification does not have any impact on the above nine variables.

TABLE 4:83: RESULTS OF ANOVA, COMPARING EXPERIENCE, USING VARIABLES DEALING WITH SCHOOL FACTORS

LEVEL OF EXPERIENCE OF TEACHERS									
Variables	1		2		3		4		P≥ 0.05
	mean	std	mean	std	mean	std	mean	std	
AA18 Teachers dodge lessons	2.8	0.8	3.1	1.2	3.5	1.1	3.1	1.3	0.7122
AA22 Teachers arrive late for school	3.4	1.8	3.8	1.1	3.8	0.6	3.7	1.2	0.8942
AA30 The school is modern	2.4	1.7	3.1	1.6	2.6	1.3	2.2	1.1	0.5133
AA 32 The school has lighting	1.6	1.3	2.4	1.6	2.1	1.7	1.8	1.0	0.6166
AA36 The school has computers	2.8	1.1	2.5	1.5	2.7	1.6	2.3	1.0	0.9195
AA38 The school has facilities	2.2	1.8	2.9	1.5	2.4	1.6	1.8	1.0	0.3438
AA39 Taking drugs is a problem	2.8	1.6	3.8	1.4	3.7	1.2	3.6	1.0	0.1053
AA41 Classrooms are overcrowded	4.4	1.3	4.3	1.1	3.8	1.2	3.1	1.2	0.4111
AA42 Free supply of books	1.4	0.5	2.1	1.1	2.2	1.2	2.4	1.2	0.8817
AA52 learners are always hungry	3.2	1.5	3.7	1.1	3.5	1.4	3.4	1.2	

* Significance estimated at the 0.05 level

The results in table 4.83 indicate that there is no significant difference between experience as an independent variable and all ten dependent variables. This implies that experience does not have any impact on the variables mentioned in the table above.

4.10 A SUMMARY OF RESPONDENTS' OPINIONS (TEACHERS, SMTS, LEARNERS AND PARENTS) REGARDING A "CULTURE OF TEACHING AND LEARNING IN THEIR SCHOOLS"

Respondents (teachers, SMTs, learners and parents) were asked to briefly state their own views with regard to a culture of teaching and learning in their schools (see v56 to v58 from the questionnaire). The aim was to see whether there was any consistency in the respondents' opinions to various instruments used during this study e.g. questionnaires, observation and interviews as well as to bring into picture an in-depth understanding of the variables contributing towards an establishment of a culture of teaching and learning in schools (see Appendices 7, 8 and 9).

Of all the respondents (teachers, SMTs, learners and parents) across the three schools, interesting results from their opinions were obtained where they all generally remarked that the variables contributing towards the establishment of a culture of teaching and learning in their schools are dominantly negative. This means that e.g. the resources are inadequate, thus impacting negatively on the culture of teaching and learning in schools (see Appendix 7 for teachers, Appendix 8 for learners and Appendix 9 for parents).

Based on the above opinions from the respondents, I am of the opinion that a culture of teaching and learning in some of the disadvantaged schools is still lacking and this idea is supported by Education Africa Forum (2003:96) when stating that "the provision of quality education in rural areas remains an extremely difficult challenge to South Africans." This shows that there are still problems in disadvantaged schools with regard to teaching and learning and this affect the quality of teaching and learning, so it is the responsibility of all the stakeholders to attempt to improve on them as soon as possible.

4.11 ELABORATION ON DATA OBTAINED FROM INTERVIEWS IN THREE HIGH SCHOOLS

Qualitative data collected from the respondents are analysed in this section with an aim of complementing the quantitative results discussed in the previous section. Data analyses of the interviews were done as follows:

4.11.1 METHODOLOGY

The responses from the interviews at three high schools were recorded separately on radio cassettes and later transcribed into clustered main categories and subcategories from the variables outlined in this study (see Appendices 12 to 17). The very categories stated in par. 4.2 were used in chapter five for recommendations. The clustering of opinions followed the broad coding of variables explained in the methodology chapter.

The responses from the interviews and questionnaires are compared and discussed in the next chapter regarding the performance of Grade 12 learners across the three schools, where School B is singled out as a benchmark for the discussion because of its' average academic performance in Grade 12 results pass rate over the period of five years.

4.12 INTERPRETATION OF RESPONSES FROM INTERVIEWS CONDUCTED IN THREE HIGH SCHOOLS

I summarised the responses from the interviews of participants from the three schools, according to categories. Appendices 12 to 17 illustrate the transcribed taped responses as recorded verbatim from the interviewees, by an independent member from the University of Pretoria who was responsible for validating the data of interviews.

4.12.1 TEACHERS AND SMTS' QUALIFICATIONS

Responses from all three schools' indicate that teachers are qualified even though there are some who are under-qualified and still studying further; upgrading their qualifications. Based on the above ideas, I am of the opinion that teachers in those three schools need to be encouraged and given bursaries to further their studies in order to improve the quality of education without ignoring the learners during their studies; so as to be like teachers in the United States as mentioned by NCES (1993:94) that "quality of education is relying on teachers' qualification." De Lange (in Nicholls, 1992:3-63) explained as far back as in 1992 that "the quality of teachers … determines the quality of education." Podoursky, *et al*. (2004:5) add that "quality education cannot take place if … low teacher qualifications … are experienced." This means that good education in most cases depends on well-qualified teachers because qualified teachers are perceived as knowledgeable, thus effective teaching and learning can be the result.

4.12.2 TEACHERS' AND SMTS' ROLES IN THE TEACHING AND LEARNING SITUATIONS

School A, B and C participants stated that teachers and SMTs do play a role in the teaching and learning situation and they even supported their statement by saying that in School A the evidence is the pass percentage of Grade 12 learners which was never less than 60%, while in School B the evidence given was based on teachers and SMTs following a guideline that guides how often are they supposed to assess learners throughout the year. Lastly the roles played by teachers and SMTs in School C is supported by classwork given to learners, team spirit and cooperation amongst staff members. Given the responses from School A, B and C, I am of the opinion that even though teachers play an important role in the teaching and learning situation, most teachers, as already addressed in the previous paragraph, seem to be still having poor academic background in disadvantaged schools as mentioned earlier, therefore there is an enormous need for in-service training in order to empower more teachers in the country. Coutts (1996:44) concurs with the above statement by stressing that "INSET is central to teacher empowerment." Maden (2001:123) adds that "all

teachers have to develop new skills and expertise in response to the multiple innovations in curriculum."

4.12.3 SCHOOL BUILDINGS

In all three schools the participants mentioned that generally the buildings are old, for example in School A an example was even given by one of the teachers interviewed that the school buildings are more than 50 years old with a lot of burglaries, and letters have been written to the North-West Department of Education since 1993, but up to 2004 no new building have been erected. Participants from School B and C even stated that windows are broken and it takes a time to repair them, as burglars break in more often like in School A. Presented with this bad situation in teaching and learning, I am of the opinion that if the community and all stakeholders are involved in the education of their children, the conditions in the schools will possibly improve as the community will develop a pride in the school buildings and repairs of any school damage will be done responsibly by them. This is supported by Coutts (1996:135) when saying "every school should become a community school as this will enable the school to be shared by a group." Kniker, *et al* (1986:118) add that "instruction will be better in a modern well equipped school."

4.12.4 LIBRARY, LABORATORY AND COMPUTER USE

Generally, all three schools responded by saying that since there is no electricity in the schools, it is difficult for them to utilise library, laboratory and computers effectively, so they even resorted to locking up the rooms. This refers to the fact that when electricity is not available it becomes difficult to use the library, laboratory and computers; that is why schools resort to lock them in for safety sake. It was further mentioned that in School A electricity is only operating in the principal's office, whilst in School B and C that is not the case. The implication of the above discussion is that even if the schools have libraries, laboratories and computers, it is difficult for the schools to use them effectively because the lack of electricity hampers their use. I feel that when libraries, laboratories and computers are not fully utilised in schools just like in School A, B and C, an

adverse impact on education can be experienced thus a decline in a culture of teaching and learning in schools as learners and teachers will lack opportunities to empower themselves and implement practical skills in any teaching and learning situation, thus hampering their critical and creative thinking as supported by Coutts (1996:35) that "poor conditions such as inadequate facilities … *de facto* disempower teachers as professionals." Maden (2001:272) further adds that "the use of computers is further transforming the behaviour of all the community."

4.12.5 TOILETS

In School A, according to the participants' views, toilets are in the process of being improved whilst in School B and C toilets are new, yet are locked in School C, the reason being that toilets seats are stolen by either villagers or learners. Based on the manner in which the toilets are functioning in these schools, learners could be academically affected because if toilets are locked, where is the healthy atmosphere for their well being? The lack and absence of toilets could cause learners to be absent from school and affect their attendance, thus poor performance and dropout of school.

4.12.6 LEARNING TEACHING SUPPORT MATERIALS AND TEACHING APPROACHES

In all the three schools the responses were that most learners were not supplied with free textbooks and other resources from the government and therefore School A and B resorted to photo copying notes for learners and some learners even end up buying textbooks for themselves, whilst in School C learners ended up sharing the available textbooks. The above statement is not a surprise to most of disadvantaged schools in South Africa and this is in line with Bishop (1989:143) when stating that "in rural areas, people suffer from inadequate educational facilities." Bishop (1989:27) adds that "short-falls in materials of instruction in classrooms lead to significant wastage in terms of students failing, repeating classes or dropping out altogether.: Colclough, *et* al (2003:111) further add that "the availability of adequate learning materials is an extremely important condition for the achievement of good-quality education." This according to my view, implies that urgent attention and financial expediency in education should

be paid to under-resource schools so as to ensure fair and equal distribution of resources, and this will help teachers to be flexible in the implementation of various new approaches to teaching and learning as they will be equipped with adequate learning and teaching resources, to refer to.

4.12.7 SOCIO-ECONOMIC STATUS OF THE LEARNERS' PARENTS

In School A and B, participants stated that there are those learners who are from poor socio-economic background and some of those who are from the middle class. In School C participants reported that learners' families are poor in general and some learners even work after school and during weekends in order to earn a living. On this note I feel that learners from such poor family backgrounds are likely to perform badly as they would lack concentration because of poverty, thus an adverse impact on the culture of teaching and learning. Dalin (1993:149) concurs with the above statement by stating that "research over many years has shown that the socio-economic factors e.g. home, peer group etc. have a major influence on student learning." This means that if learners are from a poor socio-economic background, there is that likelihood of them being negatively affected, thus poor academic performance will be the results.

4.13 DISCUSSION BASED ON MY OWN OBSERVATION AS SUPPORTED BY THE QUANTITATIVE AND QUALITATIVE FINDINGS

This section is based on the detailed discussion of how the three schools' main findings are related or unrelated to my observation, quantitative and qualitative results, and it should be noted that this is the report of the final findings of the interpretation of results as to why School A, or C performs better than the other, with School B as serving as a benchmark. The discussion of each School A will be done separately below, using the categories appearing in the previous section in order to establish consistency and reliability of the study.

4.13.1 SCHOOL A

School A is labelled as a good school as it has been obtaining good 60% pass rate results in Grade 12 final examination over a period of five years and based on this statement, School A will have a lengthy discussion. It is in this school where I was once a teacher for nine years as stated previously, so I am able to share my primary experience of the school and also understand beyond reasonable doubt the participants' attribution to all the school's environment and teaching as a whole. Another advantage is that I also know more about the other two schools' background, because I was once in contact with those schools for also more than nine years when student-teachers in that area of Moretele (APO) were doing observations and practice teaching in the high schools. For the description of the location of the three schools, refer to par. 1.6.1, chapter one.

I found it worth to cluster together all the variables that are similar for the sake of clarity in the interpretation and discussion of results; and that is done in the next section. The tables under discussion of both three schools are based on tables 4.2, 4.3, 4.4, 4.5, 4.6, 4.9 and tables 4.57 to 4.80 of comparison of responses across schools.

4.13.1.1 Biographical information in School A, B & C

It is important to include the discussion on biographical information as stated previously as it plays a role in laying the foundation for further understanding of the context of the study. On this note, the discussion is based on the following categories:

- **Qualifications of respondents**

In chapter three the biographical responses were discussed of three schools in a cumulative manner, that is the reason why the three schools are discussed as combined in this section of the discussion of the research findings, but other clustered variables will the discussed according to individual schools.

In School A, B and C the respondents' (teachers and SMTs) qualifications fall within 40% as compared to 0% of parents' qualifications on the B.degree category. This low percentage in B.degree qualification of respondents is a serious concern in the education system because it might affect quality of education as supported by the *Quarterly Review of Education in Training in South Africa* (2001:21) that "South Africa still has a considerable number of underqualified teachers." The statement concurs with the respondents' qualifications in School A, B and C and surprisingly enough, the very same respondents in table 4.6 show at 52.63% that they are not even currently studying. This is even worse according to my opinion, because teachers should be scholars and learners, as stated in the *Government Gazette* (2000:9-14). If teachers do not improve their qualifications and study further how can the culture of teaching and learning be improved?

- **Teaching experience of respondents**

Teaching experience of respondents in School A, B and C falls within six to 10 years. According to my opinion this is a good teaching experience because it is assumed that knowledge and expertise on the subject taught is adequately accumulated and therefore this might improve the culture of teaching and learning in schools.

- **Age of respondents (teachers, SMTs and parents)**

According to research results, most respondents (parents, teachers and SMTs) are around 30-49 years old. This shows that they are at a matured stage, a stage at which the respondents are expected to be committed and dedicated to their schoolwork. If that is the case, the possibility will be an improved culture of teaching and learning in schools.

- **Age of respondents (learners)**

The age of the majority of the learners in the three schools in Grade 12 is around 17 and 18 years. This is the right and expected age to be in Grade 12, and I wonder as to whether these three schools do not have any repeaters for Grade 12 as stated in the previous sections. If this is the case it means the three schools' Grade 12 results are good, and this poses a problem to me because

there was no year in the history of the three schools in which Grade 12 pass rate results were 100%. As stated in the preceding sections, I am therefore convinced that schools do register some learners with ABET in order to avoid high failure rate in Grade 12. The above idea is supported by the *Pretoria News* (5 January, 2004:1) when stating that "some learners were advised to register with ABET." This, according to my interpretation, is a bad approach of selection and is also against the Constitution of the Country, Act 108 of 1996, Section 9(2) in the White Paper 6 (2001:11) that commits "the State to the achievement of equality." This clause protects learners against discrimination but in the above discussion it seems to be ignored; and this might still further lower the culture of teaching and learning in schools.

- **Gender of respondents**

Male teachers in all the three schools are in majority as the percentage is above 60%. This statement is supported by Coutts (1996:80) when previously reported that "in South African schools the women predominate in the pre-primary, junior primary classes and the males in high schools." I tend to be against the above statement because of the fact that the Constitution of the country (Act 108 of 1996) emphasises "equity" (White Paper 6, 2001:11). This means that gone are the times when females were oppressed and viewed as people who occupy lower positions in any work place because they are also capable of carrying out responsibilities effectively like their counterparts. Secondly, if the majority of female teachers are not given opportunities to teach at high schools and higher education institutions, who will assist female learners with more guidance and support during the various developmental stages in their lives? Such female learners will tend to be confused and lack identity, thus a decline in a culture of teaching and learning. Female teachers should therefore be empowered in their profession so that they can also take part in all education related matters, thus equity.

From the above biographical information, I am convinced that the variables, qualification and gender need to be improved in order to enhance the culture of teaching and learning at schools.

However, the other two variables under biographical information, i.e. teaching experience and age seem to be positively influencing the improvement of a culture of teaching and learning in schools as discussed above. What follows in the next section will be the discussion of clustered variables on each school separately, based on the frequency analyses of data from the respondents across the three schools. The discussion focuses on two main topics derived from the existing ones in chapter two and are the role of teachers and SMTs in the teaching and learning situation as well as teaching in powerful learning environments.

4.13.1.3 The role of teachers and SMTs of School A in the teaching and learning situation

The following variables are clustered together according to their commonalities and similarities, the reason being to determine the degree of their influence on the role of teachers and SMTs in the establishment of a culture of teaching and learning in schools. They are: teachers dodge lessons, teachers arrive late for school and learners arrive late for school. With regard to the above clustered variables, the respondents (teachers, SMTs and learners) in School A agreed at above 50% on the statements. The implication of the above is that the variables have a negative impact on the culture of teaching and learning in schools, because if teachers and learners dodge lessons and arrive late, how will they finish the intended outcomes of the various subjects / learning areas? I am of the opinion that in order to improve the culture of teaching and learning, taking the clustered variables into consideration, a warm climate should be created and encouraged in which learners will readily focus on academic work and also in which teachers will start to be committed and working harder. A warm climate is an embracing concept in which, among others, teachers' and learners' dedication is included, together with parent, learner and teacher positive relationship, flexibility in teaching and learning, competence, active participation and compliance with all the roles of teachers in the teaching and learning situation as stated in the *Government Gazette* (2000:9-14).

To conclude on the above discussion, Knowles (2000:287) maintains that "the behaviour of the educator probably influences the character of the learning climate more than any other single factor." Amos (1999:10) also in his research study of teachers' behaviour adds that "learners' emotional and cognitive growth is promoted by teachers' commitment."

4.13.1.4 Teaching in powerful learning environments

With regard to the school is modern, the availability of electricity, learners smoking dagga, the availability of computers and media facilities, the respondents disagreed at above 50% on the above mentioned variables. This implies that the above clustered variables in School A could have a negative impact on the culture of teaching and learning for example if there are no media facilities, electricity and computes, how can effective and quality teaching and learning take place? To add to the above variables, the respondents also agreed at an alarming percentage of above 66% to 100% that learners are sometimes hungry and classrooms are overcrowded. Imagine how individualised teaching could take place in an overcrowded class and in such unhealthy situations that will be possibly impossible thus hampering teachers to know learners by their names, thus having an effect on the culture of teaching and learning.

Based on the above discussion, our education system is therefore still faced with many problems and it should maximise and speed up the improvement of for example resources and programmes that could improve on the mentioned variables, thus a positive culture to teaching and learning as supported by Van der Horst, *et al*. (1997:82) that "successful learning and development is dependent on the environment in which it takes place." This means that if there is the positive and healthy environment in which e.g. spacious, modern classrooms, facilities such as computers and media are available, there is that likelihood that a positive culture of teaching and learning will prevail.

The interviews conducted in the three Schools as well as the respondents' detailed reflection information on the culture of teaching and learning on v60, v54 and v44 (see Appendices 7, 8 and 9 respectively) as responses also support the

statistical findings discussed above, as I discovered that the variables under discussion during interviews also have a negative influence on the culture of teaching and learning in schools.

Based on the above discussion, it is very much surprising that School A's Grade 12 final examination results have been above 50% over a period of five years while operating in such a poor and unhealthy environment. Now a question is what makes the school's performance better in Grade 12 final examination results? I think that even if the school is surrounded and dominated by more negative variables mentioned above, teachers, SMTs and learners might be intensively committed and dedicated to their schoolwork as mentioned during the interviews by the interviewees, that they even improvise with an aim of improving a culture of teaching and learning, thus an improvement of academic results.

I therefore sum up the position and description of School A's Grade 12 final examination results by stating that it is perceived and rated as one of the best schools in the Moretele (APO) as far as Grade 12 final pass rate results are concerned, because of the teachers', SMTs' and learners' dedication, attitude, commitment and sacrifices to teaching and learning irrespective of the lack of some variables that might also help in enhancing the culture of teaching and learning.

I mention the above ideas because of the fact that during the interviews some of the teachers as interviewees stated that during school holidays and Saturdays they sacrificed their time teaching their learners and that is one of the reasons why their results are good (see Appendices 24 and 25 of the schools' results). Masitsa (1995:74) concurs with the above discussion by stating that "the positive attitude that teachers have towards teaching and willingness to teach can lead to a healthy and desirable culture of teaching" while *Gauteng News* (January, 2005:2) adds that "dedication and commitment will be rewarded with good results at the end of the year." In other words, the role of teachers is important for creating a conducive atmosphere in which effective and quality teaching should take place. Cuban (2003:6) supports the preceding statement by mentioning that "for creating more good schools, the role of the teacher is important."

Mwamwenda (1990:225) also adds that "teachers who are well-prepared exude a sense of self-confidence and their learners will perceive them as well-organized." Smit, *et al*. (1996:4) also support that "the culture of teaching is an attitude, preparedness and determination the teachers and learners have towards teaching."

4.13.2 SCHOOL B AND C

I have decided upon the collective discussion of School B and C statistical results, interviews and their reflection on v56 to v58 together, even though School C in chapter five will serve as benchmark because of its average performance in Grade 12 final pass rate over a period of five years, the reason being that –

- they are both located in the far remote rural area and
- secondly, when comparing responses across the two schools they bear more or less the same or similar percentage results on each variable.

Therefore, I did this collective discussion of the two schools to avoid repetition of the results and also to avoid monotony. But at the end of the discussion an attempt will be made to bring forth the reasons why School B's differ with School A's Grade 12 final examination results.

4.13.2.1 The role of teachers and SMTs of School B and C in the teaching and learning situation

The same clustered variables like those in School A were also used in School B and C for the sake of consistency, reliability validity and comparison of the results (see previous page).

With regard to the clustered variables mentioned above, e.g. (teachers sometimes dodge lessons, arrive late for school and learners sometimes do use drugs, learners sometimes are also hungry and arrive late for school), the respondents in both School B and C agreed on those variables. This means that if teachers

and learners sometimes do practice all or some of the above-mentioned variables, how can the prescribed syllabus or outcomes be achieved or completed? It is in this context where the schools end up cheating for the examination, as it was discovered in Mpumalanga Province in January 2005, with an aim of obtaining better Grade 12 examination results, and secondly to avoid being labelled an Education Action Zone school (EAZ school). This cheating as mentioned previously in the *City Press* (2 January 2005:9) is a symptom of a decline in the culture of teaching and learning in schools." This cheating has been going on for the past 10 years, as mentioned also by the Department of Education (1997:2).

On the other hand, if learners sometimes go to school being hungry and sometimes smoking dagga, how can a culture of teaching and learning be improved because in most cases such learners have a tendency of lacking concentration, and with the drugs their mental health could also be disturbed. This is in line with what is mentioned in *The Star* (8 February, 2005:6) that "… dagga … impairs short-term memory and concentration …"

I therefore see the two schools being negatively affected by the above mentioned variables, thus a decline in the culture of teaching and learning.

4.13.2.2 Teaching in powerful learning environments

Regarding the modernity of the schools, availability of electricity, computers, supply of learning resources by the Department of Education and media facilities, the respondents in both schools (i.e. School B and C) disagreed that such resources are available or adequate enough at their schools. In other words, in those schools there is a lack of adequate supply of the above mentioned resources thus a decline in a culture of teaching and learning. Imagine teaching learners without learning resources, media facilities and also in the old buildings; is that healthy and conducive to teaching and learning? Will that promote learners to flourish and develop holistically? In an attempt to answer these questions, I suggest that even if the atmosphere is negative and not conducive in schools to teaching and learning, teachers should by all means try to establish

positive learning environments that promotes good behaviour by firstly spelling out the values, culture and norms of the school and secondly, the school be made to look newer, attractive and friendlier by raising funds and using that money for brightening up the classrooms by paintings, posters and fix broken windowpanes seen by me during the visit to those schools.

The ideas above are supported by President Thabo Mbeki in *Sowetan* (9 April, 1998:10) when stating that "… we cannot lay all blame for our failure on society and past occurrences while we ignore our own responsibilities to learn and teach." President Thabo Mbeki, three years later, further states in *Sowetan* (19 March, 2001:6) during the African National Congress' 90th Anniversary Conference that "we should engage ourselves in voluntary service in order to improve our education standards." The national concern is therefore commitment and dedication to schoolwork by teachers, as stated by former President Nelson Mandela in *Sunday Times* (30 March, 1997:5) that "teachers should show commitment to education by being punctual and behaving professionally." On this note and deliberation on previous sections, I formulate a conceptual framework from this study by stating that commitment and dedication to schoolwork by qualified teachers, irrespective of how poor the conditions to teaching are, could attempt to improve the quality of education in our country.

I view the above variable as having a negative impact on two schools' academic achievement on Grade 12 examination results, but one wonders why School B, despite all odds, is still able to try to maintain the Grade 12 final examination pass rate at around 50% for over five years, while School C is busy performing below 50%. Like in School A, I am of the opinion and also convinced that commitment, dedication, stability and compromise could be the acid test to an enhancement of a culture of teaching and learning and this was also emphasised by the interviewees during the interview session at School B (see Appendix 19, D1B). Another reason of such stability in Grade 12 final examination results in School B, according to me, could be that the school principal has been in that school for more than 20 years, and that could also contribute in the sense that the principal will be able to improve and use the same principles in his management over and over again, thus bringing into being consistency of the

pass rate results. This is supported by the evidence from the Grade 12 school records where the consistency is also shown (see Appendix 24 of School B). Dalin (1993:20) is supporting the above discussion by stating that “studies show that the individual classroom which is very stable over the years has a large influence on the academic success of the students.” Here the emphasis is on stability and might therefore lead to the consistency and improvement of academic results in this context.

In contrast to the above discussion in School B, ironically School C with its lowest total number of one class of less than 50 Grade 12 learners, the school is affected negatively by the factors mentioned above in such a way that the Grade 12 examination results have been and are still below 50% over the period of five years. This is evidenced by the school being labelled as an Education Action Zone school (EAZ) or also called a “trap school”, as this is the type of school which performs or performed poorly in the Grade 12 examination results. The Department of Education sets intervention strategies and monitoring plans to develop and assist such schools in order to improve the Grade 12 pass rate. One asks why such a low pass rate percentage in such a lower enrolment of Grade 12 learners where an individualised approach could be implemented optimally with an aim of improving a culture of teaching and learning. The reason, according to my opinion and also in terms of the evidence from both quantitative and qualitative data, could be that both the lack of adequate resources and teachers’ lack of dedication and commitment to teaching and learning could have contributed towards the poor culture of teaching and learning in that school.

Based on the school’s discussion of Grade 12 final examination pass rate results, I am of the opinion that there should be an interaction between the availability of suitable resources and teachers’ dedication, commitment and positive attitude towards teaching and learning in order to effectively improve the culture of teaching and learning in schools.

There is no use to have resources at schools but used by lazy and undedicated teachers, instead it is better to have knowledgeable, dedicated and committed teachers with limited resources, because such teachers will improvise and use

their knowledge creatively and critically in order to improve a culture of teaching and learning in schools. Furthermore, I am convinced that if all the roles of teachers stipulated in the *Government Gazette* (2000:9-14) could be adhered to and implemented by teachers, there will be that likelihood that the enhancement of a culture of teaching and learning in schools could be achieved irrespective of the inadequate resources found in most of disadvantaged schools.

4.15 CONCLUSION

This chapter focused on the discussion of the quantitative and qualitative research results, and the following chapter will focus on the summary of the findings, recommendations and conclusion of the study.

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