

**A COMPARATIVE STUDY OF THE VARIABLES
CONTRIBUTING TOWARDS THE
ESTABLISHMENT OF A LEARNING CULTURE IN
SCHOOLS**

by

MABATHO SEDIBE

2006

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Submitted in partial fulfillment of the requirements for the degree of

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PROMOTER:

Prof. Dr. W.J. Fraser

2006

*I dedicate this study to my children, Molefe, Mmathapelo, Tebatso
and my husband, Edward Morewane Sedibe,
for their love, support and patience throughout my years of study,
and my late parents, Judah Sekgothe and Merriam Mampedi Sekhukhune,
for the foundation they laid in my life and the emphasis
that they placed on educational achievements.*

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- Above all, I thank God who gave me the strength and wisdom to pursue and succeed with this study.

DECLARATION

I declare that “**A comparative study of the variables contributing towards the establishment of a learning culture in schools**” is my own work and that all sources that have been used or quoted have been indicated and acknowledged by means of complete references. This thesis was not previously submitted by me for any degree at another university.

MABATHO SEDIBE

Submitted: April 2006

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ABSTRACT

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DEPARTMENT : Curriculum Studies
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The establishment of a culture of teaching and learning in disadvantaged high schools is a challenging phenomenon since the inception of the new democratic South Africa. This study attempts to investigate variables contributing towards the establishment of a culture of teaching and learning in high schools. It is revealed through literature study that some investigations into this research topic has already been done in South Africa, but little if none is done in the disadvantaged high schools in the North-West Province, that is the reason why I was prompted to pursue this topic further.

The high failure rate in Grade 12 results according to my opinion is a serious concern and is on the lips of every teacher, learner, parent, politician and relevant stakeholders. This high failure rate is, according to the findings from the literature review, caused by factors such as underqualified and unqualified teachers, inadequate resources, overcrowded classrooms, poor infra-structures (buildings), poor socio economic background of learners' parents, inconducive environment at school and inadequate role played by teachers and learners in the teaching and learning situation. One expects that the majority of disadvantaged schools would have achieved above the 70% as the pass rate benchmark in the final Grade 12 examinations. However, in most schools in the disadvantaged area this is not the case.

Based on the above statement and the complexity of the study in consultation with variables employed, I opted to use both quantitative and qualitative research designs with an aim to attempt to obtain consistency, validity and reliability of the research results. The analyses of the results reveal that most disadvantaged schools still experience a poor culture of teaching and learning. This is evidenced by low Grade 12 pass rate results in some of the provinces, including North-West.

The research revealed that the variables impacting on the performance of learners at schools are subjected to a complexity of integrated activities many of which are difficult to isolate as predominantly responsible for poor performance as such. What does appear to be an issue of concern is the apparent lack of dedication one would expect

from some teachers working with secondary school learners. One could conclude from the many responses that poor achievement is directly linked to poor teaching and that the latter would again be the result of poor qualifications, lack of resources, poor support systems and most important however, a lack of commitment and dedication needed to ensure a professional approach towards classroom management and teaching.

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KEYWORDS

Classroom environment
Constructivism
Ecosystems
Learners
Learner-teacher support materials
Learning culture
Parents
Parental involvement
Powerful learning environments
School environment
School Management Teams
Teachers
Teaching culture

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CHAPTER ONE

ORIENTATION, PROBLEM STATEMENT, EXPLANATION OF TERMS, AIMS OF THE STUDY, METHOD AND PROGRAMME OF RESEARCH

1.1 INTRODUCTORY ORIENTATION

In South Africa there is serious concern about the breakdown of the culture of teaching and learning in many disadvantaged high schools. Writing a decade before this study, Pacheco (1996:158) noted that “learners’ achievements have dropped, leading to a high failure rate.” This supports the view of Hartshorne (1992:339), who noted that since 1980 there had been a regular pattern of a 50% failure rate, while the highest matriculation pass rate was just 16% and the overall pass rate had fallen to 36.2% by 1990. Hartshorne (1992:339) further states that: “In the whole of Soweto only 460 pupils or 4.8 percent of candidates gained a matriculation.”¹ These statistics are strengthened by Strauss, Van der Linde and Plekker (2000:7), who add that “... the total number of passes with exemption was 68,626 (14.0%) for 2000, compared to 63,725 (12.5%) for 1999.” This indicates that between 1980 and 2000 there was a continual drop in the overall pass rate of learners. Another concern was indicated in the *Sunday World* (2004:4), that there was a decline in the number of matriculants who wrote exams from 511,474 in 1999 to 440,267 in 2003.

At the time of the first democratic elections in South Africa, Du Toit (1996:10) had used World Bank data on education to draw an even bleaker picture of the erosion of the culture of teaching and learning, noting that an additional 1,900 classrooms were required to relieve overcrowding in schools and that approximately 850,000 children of school-going age remained outside the formal school system, requiring 23,000 classrooms or 766 schools to accommodate them. A decade later, the education system in South Africa had undergone many changes, but the culture of teaching and learning in many disadvantaged schools has continued to decline. Surprisingly enough, the above statistics are supported

¹ Hartshorne (1992) referred to the situation in South Africa prior to democratic society where various factors impacted negatively on schooling in the country.

by various authors who had voiced similar concern about the collapse of a culture of teaching and learning in schools long before the democratic elections. For example, Thembela (1991:142) had postulated that most potential learners had dropped out of schools because of the collapse of a culture of teaching due to “over-crowding in classrooms, under-qualified and unqualified teachers, poor instruction, lack of discipline, bad role models and irrelevant curriculum which demotivate teachers.” The same opinion is expressed by Nxumalo (1993:55) when stating: “The anti-academic and destructive attitudes as well as behaviour found amongst many African youth are manifested in the chaos, lack of discipline and demoralisation found in many township schools.” The collapse of the culture of teaching and learning is also reflected in the irregular attendance with high absenteeism by teachers and learners, where, in some cases, they simply stand outside the classroom talking, playing cards and/or smoking.

According to Thembela (1991:142), symptoms that have resulted in the destruction of a culture of teaching and learning within communities include overcrowded schools and under-qualified teachers. It is important to give a brief integrated overview of how such symptoms have impacted on a culture of teaching and learning in schools

1.1.1 RESOURCES

Delius (1996) and Gordon (1997) have realised that disadvantaged schools operate with inadequate teaching and learning resources. Furthermore, a documentation of the inadequacy of resources (The Education Foundation, 2000:57) found that “almost half of all the schools in South Africa do not have electricity and telephones in rural areas.” The study also found that “many schools make use of water sources that are unhygienic, thus a health concern for learners and teachers” (The Education Foundation, 2000:58). Further evidence for this is provided by Maja (1999) and Nxumalo (1993), when arguing in research on township schools that “unconducive environments are a problem in schools.” The *School Register of Needs Survey* (Department of Education, 1997) noted that in Northern Province (Limpopo) 4,244 schools had no water within walking distance. In the Limpopo region alone, it was found that there was a

shortage of 13,670 classrooms, where 47% of the existing buildings were in a very weak condition, and there was only one laboratory for every 2,291 learners.

Resources play an important role in the restoration of a culture of teaching and learning, a point emphasised by the research of Stockard (1980:40), who discovered that “providing adequate resources helps in promoting learners’ achievement, thus enhancing a culture of teaching and learning.” For example if one teaches Economic and Management Sciences as a learning area, its success depends largely on the availability of laboratories and learning teaching support materials. I believe on this note that if schools function without adequate resources there is the likelihood that ineffective teaching and learning will take place, leading to poor academic performance. This is because learners will not be able to perform certain functions that could in turn improve their academic performance. Learners should, therefore, be accommodated in spacious classrooms and have adequate facilities which can create a conducive atmosphere to teaching and learning, thus enhancing effective academic manipulating resources and free movement. Kaplan and Evans (1996:4) report that “a conducive school climate leads to a positive school culture and vice versa.” In schools where there is a positive culture of teaching and learning, understanding between learners and teachers is organised, thus providing commitment to the instruction activities and to the academic process.

In summary, issues such as lack of textbooks, teaching and learning aids, overcrowding and unconducive environments, have been a serious concern to the different researchers above and should, therefore, be given preference and be addressed urgently by the Department of Education (DoE), in order to enable effective teaching and learning to take place, develop teachers’ capacity and willingness to work. Taking cognisance of these factors will enable teachers to realise what is essential to restore the culture of teaching and learning in schools.

1.1.2 TEACHERS

Teachers in schools play an important role in imparting knowledge to learners, therefore the degree of learners’ achievements depends on the effectiveness of

their instruction, dedication, commitment, planning, maintenance of discipline, friendliness, knowledge and morale. In this regard it needs to be stated that teachers are expected to be well-organised, prepare and perform their work and manage their classrooms daily, in order to instil confidence in the learners. A well-prepared lesson leads to effective teaching and learning, thus reducing boredom and absent-mindedness. Mwamwenda (1990:225) confirms the above views by adding that “teachers who are well-prepared exude a sense of self-confidence and their learners will perceive them as well-organized.” Apple (1996:173) supports the idea of dedication to work by stating that during the duration of his research in a classroom setting, no class was unattended, even in cases where teachers were on leave, because in such instances, relevant replacement was timeously made so that learners were not left behind with schoolwork. This in turn yields smooth running of school activities and induces a high regard for teaching and learning.

It is apparent from the above discussion that teachers are the foundation of effective teaching and learning only if they are qualified, dedicated, knowledgeable, sociable, explorative, humorous and innovative. This view is supported by the experience obtained by me during a number of teaching practice observation periods in the five years in the North-West Province, where most teachers were punctual and dedicated, and had a sense of responsibility to their schoolwork.

1.1.3 LEARNERS

Every learner in South Africa has the right to be protected from abuse, neglect and maltreatment, as postulated by Section 28(i)(d) of *Right to Human Dignity* (1999). Based on this, teachers should, therefore, be committed to the learners' well-being in the classroom. This is in line with the argument of Cline and Fay (1994:23), that schools play an important role in preparing the child for maturity and citizenship. This is enshrined in the Constitution of the Republic of South Africa (1994), Act no. 200, 1993, which states that: “All children have the right to a safe and secure environment in which they can learn and play.”

Since teaching and learning are the heart of the educational process, learners should be empowered to make their own decisions, discover their rights and responsibilities in a form of being accountable, and respond to challenges and actions. Everything that happens at school should serve as an opportunity to learners to develop skills and abilities, and to take initiatives and responsibilities for their choices. This can only happen if the value of each learner is acknowledged and a climate of shared responsibility is created.

Kok, Smith and Swart (1992:40-41) acknowledge that through a participative democratic management style, learners will be able to view themselves as important partners and role players in all aspects of the school. This seems not to be true in the disadvantaged schools, where overcrowding, teacher-centred approaches, absence of activities, malnutrition and poor care, and high illiteracy are still in abundance. In such areas, approaches such as learner-centeredness and invitational strategies should be implemented in order to instil a sense of values in learners. Le Roux (1990:30) argues that an invitational climate enables learners "... to take initiative, to take risks and accept responsibilities."

Based on the above, the question arises: do schools really place trust in learners and do opportunities exist for learners to express their abilities to accept responsibility? If the answer is in the affirmative then it means that in such schools effective teaching and learning do take place, thus a culture of teaching and learning is experienced. On this note I see teachers, learners, curriculum and resources as important variables in the establishment of a culture of teaching and learning. Teachers are playing a vital role in the education of learners, because in essence there is no formal schooling without teachers, and thus they are responsible and should be qualified and knowledgeable in order to be able to direct and assess the development of learners, and assist learners to think creatively, critically and independently.

Nkomo (1990:422) supports these views by adding that educating children should not only be the responsibilities of teachers, but should also be seen as a joint responsibility of parents, teachers and other stakeholders. Therefore, through teamwork, together in the teaching and learning situation, a culture of

teaching and learning can definitely be enhanced. In support of the above statement, Molepo (1999:21) and Thembela (1991:142) add that:

... educationists, teachers, parents and learners today realise that education in its present form is only partially successful because of lack of resources, inadequate classrooms and teachers, and parents not being fully empowered to be involved in the education of the children.

Teachers, parents and other stakeholders need to work together in education so as to improve a culture of teaching and learning. Oswald, Johnson and Howard (2003:51) highlight the importance of family, school, learners and community working together, an argument strengthened by Drew (2002:18), who wrote that “... the focus has shifted from the individual to a team approach in an attempt to have more impact on the learner’s learning experience.” Both teachers and parents should work together in order to adopt both a learner-focus and integrated approach, which might lead to the achievement of better learning outcomes.

1.2 THEORETICAL FRAMEWORK

The framework within which this study is conducted is based on Scheerens’ model (1990) for school effectiveness, a model viewed as complex as it not only takes into consideration variables, but also illustrates different levels. Its complexity is portrayed by the fact that “school effectiveness” is developed when many variables and lower-level systems are satisfied and move to higher level systems. This research integrates well with Scheerens’ model (1990, fig 1.1. below), as it embraces similar factors such as learners’ characteristics, e.g., gender abilities and social economic status; teachers’ characteristics, e.g., rural or urban, resources available and staff members; and, lastly, school policies, e.g., Curriculum 2005. These factors, together with systems such as the family, school, church, community and world of work, form part of larger, inseparable, ecosystems. If these interact positively with one another, a possibility of school effectiveness will prevail, thus providing for a positive culture of teaching and learning. Therefore, on this note, Scheerens’ model (1990) and this research are compatible, as they both focus on the learners, teachers, school, community and

environment for the improvement and quality of education. This in summary means that the interaction between the learners, teachers and other factors within the school context, play an important role in the establishment of a culture of teaching and learning.

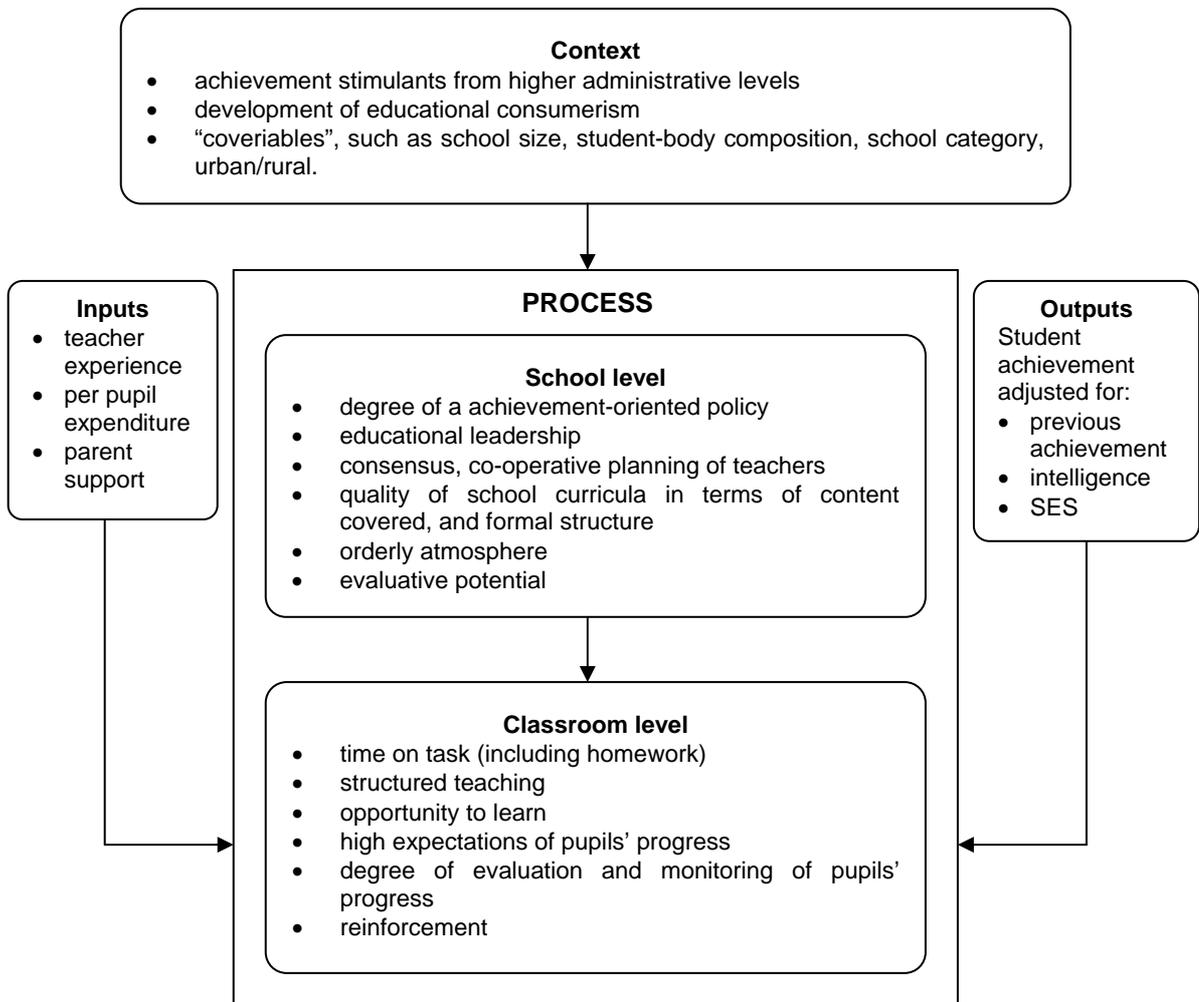


FIGURE 1.1: SCHOOL EFFECTIVENESS MODEL AS DEVELOPED BY SCHEERENS (1990:61-80)

From this model on school effectiveness, I argue that if all the levels appearing in the figure were positively met, there would be higher academic achievement from learners and thus a better culture of teaching and learning. If the environment in which a learner finds him/herself, e.g. home, school and community at large, is conducive to learning, such a learner would have a positive attitude to learning. Christie (2001:47) argues that “learning environments that are inviting, challenging and motivating, improve the quality of learning in schools”, that is, if

there is a positive atmosphere at school, home and community, there is the likelihood that a culture of teaching and learning could be promoted.

1.3 THE FORMULATION OF THE RESEARCH PROBLEM

I believe that in South Africa the majority of disadvantaged schools would have achieved equilibrium of above-average academic performance measured in terms of parameters of excellence, defined to assess the quality of schooling taking place in the country. This applies specifically to the quality of teaching taking place in the classrooms, as well as the performance of learners in the different grades, specifically in the final Grade 12 examinations. However, this is often not the case and many schools have remained alien environments of highly unproductive teaching and learning practices, where dropout remains high in the lower grades and the pass rate of final grade learners in the Grade 12 examinations is well-below provincial and national norms. When one takes into consideration the resources that have been channelled towards the upgrading of teachers' qualifications, the replenishment of resources, the maintenance of schools and classrooms, the introduction of Outcomes-Based Education (OBE), alternative measures of assessment and evaluation, and the improvement of the quality of management at schools, then it becomes evident that there might be unaccounted variables influencing the outcomes envisaged and expected from schools. The dynamic interaction of different variables impacting on the performance of teachers and learners in any learning environment is a complicated matter, demanding the exposition of the management / teaching / learning activities of such environments, in order to produce a closer understanding of the variables impacting on the establishment of a culture of teaching and learning in them.

Further evidence that the culture of teaching and learning is being eroded, is provided by Fleisch (2002:49), who states that: "despite the amount of over one hundred million Rand spent on school improvement initiatives in South Africa since 1994, the results are not overly promising." Smith (1994:68) had already traced a similar trend, notably that "the performance of students in the 1991 exams' main problem was that students were not prepared to learn, most answer

sheets were blank.” Since the matriculation results are still not satisfactory, it may be that this situation continues to be a contributory factor.

On the grounds of the above observations by different authors, it is evident that teachers play an important role in creating a culture of teaching and learning in the school setting. I argue that teachers should be dedicated to work and be responsible in order to make this culture positive. On the other hand, principals should work in harmony with their subordinates and encourage them towards the attainment of such a culture. Honeyford (1982:142) remarks that: “teachers should have knowledge about learning and teaching in order to be effective, because they are the foundation of formal education of pupils.”

On this note, I concur with Maslow (in Mwamwenda, 1990:225) that parents as primary teachers also play a role in creating a culture of teaching and learning, meeting their children’s basic needs, for example physiological, safety, belonging and love. A relaxed atmosphere will therefore be experienced, which is the foundation of a positive culture of teaching and learning in the classroom. Teachers, parents and learners are the most important people in the community in terms of contributing to the development of a co-operative education environment at home, at school and in the community at large. Parents, teachers and learners should therefore work collaboratively and have discussions with their children about school matters and attend school meetings in order to be updated about the school progress. Learners, on the other hand, should know that their primary responsibility is to learn, and they should, therefore, be active, independent, motivated, self-disciplined, co-operative and supportive.

In this study, however, the variables contributing towards a culture of teaching and learning are taken as the point of departure, and are going to be investigated in full in the next chapter. Little and only limited research has been conducted in the North-West Province as far as the issue of variables contributing towards a culture of teaching and learning is concerned. An example is Nxumalo (1993:55-60), who researched Kwa-Zulu schools on learning culture, while Masitsa (1995:125) explored a study on the establishment of a learning culture in

Gauteng schools. This shows that many researchers concentrated on other provinces, to the exclusion of North-West Province.

1.4 RESEARCH QUESTIONS

Against the above background, the research question for this thesis can be formulated as follows:

What are the variables contributing towards the establishment of a culture of teaching and learning in high schools?

Finding answers to this core research question will contribute towards a better understanding of the problems, whilst sub-questions are also stated in this research. This form of questioning is suggested by Baloyi (1991:5-6), where: “A clear way of formulating a research question is to ask related questions because they are possible preconditions for planning research procedures and for problem analysis.” Therefore, for the purpose of clarity in this study, the following further research sub-questions could be asked:

- What are the variables impacting on the establishment of a culture of teaching and learning in high schools, and their relationship with specific reference to the tasks and functions of the school management teams, teachers, parents and learners?
- How do different variables interact with one another when comparing the cultures of teaching and learning at different schools, and how should the outcomes be used in improving the quality of teaching and learning in disadvantaged schools?

The above research sub-questions are intended to make a contribution towards the establishment of a culture of teaching and learning in high schools. Attempts to answer them will employ a literature review in chapter two. The research design and methodology will be described in chapter three. Interpretation of the data and the findings will be presented in chapter four. A conclusion will be

drawn, with recommendations, in chapter five. It should be noted the findings of this research are not the only ones that can contribute towards the enhancement of a culture of teaching and learning in schools, and this makes the study both dynamic and complex, thus calling for more researchers to explore the following topics: Teachers' roles in the teaching and learning situation; learners' roles in the teaching and learning situation; classroom environment; teaching and learning resources; classroom teaching, with specific reference to lesson preparation and teaching methods; and parental involvement. As these factors contribute towards the culture of teaching and learning, it is worth highlighting certain points, a full discussion of which will be carried forward to the next chapter.

It is evident that no school can function effectively without teachers, learners, teaching and learning resources, lesson preparation, parental involvement, good classroom climate and appropriate teaching methods. Therefore, any school is viewed as a unit where learning takes place. Learning is a process that occurs in mutual relationship between a teacher and a learner in a conducive atmosphere. Positive social relationships in the school lead to effective schooling, thus an established culture of teaching and learning will prevail. In supporting the above idea, Jacobson (1996:23) advocates that "... good social relationships are central to situated learning." This means that learning can occur where teachers and learners feel safe, free and motivated to learn. Van der Westhuizen (1991:632) writes that "... where there is a positive relationship between the teachers and learners, learners have a reason to commit and attach meaning to the academic process." A positive school culture implies absence of problems in the school and the presence of problems in turn implies absence of learning, thus ineffective schooling with poor education outcomes. This denotes that factors influencing the culture of teaching and learning may either be negative or positive.

The culture of teaching and learning is of importance not only to educationalists, but also to psychologists and politicians in South Africa. This has led to many debates in education, which in turn have led to the formulation of external evaluators, such as Whole School Evaluation Framework and a number of White Papers on Education. The recommendations of the Committee on Education

(DoE, 1996) clearly indicate that there is a need for communities to influence the cultural ethos of their schools, with a view to promoting a sense of national common purpose. This implies that there is a need for a culture of teaching and learning, which is the responsibility of all, but in particular the teachers who deal with the education of the growing child on a daily basis in a formal situation. Sonnekus (1984:50) writes that the child is educated by an adult to change, thus to learn from an early age through educative instruction. To achieve this, teachers should be dedicated and responsible.

On the other hand, principals should work in harmony with their subordinates and encourage them towards the attainment of a positive culture of teaching and learning. Asmal (*Pretoria News*, 21 February, 2000:3) stated that “the Education Department was involved in a number of initiatives, such as South African Council of Teachers (SACE), established in 1994”, its function being to improve the conditions of the teaching fraternity, since it is both a disciplinary tribunal and professional body. This regulatory body will help in enhancing a culture of teaching and learning because, as Asmal further states, “Teachers who are found guilty of misconduct by the South African Council of Teachers (SACE) will not be allowed to practice as teachers in any South African schools.”

1.5 AIMS OF THE STUDY

The aim of this study is to determine, in the first place, variables impacting on the establishment of a culture of teaching and learning in selected high schools in the North-West Province. In an attempt to achieve this aim, I wish to address the following objectives through qualitative and quantitative approaches. The approaches which will be discussed in detail in the proceeding chapters:

- To determine which variables impact on the establishment of a culture of teaching and learning in high schools with reference to the tasks and functions of the school management teams, teachers, parents and learners.
- To investigate how different variables interact with one another when comparing the cultures of teaching and learning in different schools, and

how the outcomes should be used to improve the quality of teaching and learning in rural schools.

1.6 EXPLANATION OF CONCEPTS

This section explains the meaning of concepts with an aim of giving the reader a clear understanding of the research purpose and to indicate that it is to understand the terminology applicable to the establishment of a culture of teaching and learning in schools. Therefore, the following number of key terms and concepts used in this research need to be clarified.

1.6.1 THE PHENOMENON OF TEACHING

The concept of teaching has been seen as mediation of learning by teachers, along the lines of Farrant's (1986:168) view of teaching as "a process that facilitates learning." Landman, Van der Merwe, Pitout, Smith and Windell (1990: 90) see teaching as that which makes the content of instruction meaningful to the pupil. Learners are able to open up into different perspectives of reality, developing in them an understanding of all learning matters. Therefore, teaching can be seen as a process in which teachers have an important role to play because they act as catalysts, actively stimulating learning. A good teacher is perceived as one who has a good understanding of what learners need to learn and is able to judge how much is needed in intervening in each learner's learning, as well as knowing the most effective way of providing this assistance. Thus the skill of teaching lies in knowing who, what and how to teach, and also being able to judge when. In this study, teaching is therefore perceived as a facilitating tool that offers support in the learning process of learners.

1.6.2 TEACHING CULTURE / FACILITATION CULTURE

Before defining the concept of 'teaching culture', it is necessary to define culture so as to bring about more understanding of the phenomenon. Drennan (1992:3) refers to culture as "how things are done around here", while Preedy (1993:151) defines it as "shared influences and beliefs within a society." Lambert (1988:54)

also defines the concept of culture as “... the set of beliefs, assumptions and attitudes held by a given set of people during a given period of time”.

These definitions are viewed by me to a large extent as applicable to a school culture, which Davidoff and Lazarus (1997:42) believe to be “the ethos or climate of the school, affected obviously by its outer context.” Since a school is part of the community, the school culture describes the roles that the participants in the teaching and learning situations are supposed to play in order to achieve stated goals. For example, the school's culture consists of what people believe, what works and what does not, and how teachers, learners and parents should treat one another in order to establish a positive environment at school. Therefore, one should start with culture in order to understand teaching and learning conditions at schools.

1.6.3 THE SCHOOL AS LEARNING ENVIRONMENT

The school and classroom environment are intertwined, because if a positive atmosphere prevails in them, teaching and learning will be maximised. For the sake of clarity, school environment is defined by Eckermann (1994:31) as “an unique social system including social, cultural, physical and economic aspects.” Wright (1996:53) on the other hand, sees school environment as “the learning centre where cultural values are nurtured.” My understanding of the above definitions is that a school environment is a prerequisite for the acquisition of knowledge and skills, communication of values and norms; as well as cultural, economic and political empowerment.

It is, therefore, important for teachers to create a positive school environment in order to establish a positive school culture in the teaching and learning situation. It is in this type of climate that learners' needs should be met and catered for. Van der Westhuizen (1991:632) sees a good school as one “where there is a positive culture, understanding exists between learners and teachers, and teaching is organised around relationships”. Meanwhile, Pitout, Smith and Windell (1992:5-7) believe that: “Effective schooling is possible where there is authority and obedience.” The GDE (2002:192), during a conference convened in

Warmbaths, believed "... a good school is that which encourages pupils to achieve to the best of their ability, with good leadership, high expectations, promote good teaching by all who work in the school, and have vibrant community with learning as its focus." Jordaan (2004:14) sees effective schools as those showing "concern for the health and safety of learners and invariably have policies related to these issues ... and also having effective procedures for dealing with absence, late coming and truancy."

1.6.4 ECOSYSTEM

According to Arends (1997:17), ecosystems are "ecological systems in which a set of inhabitants (teachers and students and others) interact within a highly interdependent environment for the purpose of completing valued tasks." This means that if the system is not ecologically positive and permeable, the intended outcomes and tasks will be difficult to actualise.

1.6.5 CLASSROOM ENVIRONMENT

Stockard (1980:40) sees a classroom environment as a place where "adequate resources and teacher training is provided in order to promote learners' achievement." The classroom environment is a specially designed learning environment where most teaching and learning occurs. Thus, the more a classroom allows free movement and access to resources, within a positive atmosphere, the more likely it is to foster academic achievement. I see a positive classroom environment as a place where learners are provided with adequate seating, writing and various resources that enable learners and teachers to cover a large amount of work within a prescribed time.

1.6.6 MANAGEMENT

According to Robbins and Coulter (1996:8), management is a process of "getting activities completed effectively and efficiently through the usage of human resources." Davidoff and Lazarus (1997:32) see it as "the discipline required to ensure that the school does things right or functions well." Referring to the field of

educational management, Van der Westhuizen (1991:55) defines management as “a specific type of work in education which comprises those regulative tasks or actions executed by a person of authority in a specific field of regulation so as to allow formation education to take place.” Management is a process of doing things in order to satisfy the needs of an organisation. In this context, the principal is the manager in a school who leads in order to bring forward an effective school, thus a positive culture of teaching and learning.

1.6.7 LEARNING

Amongst the many definitions of learning, Klausmeier’s (1985:57) is of a process that results in relatively permanent changes in knowledge, skill or other behaviour based on practice. Chibnall (1987:52) views learning as “the process that requires communication between the person who wants to learn and the potential source of the new knowledge, this may be the teacher or a book.” Bender (1994:55) sees learning as “a complex phenomenon which refers to far more than merely the acquisition of knowledge and skills”, while Mwamwenda (1990:121) maintains that “learning is a continuous process from birth to death.” It can be drawn from these definitions that learning, as a process whereby attitudes, knowledge, skills, understanding and capabilities are acquired and retained, cannot be attributed to inherited behavioural patterns or physical growth. Capacity and rate of learning, therefore, depend on both inherited and environmental factors. Without teaching and learning there will be no culture of teaching and learning, since these two concepts are interwoven, and also without interaction with teachers, other learners, media and society, learning cannot take place.

1.6.8 POWERFUL LEARNING ENVIRONMENTS

According to De Corte, Verschaffel and Schrooten (1990:240), a powerful learning environment is an environment characterised by “a good balance between discovery learning on one hand and systematic and guidance on the other.” Arends (1997:287) defines a powerful learning environment as “the overall climate and structures of the classroom that influence how students respond to

and remain engaged in learning tasks .. the context in which teaching and learning acts are carried out.” This implies that the environment has to be conducive so that both teachers and learners can be able to perform their duties as expected.

1.6.9 LEARNERS

According to the South African School’s Act (Republic of South Africa, 1996:5), the term ‘learner’ means “any person receiving education or obliged to receive education.” A learner is, for the purpose of this study, a person regardless of age, who engages himself or herself in a learning activity. There will be certain instances where authors will use the word ‘student’ as a synonym of the word “learner”.

1.6.10 CONSTRUCTIVISM

Ducret (2001:165) defines constructivism as the term that “deals with the creation of concepts and reflection” while Kruger and Adams (2002:73) define it as “a central idea of knowledge construction is that learners develop their own understanding that makes sense to them, they do not merely receive knowledge from outside sources.” This term refers to the process of helping a learner to construct and acquire his own knowledge. In other words, a learner, through interaction with teachers and others, can be able to construct meaning from their experience.

1.6.11 COMMUNITY

Community, according to Magqaza (2000:18), in the school situation suggests “parents”. In the community environment, all stakeholders work together, as the schools do not exist in isolation. For example, schools receive financial aid, and human and physical resources from the community, whose positive commitment towards schools relies on the positive modelling and attitudes of teachers, principals and parents. If a school has a positive culture of teaching and learning, there is that likelihood of influencing the attitudes of the community to be positive.

1.6.12 SCHOOL MANAGEMENT TEAM (SMT)

According to the Guide of School Management Team (DoE, 2000:24), a School Management Team (SMT) is defined as “a group of individuals who perform day-to-day responsibilities for the professional and operational management of the school.” For example, a head of department can teach a subject or learning area and also administer numerous duties entrusted to him/her in the department. This requires a positive relationship between the principal, the SMTs, and teachers, encouraging a culture of teaching and learning in schools without which SMTs and teachers will not act professionally.

1.6.13 CULTURE OF LEARNING

Chisholm and Vally (1996:2-3), write that: “Restoring a culture of teaching and learning is simply about bringing the conditions and discipline of compulsory schooling to teachers and learners.” A culture of learning and culture of teaching are two inseparable phenomena. It is imperative to define culture of learning because without it teaching outcomes will not be actualised. According to Jaccaci (1989:50), a culture of learning is defined as a collaborative creativity in all contexts, relationships and experiences. These are the basic purposes of the culture, where the measure of success is the combined wisdom of groups and synergy, leadership and service of the organisation as a whole. Henry (1993:39-40) sees culture of learning as “shared meanings where people acknowledge one another as 'belonging' towards the attainment of the set goal.” Masitsa (1995:125) defines culture of learning as “a culture which gives a positive meaning to the schools' educational programme.” The *Sowetan* (28 March, 1996:6), on the other hand, describes culture of learning as “a culture that is supportive to learning and achievement with improved physical resources, democratic structures, effective planning and efficient administration”, while Nxumalo (1993:55-60) defines it as “a social integration of bringing parents, teachers and students together to establish strict regulations for convenient and successful learning and teaching.” Smith and Pacheco (1996:163) embrace the above definitions of various authors by stating that a culture of learning is determined by the following “the learner and his personal characteristics, factors

in the family and immediate living environment, school-related factors such as the classroom atmosphere, management and teachers and macro-societal factors such as economical and political factors.”

All the above definitions emphasise positive co-operation and consultation, with an aim of achieving a desired outcomes. On this note, a culture of learning can be viewed as a positive atmosphere at school where learners learn, parents participate actively in their children’s schoolwork and teachers facilitate and mediate teaching and learning. The positive aspect of the above therefore contributes towards the creation of a culture of teaching and learning in schools, in an atmosphere of efficiency at schools, where learners can learn and teachers teach.

1.6.14 THE LIFE OF THE CHILD-IN-EDUCATION

The life of the child-in-education needs to be explained in full because a child is viewed as a point of departure in this research study. Without the child, no teaching and learning will take place. Therefore, the life of the child refers to the child-being-education; the child’s initiatives and active participation in learning, teaching and development. It is important to answer the question: Who is the child? because this determines the viewpoint of the teacher for the choices of approaches to teaching in order to improve teaching, thus establishing a culture of teaching and learning which in turn leads to the child’s academic achievements. It is therefore important to note that the teachers play a role in the life of learners because, without teaching support, learners would not actualise proper potential nor develop into fully responsible adults. Teachers play a role in accompanying learners affectively, cognitively and normatively towards adulthood.

Affective accompaniment involves teachers displaying love, respect and trust in the process of educative instruction, because this affective education strengthens the child’s life in such a way that the exploration of the ideal world will be with confidence. Kok, *et al.* (1992:40-41) and Wayson (1986:230) write that “learners should be considered and treated as valuable, important and reasonable stake-

holders of the school in order to obtain their full co-operation.” This will in turn encourage the child to respond positively to the teacher's educative upbringing. The child who experiences affective upbringing does not withdraw from learning tasks and this paves the way for the adequate cognition of the child, thus the success of a culture of teaching and learning.

For teachers to establish a culture of teaching and learning, the knowledge, guidance, help and understanding of the child in his/her being is of importance, as this will help them to accompany the child on the path to adulthood. For example, teachers should provide answers to questions and explain certain actions while bearing in mind the child's level of development so that the child will be able to actualise, master and possess the content of education for future use.

1.6.15 TEACHER

According to the employment of Educators Act (1998:1), the term teacher means “any person who provides educational services, including professional therapy and education psychological services at any public school or further education training institution.” The word teacher means any person who teaches, trains or educates people because, to me, to teach is to give information to a person. In this study the term “teachers” will be used interchangeably with the word “educator”.

1.6.16 PARENTAL INVOLVEMENT

Parental involvement, according to Kruger and Van Schalkwyk (1997:148) can be defined as “the active and significant involvement of the parent in all aspects, non-curricular as well as curricular.” This means that the responsibility of parents in their child's education is important.

1.7 RESEARCH APPROACH AND METHODS

In order to reach the aims and objectives mentioned in the previous section, I opted to base this study on mixed methods where both a quantitative and

qualitative design are used in which a comparative study of variables contributing towards the culture of teaching and learning in three high schools will be investigated. These mixed methods can attempt to cover areas which other methodologies cannot cover, thus providing better ideas on the study under investigation. Teddlie and Tashakkori (2003) add to the above statement by stating that mixed methods can answer questions which other methodologies in isolation cannot. A comparative study in three high schools in Makapanstad area project office (circuit office) in the North-West Province is therefore made in this regard, based on the school's academic performance history over a period of the past five years and a detailed report will be done in chapter three (see par. 3.1.3).

1.7.1 THE DESCRIPTION OF THE LOCATION OF THREE SAMPLED SCHOOLS

I feel it fit to conclude this section by describing the location of three sampled schools with an aim of understanding, supporting or opposing the argument within the thesis. School A, (with approximately 100 Grade 12 learners, 18 teachers and 100 parents as respondents) which is assumed to be one of the best school in the area of Makapanstad over the period of five years in terms of matriculation pass rate results, is situated next to the tarred road, and is also nearer to the post office, shops, churches, bus stops and the Makapanstad Area Project Office (circuit office). School B (with approximately 180 Grade 12 learners, 180 parents and 18 teachers as respondents) is further away from School A, serving another population within Makapanstad. This school resembles more or less the same characteristics as School A, except the fact that it is far from the Makapanstad Area Project Office. In contrast to the two schools, School C (with approximately 50 Grade 12 learners, 50 parents and 18 teachers as respondents) which is the poorest school in as far as the Grade 12 results are concerned over the consecutive period of five years, is situated in a remote dry area where there is no sign of better infrastructures such as those mentioned above. All the three schools are more than 28 km away from Hammanskraal, a small town in the borders of North-West and Gauteng Provinces. More of the discussion of these schools will be dealt with in the methodology chapter.

1.8 STRUCTURE OF THE RESEARCH

The research consists of five chapters which are presented as follows:

CHAPTER 1

Chapter one serves as a theme analysis and consists of explanation of terms, statement of the problem, research questions, aim of the study, research approach and methods as well as the structure of the research.

CHAPTER 2

Chapter two provides a discussion based on the variables contributing towards the establishment of a culture of teaching and learning, together with other related factors such as teaching methods, parental involvement, teaching and learning resources as well as classroom climate. More information will be obtained from reviewing relevant research literature.

CHAPTER 3

Chapter three is based on the discussion and rationale for the research design and methodology. This focuses on identifying the population, sampling procedures, research instruments, data collections and analyses procedures.

CHAPTER 4

Chapter four deals with data analyses, and interpretation of the research results.

CHAPTER 5

Chapter five consists of the summary of the most important findings of the research, arising from the literature study, conclusion and recommendations for further research are made.

Appendices, which include references, research instrumentation are inserted towards the end of the research study.

1.9 CONCLUSION

This chapter serves as an introductory orientation of the study, stating the research problem, the aims and objectives of the study, clarification of concepts, research design and structure of the research. The proceeding chapter deals with an in-depth study of the research topic “variables contributing towards an establishment of a culture of teaching and learning in high schools”, and relevant literature is used to investigate this study in detail.

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CHAPTER TWO

VARIABLES CONTRIBUTING TOWARDS THE CULTURE OF TEACHING AND LEARNING IN HIGH SCHOOLS

2.1 INTRODUCTION

The previous chapter has provided the background for the study, based on the variables contributing towards a culture of teaching and learning in three high schools in the North-West Province in the Makapanstad Area Project Office. The chapter also dealt with the statement of the problem to which answers were to be found. The investigation will firstly be undertaken through reviewing literature and other studies to provide relevant background information, as well as a framework for establishing the importance of the study (Rossman & MacGreggor, 1995:6). As Tuckman (1994:46) noted, “when you know what others have done, you are better prepared to attack the problem you have chosen to investigate with deeper insight and more complete knowledge.”

A theoretical assessment conducted through a literature review will help in the selection and formation of variables to be used in this study of factors contributing towards the establishment of a culture of teaching and learning in the three high schools in the North-West Province in the Moretele area project office. In this context, the development of variables impacting on a culture of teaching and learning was derived from the framework of Smith *et al.*, (1996), Scheerens' model (1990) and the Gauteng Department of Education (GDE), 2002. For example, the GDE (2002:192), during a conference in Warmbarths, stated that good leadership, good teaching by all who work in the school, and a vibrant community with learning as its focus, are believed to be factors that could promote a culture of teaching and learning in schools. On the same note, Smith, *et al.* (1996:163) argue that a culture of teaching and learning in schools is “... determined by factors in the family and immediate living environment, school related factors such as the classroom atmosphere, management, teachers and macro societal factors such as economical and political factors.”

The above factors are, as this paper will argue, universal, integrated and found in any teaching and learning situation. This provides my point of departure, in presenting the impact of the following variables on the establishment of a culture of teaching and learning in schools, namely teachers in the teaching and learning situation, classroom environment, teaching and learning resources, staff collaboration, teaching methods, lesson preparation and parental involvement. These factors form a framework for investigation, along with other variables, for the classrooms' physical aspects, such as "buildings, noise, lighting, ventilation, temperature, display, seating and class size" (Donald, Lazarus & Lolwana, 1997:113).

However, before a detailed investigation is made into the factors above, it is imperative to give an overview of the origin of education in disadvantaged schools, as this will indicate why there is a need for the establishment of a culture of teaching and learning in schools.

2.2 A HISTORICAL ANALYSIS OF THE DETERIORATION OF A CULTURE OF TEACHING AND LEARNING IN HISTORICALLY DISADVANTAGED SCHOOLS

In 1953, the Bantu Education Act was passed and implemented, leading to political instability in the country and struggles in schools. Characteristic of the above Act, according to Berkhout (1996:1-2), was racial discrimination, which included disparities in funding, for instance, the state spent 10 times more on a White child than a Black child; different curricula for whites and other racial groups; use of Afrikaans as a medium of instruction in schools; de-emphasis of English, Mathematics and Science; separate education departments for Blacks and Whites; African teachers not being permitted to criticise the government or school authorities; and a focus on vocationally and technically trained manpower. For Bunting (1994:224-227) meanwhile, injustices of the former regime included: unequal employment opportunities for those who were not White; unequal staffing resources in terms of student-teacher ratio; lack of responsiveness and democratic accountability; under-representation of women in certain professional programmes; inequitable success rates of students; and uneven access to

educational institutions. These characteristics of the Bantu Education Act of 1953 (in Bunting 1994:224-227), show that the quality of education for Blacks was inferior, a claim borne out by the Department of Education (DoE) for all status reports (2002:5), when stating that “as late as 1986, the State spent nine times more on each white learner than it spent on learners in the worst-off Bantu ...”

The inequalities were to lead to social and civil unrest, and as Louw (1991:15) noted, slogans such as “liberation now and education later” were began to be heard increasingly. Disruption of schools became synonymous with violence, as analysed by Fraser, Meier, Potter, Sekgobela and Poore (1996:244), in their South African study. They discovered that “the main causes of violence in schools stem from the former apartheid policies” which laid more emphasis on racial discrimination, social, ethnic conflicts and exclusions.

Engelbrecht and Green (2001:11) write that “apartheid policies have left a legacy of severe disparities”, leading, on a political level, to Fraser, *et al.* (1996) calling for “a New Education for Peace” and Hopkins and Stern (1996:12) for “education for liberation”. Hartshorne (1992:68) meanwhile, mentions that “it is not only students who were not satisfied, the teachers were not pleased at all.” As Fraser, *et al.* (1996:249) noted, “the role of teachers and principals was reduced to that of spectators” and Nxumalo (1993:58) discovered that teachers in Kwa-Mashu schools had also been dissatisfied because they believed it was the whole system of Bantu Education that was the core of all the problems facing the schools today. They feel that what is presently happening in the schools is the result of years of oppressive education.

The above arguments emphasise the unfair practice of the South African education system. There has been inequality of education between the White and Black schools in the past, and the evidence is brought forth when the political instability led to the disruptions of schools and centres for political indoctrination, leading to strikes and class boycotts, with the aim of demanding a change in the Black institutions. These disruptions led to school absenteeism and continued unrest in many disadvantaged schools where the already limited facilities, school buildings and equipment were damaged or stolen. In certain instances poor

people from the community had the opportunity to loot doors and corrugated iron sheets in order to erect shelters for their families, and all these events were caused by inferior education for Blacks and frustrations. Class boycotts thus became part of their culture of learning and continued to have an impact on the political and educational set up in South Africa up to the year 1994.

Whilst the class boycotts contributed to the successful struggle by the South African majority against racial oppression by the minority, they also had negative educational consequences for learners. The legacy of the disruption on the learning process and the teachers has impacted on the culture of teaching and learning to this day. As Fourie (1986:68) asserts: "pupils' grievances sometimes resulted in the burning of schools, books and stationary", while the Bureau for Information (1988:502) acknowledges the negative impact by adding: "17 schools were destroyed, 30 seriously damaged and 247 slightly damaged during 1985." It is further mentioned that in the same year, 250,000 out of two million black pupils were affected (Bureau for Information, 1988). This compelled the DoE to close down the seriously affected 33 schools, as it was a waste of time and resources to keep them open.

Nor did the situation improve greatly in schools which remained open. A Vista Study Manual, Education 7031 (2000:53), noted that the following were still inadequate amongst predominantly Black schools: "learning materials, teaching media, classrooms, desks, libraries, qualified teachers, limited hours for schooling and teaching methods ... poor facilities adversely contribute to low standards in education, which culminate in high student drop-out and failure, shortage of qualified teachers and poor working conditions." Such conditions are not conducive to improvements in the culture of teaching and learning.

2.3 CONCEPTUALIZATION OF A CULTURE OF TEACHING AND LEARNING

While factors that play an important role in the establishment of a culture of teaching and learning may be either negative or positive, the manner in which a culture of teaching and learning is often viewed shows that no uniformity exists

about its actual meaning. As a starting point, I have opted for Chisholm's and Vally's (1996:2-3) definition of a culture of teaching as referring to "the bringing about of the conditions and disciplines of compulsory schooling to bear on teachers and students, regular attendance, punctuality and acceptance of authority." Similar emphasis on authority and respect is given by Pitout, Smith and Windell (1992:5), who argue that "authority and obedience are the essence of effective teaching", and Kyriacou (1989:130), for whom "mutual respect and rapport between the teacher and pupils is of fundamental importance to effective teaching."

The above authors agree that a culture of teaching and learning is built on discipline and rules laid down by both the educational authorities and the community at large. In schools where there is little acceptance of authority, irregular attendance and late-coming to school by teachers, management members and learners, a culture of teaching and learning might collapse. Teaching and learning is a continuous process and, therefore, needs competent and dedicated leaders, as well as a positive relationship between teachers and learners, delegation of roles and commitment.

However, such factors alone do not adequately clarify the concept of a culture of teaching and learning. I argue that two-way communication, planning ahead, hard working, dedication, mastery of the content of the Learning Area, participation by teachers, learners, parents and related stakeholders, are also important in reaching educational outcomes. More significantly, the term 'culture' itself is crucial, as it links closely to the wider community in which the process is taking place. This notion is summed up by Hollins (1996:2), for whom "a culture of teaching is brought about by cultural values and practices.

Exploring culture also brings forth negative and positive attributes of teachers and learners. For instance, that there are still some teachers and learners who dodge school classes all together, as evidenced by the former Gauteng Education MEC, Ignatius Jacobs (*Sowetan*, 12 February, 2000(c):22), when writing that 300 learners in the East-Rand "headed for a shebeen nearby the school, in school uniform, consuming liquor on the premises." It was also

reported in the *Sunday Times* (30 March 1997:5), that "even teachers lack professionalism, including lack of respect, sexual harassment of students, absenteeism, and drunkenness." Meintjies (1992:48) further mentions that "the national schooling situation is marked by an observable lack of interest and commitment to learning and teaching." The *City Press* (4 January, 2004:4) saw these as "schools with mal-administration, lawlessness, mismanagement, demotivation among teachers and pupils." This is supported by *City Press* (23 January, 2005:17) when writing that "residents say township schools have lost their grip on education and the culture of learning seems to have gone out of the window."

Whatever their accuracy, these news reports point to a perception of a poor culture of teaching and learning amongst the print media and, presumably, its readership. This perception is further tarnished by reports that there are still a large number of schools in the country which are characterised by a high failure rate, early school dropout, lack of discipline and low morale. As the NCES (1993:94) indicate: "in the schools, students' absenteeism and tardiness is higher than in low poverty public schools." NCES (1993:94) further states that "students arrive late or cut class, thus disrupting classes and they also interfere with lessons and with other students' opportunity to learn."

For some parents the solution is to turn their backs on the problem, and as the *City Press* (9 February, 2003:9) reported: "in their thousands, black children are fleeing to former white schools as education in black townships teeters on the brink of collapse." For those who remain, meanwhile, the low Grade 12 pass rate in certain schools also signalled this collapse of a culture of teaching and learning in 1995. This is evidenced by Strauss, *et al.* (2000:8) in table 2.1 below, of Grade 12 examination results of all high schools in Gauteng from 1995 to 2000.

TABLE 2.1: GAUTENG EXAMINATION RESULTS: 1995-2000

	1995		1996		1997	
None wrote	79,215		69,525		71,757	
Total passes	45,940	57.99%	42,142	60.61%	40,936	51.62%
Exemption	14,893	18.80%	13,810	19.86%	11,479	16.00%
	1998		1999		2000	
None wrote	75,910		76,861		68,202	
Total passes	39,188	51.62%	42,700	55.55%	46,056	67.53%
Exemption	13,135	17.30%	12,498	16.26%	12,896	18.91%

None wrote = Learners who registered for examination, but did not write.
 Exemption = Learners who passed Grade 12 examination.

It is relevant to include the Grade 12 examination results of all the South African provinces in order to give a clear picture of the decline or the improvement in the matric pass rate, thus the culture of teaching and learning. When looking at the global overall matric pass percentage from 1995 to 2001 in South Africa on table 2.2 (below), as tabulated by the DoE for all Status Report (2002:39), with the highest percentage of 61.7 in 2001, it is worth noting that the DoE is still faced with many challenges.

TABLE 2.2: TRENDS IN THE PASS RATE (%) IN THE SENIOR CERTIFICATE EXAMINATION: 1995-2001 IN SOUTH AFRICA

Area	1995	1996	1997	1998	1999	2000	2001
Eastern Cape	48.0	49.0	46.2	45.1	40.2	49.8	45.6
Free State	49.7	51.1	42.5	43.4	42.1	52.7	59.0
Gauteng	58.0	58.3	51.7	55.6	57.0	67.5	73.6
Kwa-Zulu Natal	69.3	61.8	53.7	50.3	50.7	57.2	62.8
Mpumalanga	38.2	47.4	46.0	52.7	48.3	53.2	46.9
Northern Cape	74.5	74.1	63.8	65.4	64.3	71.2	84.2
Limpopo	37.8	38.8	31.9	35.2	37.5	51.4	59.5
North West	66.3	69.6	50.0	54.6	52.1	58.3	62.5
Western Cape	82.7	80.2	76.2	79.0	78.8	80.6	82.7
South Africa	53.4	54.0	47.4	49.3	48.9	57.9	61.7

TABLE 2.3: COMPARISON OF EXAMINATION RESULTS: 2000-2003 (PROVINCIAL AND NATIONAL)

Province	Year	Candidates	Total Passes	%	Pass with Endorsement	%	Total Failures	%
Eastern Cape	2000	74 563	37 118	50	5 332	7	37 387	50
	2001	63 204	28 825	46	4 133	7	34 350	54
	2002	64 257	33 286	52	5 189	8	30 968	48
	2003	62 457	37 468	60	5 953	10	24 985	40
Free State	2000	29 477	15 538	53	3 697	13	13 924	47
	2001	26 637	15 703	59	3 853	15	9 453	41
	2002	25 156	17 777	71	4 733	19	7 379	29
	2003	23 656	18 916	80	5 398	23	4 740	20
Gauteng	2000	68 202	46 056	68	12 896	19	22 140	32
	2001	64 339	47 368	74	13 697	21	16 970	26
	2002	65 260	50 941	78	14 172	22	14 271	22
	2003	68 285	55 621	81	15 922	23	12 664	19
KwaZulu-Natal	2000	96 423	55 128	57	15 655	16	41 264	43
	2001	93 340	58 620	63	15 697	17	34 718	37
	2002	97 489	68 973	71	17 636	18	28 514	29
	2003	97 367	75 077	77	19 887	21	22 133	23
Limpopo	2000	95 191	48 886	51	11 100	12	46 132	48
	2001	82 246	48 971	60	10 994	13	33 271	41
	2002	71 444	49 644	70	12 517	18	21 800	31
	2003	68 903	48 219	70	13 021	19	20 684	30
Mpumalanga	2000	41 115	21 694	53	4 762	12	19 062	47
	2001	38 693	18 136	47	3 701	10	20 555	53
	2002	39 843	22 222	56	4 317	11	17 621	44
	2003	39 032	22 700	58	4 840	12	16 330	42
North West	2000	40 098	23 366	58	5 057	13	16 731	42
	2001	36 734	22 963	63	5 279	14	13 770	38
	2002	36 348	24 637	68	5 285	15	11 708	32
	2003	35 567	25 055	71	5 439	15	10 505	30
Northern Cape	2000	7 054	5 019	71	892	13	2 035	29
	2001	6 619	5 571	84	975	15	1 048	16
	2002	5 907	5 309	90	1 081	18	598	10
	2003	6 250	5 667	91	1 227	20	582	9
Western Cape	2000	37 818	30 489	81	9 235	24	7 329	19

Province	Year	Candidates	Total Passes	%	Pass with Endorsement	%	Total Failures	%
	2001	37 559	31 049	83	9 378	25	6 510	17
	2002	37 117	32985	87	10 118	27	5 132	14
	2003	38 750	33769	87	10 323	27	4 981	13
National	2000	489 941	283 294	58	68 626	14	206 004	42
	2001	449 371	277 206	62	67 707	15	172 126	38
	2002	443 821	305 774	69	75 048	17	137 991	31
	2003	440 267	322 492	73	82 010	19	117 604	27

Candidates awaiting results are excluded in the calculation of the pass and failure rates.
The data exclude pending irregularities. Source: Department of Education, 2003.

[Source: EDUSOURCE DATA NEWS No. 43/May 2004]

TABLE 2.4 A SUMMARY OF COMPARISON OF NATIONAL EXAMINATION GRADE 12 RESULTS EXCLUDING MPUMALANGA PROVINCE (Speech of the Minister of Education, Naledi Pandor on 29 December 2004)

Province	Results
Eastern Cape	53.5%
Free State	78.6%
Gauteng	76.8%
KwaZulu-Natal	74.0%
Limpopo	70.6%
North-West	64.9%
Northern Cape	83.4%
Western Cape	85.0%

When analysing the pass percentage of the Grade 12 results in the above provinces, North-West and Eastern Cape are seen to be falling below the pass rate benchmark of 70%, a concern which needs the employment of intervention strategies in order to understand and know which focus areas need to be improved in order to enhance the quality of education in schools.

Strauss, *et al.* (2000:7) add “out of 489.941 candidates who wrote Grade 12 examination in 2000, only 214,668 passed without exemption.” It is further mentioned by Strauss, *et al.* (2000:7) that “for the year 2000, the total number of passes with exemption was 68,626 (14.0%).” Even though the Grade 12 results

are low, these young learners take a few years before re-entering or proceeding with the education system at high levels. The interpretation of the above is that some learners might have disappeared because of poverty or because of lack of motivation of pursuing their studies, and also the high unemployment rate and/or HIV/AIDS.

To add to the above statistics in table 2.2 and table 2.3, the recent matric pass rate of 2003 rose by 24.4% from 1999, as mentioned by the Minister of Education, Professor Kader Asmal (in *Sowetan*, 5 January, 2004:3). This rise brought criticisms from the *City Press* (4 January 2004:4), *Pretoria News* (5 January 2004:1), and *Sunday World* (4 January 2004:4), for example:

- Schools with a reputation for good passes are not presenting enough candidates for university endorsements.
- Some learners were forced to take subjects on standard grade.
- Some learners were forced to register with Adult Basic Education and Training.
- Tertiary institutions have repeatedly complained about mediocre students with good matric marks, and this is evidenced by the University of Cape Town, in particular after conducting a study where more pupils achieved A and B aggregates in 2001 than in 1997, but that more first year students were struggling academically. Naledi Pandor, the new Minister of Education, support this statement by mentioning that “even though the demographics have changed in the formerly white universities, black students are still struggling to complete their studies (*City Press*, 26 September 2004:6).
- The number of pupils writing matric had declined e.g. out of the 804,150 pupils in Grade 10 in 2001, only 440,267 full-time candidates sat for the 2003 Grade 12 (matric) exams. This was alleged that “weak pupils had been held back to boost schools’ pass rate.” This is also a concern with South African higher education institutions as stated that the Department of Education aims to increase the participation rate of blacks and women in higher education of the 20-40 year cohort to 20% within the next 10 to 15 years (Higher Education Quality Committee, 2003:52).

- The quality of matric results was at an all-time low.
- In *Sunday Sun* (26 September, 2004:2) an Umalusi qualifications authority report found that “too many matriculants take subjects on the standard grade.” This report supports what was echoed in *Sunday World* (4 January 2004:4) when stating that “some learners were forced to take subjects on standard grade.”

Contrary to what happened in 2004, it was stated in the *City Press* (2 January 2005:9) that “the number of those who obtained university exemptions decreased from 19.2% a year ago to 18.7% in South Africa, excluding Mpumalanga matric candidates where 38 high schools are still under investigation of examination fraud.” The DoE (1997:2) stated that “the rate of cheating during examinations has escalated in South Africa during recent years, matric examination papers are stolen year after year.” There are clear indications here of a decline in the culture of teaching and learning.

Since there are concerns regarding the high matric pass rate, the culture of teaching and learning in high schools needs to be intensively improved in order to improve both the quality and quantity of the education system, and to help the higher education institutions receive better prepared and motivated students for tertiary education programmes. The *Sowetan* (24 March, 2004:8) adds that “South Africa will no longer produce any more second class matriculants when the distinction between higher grade and lower grade subjects is eliminated in 2006.” This means that in 2006, the further education and training curriculum will be implemented at Grade 12 level, eliminating the discrepancy between Standard grade and Higher grade, and thus setting common standards.

Regarding the analysis of the overall pass rate of learners with exemption in the above table 2.1, it is evident that the quality of education in Gauteng schools is still very low, because the percentage is below 50, and in 2001 most of the schools in South Africa performed below the pass rate benchmark of 70%.

The figures in table 2.1 support the claim that the culture of teaching and learning is a serious concern in high schools, because even in the year 2000,

Government allocated R1,2 billion in an attempt to restore a culture of teaching and learning in part of South African affected schools (Deacon & Parker, 1999:23). The SA Institute of Race Relations was quoted in the *Sowetan* (3 November, 2004:6) that “fewer pupils are passing matric, grades are lower and enrolment in Grade 12 had dropped by 12% between 1991 and 2003.” It becomes clear that the above discussion denotes that not only punctuality, planning and teaching play a role in the establishment of a culture of teaching and learning, but also the routine work performed by the learners, teachers, parents and stakeholders at large.

In support of this argument, the DoE (2002:3) put forward the idea of “the notion of accountability.” This implies that active participation by learners, teachers and parents in schools is important and can, to a certain extent, help in the restoration of a culture of teaching and learning. The South African Schools’ Act, Act No. 84 (1996:31), emphasises the idea of active participation, by stating that “every parent must see to it that every learner for whom he/she is responsible attends a school from the first day of the year until the last school day.” The *Sowetan* (12 February, 2000(b):7) is in line with this view by further adding that “classes should begin on the reopening day to promote effective teaching and learning from the first day.” The *Pretoria News* (16 January, 2002:10), mentioned that the Gauteng Department of Education (GDE) suggested that gates in certain East-Rand schools should be closed during school hours in order to reduce the poor attendance by the learners after school break. Most learners do not return to school after break, therefore through this type of discipline, their attendance might improve. This idea of closing gates during school hours is also supported by the South African Schools’ Act, Act No. 84 (1996:59).

The above views from different authors, researchers and newspapers revolve around the same concern that is, calling teachers and learners to be dedicated to the schoolwork. The DoE (2002:2), following a World Education forum Conference in Dakar on the 26-28 April 2000, adopted the following guidelines as a framework for action for achieving education goals:

- Expansion of quality early childhood education and development;

- increasing universal access to primary basic education,
- improvement in learning achievement, enhancement of the education of girls and women,
- reduction of adult illiteracy,
- putting in place HIV/AIDS education programme,
- improving management and governance,
- increasing budgetary allocation to education; and
- institutionalising the assessment and monitoring functions of the education for all.

To sum up, in order to restore a culture of teaching and learning, the most important element to be considered is constructive discipline, meaning that where there is a return to self-discipline and its acceptance, by both learners, teachers and other stakeholders, education will come into its own as a foundation for the future of the country.

2.4 THE ROLE OF TEACHERS IN THE TEACHING AND LEARNING SITUATION

A conception of teaching is provided by Houlihan (1988:67), as "a vital aspect, the critical process and the process of assisting pupils to learn." Teaching can be seen as an activity of facilitating the process of learning by providing the desired information, skills and knowledge acquisition to the learner. In light of this, this section examines the teachers' role within the broader teaching and learning process.

Various authors have emphasised this role as crucial to the entire educational process, Cuban (2003:6) for instance, believing that "for creating more good schools, the role of the teacher is important." Meanwhile, Fraser and Gestwicki (2000:45) write that the role of the teacher is "to form a circle of relationships with parents and with the children to form a mutual community of learners among all protagonists."

The position of the teacher in the process is changing from one of dispenser of knowledge from a position of complete authority, to one of facilitator of the construction of knowledge by the learners themselves. As Pondoursky, Monroe and Watson (2004:3) argue: “teachers’ roles are important in the learning process, as learning is a labour intensive process and teachers mediate this process.”

Indeed, teachers play various roles in the teaching and learning process, from controlling their classes, to being flexible in managing them, being dedicated and well-prepared for every class activity, and providing motivation for their learners. Education of learners in any formal setting is in the hands of such teachers. The task is to attain fulfilment in the aim of formative education, namely the guidance of the child to lifelong learning and adulthood, so that critical and specific outcomes should be achieved. The *Government Gazette* (2000:9-14) lists seven integrated roles appropriate for any teaching and learning situation: teachers as learning mediators; interpreters and designers of learning programmes and materials; leaders, administrators, managers, scholars; researchers and lifelong learners; community, citizenship and pastoral role; assessors; and learning area / subject / discipline / phase specialists.

Teachers should therefore be continual learners and be well organised for their lessons, in order to make their learners enjoy and love the subject content being taught, because a planned lesson improves the quality of teaching and learning, and decreases problems such as restlessness, truancy, absent-mindedness, high failure rate and drop-out. Teachers should also try to create a conducive atmosphere in their classrooms which can enable learners to freely form positive relationship and participate in the lessons with ease. This is supported by Johnson (1992:325): “(w)hen taking professional learning back to the classroom, a full creation of classroom environment is important so that students would enjoy learning.” Sharp and Cowie (1998:133) write that: the teacher’s 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 and enable students to feel overtly valued. This value can only be actualised when teachers themselves experience the educational process in which they participate as positive.

In their lesson presentation, methods used should be varied, taking into account the uniqueness of learners in order to absorb their interest and attention throughout the lesson phases and establishing a culture of teaching and learning.

Clift and Waxman (1985:5) argue that, “a warm climate encourages pupils to focus on academic work.” Kruger and Van Schalkwyk (1997:12) indicate that “a teacher is effective when teaching takes place in a school where his knowledge and skills meet pupils in the classroom and accepts the responsibility for the creation of progress and results of the teaching and learning situation.” Ndaba (1975:45) lends support to this view when saying that “no education system can succeed without competent teachers” while Malie (1973:23) states that “the teacher must prepare thoroughly and be always a learner to the extent that his own capacity for self-discovery is increased as he instructs others.” Trumbull, Rothstein-Fish, Greenfield and Quiroz (2001:142) are of the opinion that “teachers’ role began to shift from teacher-subject to collaborator and teacher-researcher.” Knowles (2000:287) states that “the behaviour of the teacher probably influences the character of the learning climate more than any other single factor.” This according to Marland (1993:34) means that “a classroom of one’s own ... where you can create an atmosphere that reflects your character.” A teacher can use the classroom to influence learners to learn effectively. The *Sowetan* (13 October, 2000:3) is in support of the above opinion: “if teachers are not willing to deliver their services to the learners, the gates are opened for them to vacate the premises.”

It is only through teachers' professional knowledge and personal character that a culture of teaching and learning can be maintained, because through these two factors, teachers are inwardly influenced in such a way that they successfully sum up situations in the classrooms, as well as making sound decisions with regard to a variety of matters in the classroom. Teachers should have that sense of caring, respect, trust, responsibility and friendship, because learners learn best when taught by teachers who treat them equally, without discrimination and favouritism. These views of my framework have in large part been informed by the following authors Flecknoe (2002:272) adds to the preceding views by stating that “teachers should know their learners’ names in order to learn and cater for

their needs.” Tauber (1995:228) and Flecknoe (2002) believe that “by learning the learners’ names as quickly as possible, the teacher could enhance classroom management.” McCloud (2005:47) adds that “when teachers greet students by name and chat with them respectfully, students feel the same and comfortable ... even loved.” Belvel and Jordan (2003:36) write that “there is a high correlation between a caring teacher-student relationship, academic achievement and cooperative student behaviour.” This will promote learners’ growth in self-concept, thus a positive culture of teaching and learning will be experienced. Sharp and Cowie (1998:133) write that “the teachers’ role is to establish a strong pastoral system within the school.” The Education Africa Forum (2003:7) state that “teachers have a number of personal issues that need to be addressed by the Department of Education such as payment of their salaries, benefit queries like housing subsidies and medical insurances etc.” If these conditions are not addressed, I am of the opinion that they could affect how well learning and teaching occurs in a classroom, as these negative experiences discourage teachers from performing their roles up to the maximum.

On the basis of the above, it can be stated that teachers play important roles in the teaching and learning situation, where some have a much more limited repertoire than others and their role behaviour will be determined by the nature of their personality, experiences and the teaching situation in which they find themselves. If a teacher is unable to match his/her style to the situation, it is likely that s/he will be ineffective and unhappy, thus leading to a boring subject matter resulting in an eroded culture of teaching and learning.

Teachers are the main intermediaries between the real world and the ideal world, who lay the foundation for learners. Their task is regarded as that of preparing learners for proper adulthood. Brooks and Goldstein (2004:16) note that it is from adults that “learners gather strength” and with whom they identify. Teachers should be role models and also supportive. Such preparation can only succeed through teachers’ effectiveness in teaching, and it takes place where teachers, according to Davis (1983:278):

are able to carry the following responsibilities: prepare and plan his lesson well, create a conducive atmosphere, use child-centred approach,

reinforce desired behaviour, accept responsibility, maintain a warm and caring climate, respect, control and treat pupils equally, possesses a cheerful disposition, become a strong leader, be friendly and be emotionally stable.

These responsibilities play an important role in the establishment of a culture of teaching and learning, and will, therefore, be reappearing frequently throughout this research.

Fontana (1986:43) writes that "the teacher who is fair, relaxed, patient and having a sense of humour as well as self-control, is seen as an effective teacher." Such a teacher has enough time for pupils, and gives everyone an equal opportunity, help and support in learning. This is seen in one of the high schools in Mpumalanga, as reported in a newspaper, where teachers and learners were sacrificing their holidays aiming at finishing the syllabus early so that they could have enough time to revise the work they had been doing during the year before the final examinations. On this story, the *Sowetan* (13 October, 2000:3) reported that "some pupils took time off to frolic on the beach during the two weeks of September holidays while matric learners and teachers at one high school in Mpumalanga used the period to catch up with the remaining schoolwork before the coming examinations." This shows that there are teachers who are dedicated to their work and who regard learners as their children and want to see them achieving better outcomes in life.

A teacher who has a sense of humour, as mentioned above, bridges the gap between him/herself and a class, and that helps learners to see teachers as friends and allies rather than as members of an opposing species. Fontana (1986:64) notes that "pupils are much more likely to co-operate with friends than with opponents thus reducing the number of incidents that can lead to class control problems." Clift and Waxman (1985:5) see a good teacher as one who strives to know each pupil's name, needs, weaknesses, strengths, show interest in pupils' work, accepts responsibility and maintain a warm atmosphere. On the other hand, Chisholm and Vally (1996:13) see bad teachers as characterised by

dodging classes, coming unprepared for school, abusing alcohol and lacking knowledge of their subject.

I support the criteria above, noting that, during my teaching years in one of the disadvantaged high schools, some teachers resorted to drinking alcohol during working hours, absenting themselves regularly without valid reasons, missing classes, coming late for school, failing to finish the syllabus and upgrading their own qualifications at the expense of learners, thus impacting negatively on a culture of teaching and learning. This implies that teachers are faced with multiple complex changes within the teaching and learning situation that impact on their school work.

Brophy (1987:18), meanwhile, sees an effective teacher as one "who possesses a cheerful disposition with good mental health and emotional security." Kruger and Van Schalkwyk (1997:88) see the teacher, "as the conductor", who controls and influences all the other elements in the classroom in order to create a certain type of classroom climate. In this context, a teacher can, therefore, be seen as a parent who is full of love, appreciation and moral support.

The above qualities play an important role in establishing a culture teaching and learning, because in a research study of teachers' behaviour, Amos (1999:5) discovers that "commitment, co-ordination, consideration, affirming, informing, proficiency, punctuality, self-confidence and respect promote emotional and cognitive growth." This means that the teacher is viewed as someone who is charged with the complex responsibility of helping the young person to develop towards adulthood. In other words, s/he has to be a learner always, as mentioned before, in order to increase the capacity for self-discovery when instructing others in the fulfilment of establishing a culture of teaching and learning. This implies that a teacher should first and foremost be academically and educationally trained in such a way that the child entrusted to the education process will understand the subject matter well. Luthuli (1982:97) terms the above approach "in-depth-training." Such teachers come to have a passion about their calling and commitment. To support the idea above, a strategy is already in existence, aiming at upgrading the qualifications of those deemed to be under-qualified for

teaching, and that is “the introduction of a new qualification, the National Professional Diploma in Education” (Robinson, 2002:293).

Educationists regard a teacher as an adult, intellectual, moral and a political being. In other words, a teacher is perceived as the only person in the formal situation who lays the foundation of learners and in turn learners succeed through the teachers' effectiveness in teaching. A teacher is, therefore, expected to use the knowledge and experience available to the benefit of the learners, because education is a process of development of knowledge and skills that can be used to produce high quality goods and service in such a way as to enable the development of culture, society and economy. Based on the above argument, a teacher has to be, therefore, a learner always as mentioned above. Mwamwenda (1990:22) sums up the above statement by stating that "a teacher who is well-prepared exudes a sense of self-confidence and his pupils will perceive him as well-articulated by business." In other words, teachers have a role to play, because it is through them that a society changes or transforms. I, therefore, focus on the discussion of the first role, that is "learning mediator", and further research is anticipated to be conducted on the remaining ones.

It is evident from the above discussion that the teacher seems to play an important part in establishing a culture of teaching and learning, because s/he is the only person in the classroom with the attention of learners, who is able to establish a culture of teaching and learning. Through developing a positive interpersonal relationship between teachers and learners, stable emotional growth and warm social climate, with a high work output of learners' abilities, will be achieved. Teachers should, therefore, in all respect see to it that they exert an indirect influence on the teaching and learning situation, by accepting the feeling tone of their learners through praising and rewarding their positive behaviour in the classroom. In this manner, teachers will play an important role in establishing a culture of teaching and learning, because successful teachers work from the beginning of the year to build a positive classroom environment, characterised by warmth, understanding and a sense of shared meaning. Working together also means sharing, and this plays a vital role in shaping the school's quality and character, thus establishing a culture of teaching and learning where learners'

achievements will increase. Erasmus and Van der Westhuizen (1996:235) support the above views when stating that “principals should encourage teamwork among teachers so that they take part in the day-to-day decisions made in the school.” This implies that collaborative approach should be encouraged in order to allow teachers to be better equipped to deal with promotion of schoolwork ethics.

2.4.1 THE TEACHER AS LEARNING MEDIATOR

According to a Vista Study Manual (2000:4), the concept "Learning mediator" is one who will “mediate”, and form connecting links between something, or be the medium for bringing about a result. Mediation, according to MacDonald (2000:240), comprises “connotations of related terms such as moderate, negotiate, intervene, compromise, reconcile and settle.” Feuerstein (1980:17) sees mediation as “the interactional process between the developing child and an experienced, intentional, cultural mediator who interposes himself by selecting, focussing and feeding back environmental experiences according to goals, to produce in the child the appropriate learning sets.” In other words, mediation can be viewed as a critical term in schools, and has positive connotations, as it usually refers to the successful mastery of tasks jointly done by the teacher and the learners. Mediation, in this regard, therefore plays an important role in the current changing education system. According to the *Government Gazette* (2000:13), “a learning mediator, therefore, has to mediate learning in a manner, which is sensitive to the diverse needs of learners, even including those with learning disabilities.” Kozulin and Presseisen (1995:68) assert that “the process of mediation involves structuring activities to enable the learner to gradually gain conscious control over the real-life activities.” This means that a teacher as a mediator for learning should show a sound knowledge of a learning area in which s/he specialises, as well as strategies and resources relevant to the content. S/he should also create a learning environment that is conducive to all and recognise the individual differences of other learners. According to my point of view, mediation is not standing in isolation for effective teaching and learning in schools, rather it is integrating with other roles, as postulated in the *Government Gazette* (2000:13) in the previous section.

To elaborate on the above views, it should be mentioned that the roles of teachers are very important and are integrated. For example, a teacher who specialises in a learning area is assumed to have acquired suitable qualifications, which, according to the *Government Gazette* (2000:13) develop competencies. This implies that teachers should be lifelong learners at all times in order to be competent, as this will help in the improvement of the culture of teaching and learning in schools. The teacher should, therefore, be an expert in the learning area he/she will be offering, i.e. knowledge of methods, resources and theories relevant to learners' stages of development, in order to successfully achieve the expected outcomes. Piaget (in Schwebel & Raph, 1973:212), supports the above idea by emphasising that “the teacher’s role is not that of transmitting ready-made knowledge to children, but his function is to help the child construct his own knowledge by guiding his experiences.” The constructivist school of development psychology supports the above role by viewing cognitive abilities as a product of the combination of the maturing of the central nervous system and one's exposure to early meaningful mediated learning experiences.

According to Du Toit (1993:117), "parents, parent substitutes and teachers are the necessary agents to provide the necessary mediation for the child." This in turn confirms the importance of adequate communication and intervention between the child and the world for optimum development, especially cognitive development. In other words, cognitive development, which is one of the main aspects to be achieved in a formal educational setting, has its origin in the positive interaction among teachers, experts and learners. I, therefore, feel that fulfilment of this role is necessary for the competent schoolwork, thus the establishment of a culture of teaching and learning. Does it mean that teachers in the North West Province also fulfil this role effectively in bringing about a culture of teaching and learning, with an aim of shaping the country's future, adopting a positive attitude, and creating the climate and conditions which will in turn bring about successful outcomes?

In attempting to answer this question, I am of the opinion that teachers should try by all means to select a variety of learning content in accordance with the learners' stages of development, with an aim of mediating the learning process,

make a clear connection between a current learning experience and the previous one. In other words, they should recognise learners' prior learning and entry situation, and ask questions based on "why?" and "how?" rather than informative "what?" questions.

Based on the above role, I am convinced that education of learners at school is solely in the hands of teachers. The level of learners' achievement depends largely on the teachers' teaching, therefore, the quality of teaching is important. Steyn (1999:9) supports this opinion by claiming that "pupils' achievement is considered to be the acid test of effective teaching." Smit, Naidoo and Le Roux (1996:4), also indicate that "the culture of teaching is on attitude, commitment, preparedness and determination the teachers and learners have towards teaching."

Research conducted in Gauteng schools by Masitsa (1995:79) adds to the above view by showing that "the positive attitude that teachers have towards teaching and willingness to teach can lead to a healthy and desirable culture of teaching." Amos (1999:10), also in his research study of teachers' behaviour, contends that "learners' emotional and cognitive growth is promoted by teachers' commitment, respect and being academically trained." It is further elaborated by Phelan and Reynolds (1996:14) that "pupils are more likely to view their school experiences favourably and see themselves as successful learners when taught by a caring and friendly teacher." The above idea is strengthened by Tauber (1995:225) when believing that "teachers should be friendly ... but not to be the learners' friends." Stronge (1991:43) adds that "the teacher is seen as the prime player in defining schools' mission and establishing related goals." Former President Nelson Mandela, reported in the *Sunday Times* (30 March, 1997:5), called on teachers to "show commitment to education by being punctual and behaving professionally."

From the above discussion, I have discovered that researchers support each other in the description of the role of teachers in the teaching and learning situation, and am, therefore, of the opinion that for effective teaching to take place, teachers should be well prepared, committed, qualified and organised, as

these would make learners feel secure and eager to learn, thus promoting a culture of teaching and learning, because teachers will have that confidence in improving the quality of teaching based on this scenario. Teachers' roles are multidimensional, and there is a positive relationship between their prominent role in teaching and learning and the establishment of a culture of teaching and learning.

There are still certain factors, such as teacher/pupil ratio, where the ratio is above the norm of 1:35, and school atmosphere that are not yet adequately addressed. For example, according to Chisholm and Vally (1996:19), "teacher/ pupil ratio in Gauteng province in 1996 was 1:35 in certain schools." This shows that there is still a high imbalance between teacher/pupil ratio in certain schools, especially in rural areas, where learners are taught even under the trees, thus hampering a culture of teaching and learning in schools. There are still such instances in certain schools where teachers are few, overloaded with work and often teaching learning areas they are not specialising in. In view of the above, the need for employing more teachers is urgent, in order to improve the quality of teaching, and it should also be noted that the Government is trying hard to curb this problem, even though it will not be overnight. Grey (1998:5) reported 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." This can be seen through a large number of poverty-stricken communities in most rural schools, where many parents are unemployed and all their money is spent on survival. The above views are in contrast with what is happening in the United States where, according to NCES (1993:94), "the average class size was similar across all levels of schools at a ratio of 1:40." This means that in the United States, learners receive more individual attention from the teachers than those in most of the schools in South Africa.

The above discussion is related to the conditions mentioned in the previous paragraphs and seems to be the stepping stone towards the establishment of a culture of teaching and learning that will strengthen the relationship between the

teachers' role in the teaching situation and the establishment of a culture of teaching. Therefore, good teachers can manage the disciplinary problems easily, even though there might be exceptional cases that lead to an establishment of a culture of teaching and learning. However, it should be noted that there are instances where teachers are attempting to improve their qualifications and this might interfere with the restoration of a culture of teaching and learning.

In addition to the above discussion, I argue that in order to establish a culture of teaching and learning among teachers and learners, one has to work hard and attempt to direct activities of learners towards the achievement of the set goal, even if s/he lacks some basic resources for teaching and learning. From this statement, it can be deduced that the establishment of a culture of teaching and learning has got little to do with teachers' luck or fortune, and more to do with knowledge, expertise, creativity and dedication. Based on the above, it is clear that there is the relationship between the role of teachers in the teaching situation and the establishment of a culture of teaching. Stronge (1991:43) maintains that "the teacher is seen as the prime player in defining school's mission and establishing related goals", a point that reveals that teachers should at all times attempt to share ideas with other staff members, learners and parents in the community. This will build a harmonious working relationship which will be discussed in the next section, in which I will also discuss staff collaboration, as it strengthens and supports consultation and sharing of ideas, thus improving a culture of teaching and learning in schools.

2.4.2 STAFF COLLABORATION

Staff collaboration in schools is of importance for the establishment of a culture of teaching because it deals with co-operation and unity at school and in the community at large, thus promoting growth. Staff collaboration means teamwork and, without it, very little of significance can be achieved. As indicated by Dowling (1994:14): "a joint school-family approach focuses on the addressing of any problem in a dual context." Fullan (2001:5) notes that "leaders must be consummate relationship builders with diverse people and groups."

Stronge (1991:43) elaborates that “Staff collaboration and its value are fostered by communication.” This is in line with Heckman (1993:129), when stating that “instead of emphasising the quiet solitary performance, a greater emphasis should be on interactive communications linked to group problems and opinions.” Ruggiero (1988:19) notes that “co-operative efforts result in effective instruction” while Chrisman (2005:17) mentions that “working together ... create a continual improvement cycle for instruction. From www.thejournal.com (2005:12), it is stated that “collaborative interpersonal and communication skills are highly valued in today’s workplace.” Brudrett and Terrell (2004:44) note that working with the subject team as a whole has been shown to be more effective in leading to improvement.” Lewis and Allan (2005:132) write that “cooperative working includes sharing resources, exchanging information.” Olson (2005:40) also mentions that “teachers work together to realign how they... a subject ... before the next level.”

The authors above are emphasising working together, which shows that staff collaboration is important in the school setting. Teachers should, in this context, be paid class visits on a weekly or monthly basis by management members, in order to assess their teaching and control their work, and also strengthen collaboration among the teachers, learners and management. This technique was once practised in the North West Province, before the democratic changes in South Africa, and yielded good results on the side of learners. It would seem the improved technique would soon be implemented in schools, as advocated by the *Sowetan* (10 May, 2002:13): “to ensure the maintenance of good standards, the solution is to introduce full external examinations for Grades 6, 9, 10 to 12.” This can, to a certain extent, encourage hard work both in learners and teachers, thus improving quality in the teaching and learning situation.

In most of the provinces, a new intervention strategy of ‘whole school evaluation’, unpopular with many teachers, has been adopted. Schools are randomly evaluated by neutral experienced teachers, of which I was one. The results of this strategy are promising to improve the culture of teaching and learning because schools which were evaluated previously have improved in their academic performance. Other intervention strategies, e.g. one under the banner

of the 'Tirisano programme', may be helping to improve the culture of teaching and learning, even though not used countrywide. Amongst others are the Joint Education Trust (JET), Monitoring System, HIV/AIDS interventions, life skills programmes, Dinaledi (Star) projects for Mathematics and Science and Technology, Integrated Nutrition Programme and Adult Education Interventions.

In this context I tend to support the opinions above, by seeing collaboration and co-operation of staff members as a general framework for conceptualising problems and, through this, a culture of teaching and learning can be actualised. The information above reveals that there is correlation between staff collaboration in a teaching and learning situation, and a culture of teaching and learning. It needs to be emphasised once more that teamwork and togetherness in performing school activities enhance teachers' motivation, which would yield good relationship among staff members. Without consultative communication, quality teaching and learning might not be achieved.

It can be concluded that, in order to improve a culture of teaching and learning in schools, teachers should employ supportive culture of teaching, such as workshops, mentoring programs, management support, shared values about the importance of teaching, expanded views of scholarship, teacher development programs or staff development, greater administrative commitment to teaching, and in-service training. It should also be borne in mind that extraneous variables, such as drinking alcohol during school hours, smoking dagga and committing sexual offences, further damage the culture of teaching and learning.

2.4.3 LEARNERS IN THE TEACHING AND LEARNING SITUATION

In view of the discussion above, I am of the opinion that learners must not be seen as passive partners in the educational setting. They should take part in the decision making of the school matters where ideas such as code of conduct, meetings and the quality of education are discussed. This will, to a certain extend, make learners feel accepted, thus helping to improve a culture of teaching and learning, and they will be motivated to work hard. Learners should

therefore be members of the Learner Representative Council (LRC) and Parent-Teacher-Student Association (PTSA).

If learners are in such councils or associations they can discuss matters pertaining to the improvement of the culture of teaching and learning with management and passing over the results and recommendations to all other learners. Contrary to the above statement, most learners, especially in the disadvantaged schools, are demotivated and lack morale, failing even to take part in any of learners' organisations. One reason might be that the language used in teaching and learning inhibits their ability to express themselves well and they sometimes misunderstand questions in the examination. This has a negative impact on a culture of teaching and learning, as it leads to a high failure rate. The very same learners also lack self-discipline, knowledge and skills of how to study and how to write examinations, and they resort to cheating. This idea is a continuous negative culture of learning and is evidenced even in the year 2005, when it was reported in the *City Press* (2 January, 2005:9) that "Mpumalanga matric candidates ... are still under investigation of examination fraud." This cheating process is a symptom of a decline in the culture of teaching and learning in schools, and I see it as problematic to the teaching fraternity.

In modern society, learners in most high schools often identify themselves with the world outside the school. Some researchers in the field of teaching and learning even go as far as describing modern learners as "the sceptical generation" (Van der Stoep & Louw, 1984:161). This indicates that learners are sceptical about the established order and actively attempt to replace this order with their own views. They are often closely related to the general circumstances of life, which create widespread social crises, radical realistic views as well as anti-traditional opinions. Learners see schools as irrelevant to their life as prospective adults, forgetting that they are still guided towards adulthood by adults. That teachers are aware of this state of affair does not mean that they as teachers are entitled to surrender their responsibility. They should continue re-interpreting and rededicating their contributions to teaching and learning, meaning that the difficult circumstances of learners' situatedness should not exonerate them from their education responsibilities concerning the personal

needs of their learners and the society's problems. Teachers should attempt as much as possible to acquaint themselves with the learners, in spheres outside the formal school situation, and should try to determine the relationship between the school and other social institutions, such as churches, sporting associations, political parties and the media in order to promote excellent education.

Teachers should, therefore, not only orientate the learners to establish the relationship with reality, but also lead them to choose valuable values and norms of the society they are living in. If this were actualised, then teachers would be seen as effective managers in their classrooms, thus restoring a culture of teaching and learning. Pacheco (1996:163) adds to the above idea by stating that, "a culture of learning is determined by factors in the immediate environment." This is also supported by the White Paper no 2. of 1996, which indicates that "a new structure of school organisation should create the conditions for developing a coherent integrated, flexible national education system which redress the equitable use of public resources." If this can be implemented, there will be hope for the enhancement of a culture of teaching and learning. There should be that partnership in the learning situation where teachers and learners are participating actively in order to achieve the anticipated outcomes.

2.4.4 SOCIO ECONOMIC BACKGROUND OF LEARNERS

Poverty is another factor that might contribute towards the decline of a culture of teaching and learning in schools. Poverty is a major concern in the country of late, especially in the disadvantaged areas where people do not even have money to pay for basic resources like electricity and water. This is supported by Pretorius and Machet (2004:129), who write that "it is not easy to educate children from poor environments." In such home environments, learners fail to study and do homework, for example as there is no light. Chisholm and Vally (1996:41) by mention that "pupils bring problems with them to school on a daily basis because they lack basic necessities such as food, parental love and, in some cases, even shelter – some children live alone in shacks."

The United States Department of Commerce, Bureau of Census (1995:210) recorded that “students from low socio-economic status families are more likely to experience school failure than those from higher socio-economic status families.” This substantiated the claim of Dalin (1993:149) 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.” Borich (1996:65) states that:

students from middle and upper class, through greater access to books, magazines, social networks and cultural events develop their reading and speaking abilities more rapidly than in disadvantaged schools, called low poverty public schools, there is a serious problem of a lack of parental involvement than their counterparts, i.e. high poverty public schools (disadvantaged) schools.

This type of behaviour also happens in schools in South Africa where disadvantaged poor schools experience low parental involvement. The authors have similar views of how the culture of teaching and learning is deteriorating due to poor family conditions.

It can, therefore, be deduced that in such conditions, a culture of teaching and learning in schools will decline. When learners are hungry, this tends to make them perform poorly in their academic endeavours, as they lack concentration and motivation. Such learners tend to turn into artful school dodgers, drug dealers, thieves and street children. Even in the middle-class families, parents fail to help and monitor their children with schoolwork as they are busy with business matters. The lack of parental support has a negative impact on the teaching and learning situation. As Le Roux (1993:37) writes, “for many African families, the struggle to keep the family ties is hindered by economic and social factors.” This reinforces the notion that the economic status of a family of learners has a direct bearing on school effectiveness, destroying or building a culture of teaching and learning.

In contrast to the above, I see both the poor and middle-class families having a negative impact on the culture of teaching and learning. Therefore, both families’

problems can be alleviated by dedicated teachers who do supervision of schoolwork on behalf of parents after school hours. It can also be stated that after-school centres should be built in every high school, as it is the place where teachers help learners with schoolwork and other related school matters. All stakeholders could be encouraged to commit themselves and work as a team with an aim of improving the culture of teaching and learning in schools.

2.5 TEACHING IN POWERFUL LEARNING ENVIRONMENTS

The quality of school education is to a large extent dependent on the quality of teachers, i.e. their professional skills and good moral character, as well as on physical facilities such as classrooms, staff-rooms, laboratories and libraries. For effective teaching and learning to take place, learners and teachers should be accommodated in a homely classroom; that is one that is characterised by a warm environment, which is attractive, pleasant with enough fresh air and adequate lighting. Chisholm and Vally (1996:13) note that “the morale of learners and teachers alike is deeply influenced by the physical environment.” Pretorius, *et al.* (2004:128) write that “the learning environment within the African context in general is framed by poverty and disadvantage, and characterised by inadequate physical resources and overcrowding.” Kniker and Naylor (1986:118) share the above view when stating that, “instruction will be better in a modern well-equipped school than in an old poorly furnished facility.”

These acknowledgments of the importance of the physical environment of the school are important to my view of the culture of teaching and learning as they contribute to good student behaviour by encouraging them to feel ownership in the classroom, and by organising the physical space to minimise disruptions. Kyriacou’s (1989:130) noting of the importance of environment in the classroom incorporates an element of interactivity between the learners: “classroom climate deals with how teachers and pupils feel about each other and the learning activities in hand.” Such interaction can operate on several levels, as Hansen (2001:83) contends, when a “conducive environment spurs participants to formulate, cultivate, and to heed ideas, interpretations, knowledge, emotion, insight, questions, and more.” This, to Fraser (1994:1), made the classroom “a

focal point for student interpersonal educational development”, that is, a learning environment as the determinant variable that contributes towards the culture of teaching and learning. De Corte, *et al.* (1999:310) made the comment that “there is a clear trend towards creating learning environments in which learners do not receive ready-made, directly consumable knowledge, but have to create their own knowledge.”

This widely held belief that “successful learning and development is dependent on the environment in which it takes place” (Donald *et al.*, 1997:82) reinforces my argument that a peaceful environment will promote competences in learners’ thinking and emotional stability. Knowles (2000:287) maintains that “furniture and equipment should be comfortable”, whilst Mabogoane (2005:6) points to positive educational advantages that will arise: “better resourced schools have an advantage in how they implement the intended curriculum compared with those that are poorly resourced.” Dryden and Fraser (1996:1) draw on their research evidence to show that “students’ perceptions of their learning environments are significantly associated with their school environment.” From these observations, it is evident that learners tend to feel more comfortable in an atmosphere that is friendly, with the existence of a spirit of mutuality, acceptance, respect and support between teachers and learners. This type of environment can yield freedom of expression without fear of ridicule, thus enhancing a culture of teaching and learning. Teachers should therefore attempt to create a more relaxed atmosphere for learners with an aim of establishing a positive environment, as this could enhance a culture of teaching and learning. As Harlen and Osborne (1985:266) argue, “the improvement of classroom environment is influenced by linking the learners’ learning to the factors such as materials, activities, encouragement and interaction in the classroom, which influence learning.” In this context, De Corte, *et al.* (1999:310) add that the “learning environment is created under the perspective of conversation and participation.” This means that in a learning environment, learners should converse about the content investigated and should also argue, thus participating in the learning process.

Based on the above explanation, it can be acknowledged that the concept “teaching in powerful learning environment” has received considerable attention and it is evident that teaching and learning do not take place in the dark where there is a teacher on one hand and learners on the other. It only takes place where a climate of mutual concern and respect prevails with the inventive and innovative teacher as a prominent figure. An inventive and innovative teacher is one who changes with situations and always adopts a democratic approach in his/her teaching-learning situation, in which s/he aims to facilitate rather than to impose his/her personality on learners and force them to carry out his/her wishes.

Furthermore, a teacher takes the necessary steps to ascertain learners' needs and organise the work of the class in such a way that each learner is made to feel that s/he is making a useful contribution to her/his own as well as the group's well being. A teacher is able to generate an atmosphere of activity and co-operation as stated in the previous paragraph by Amos (1999:5), when maintaining that "commitment and co-operation promote emotional and cognitive growth." Through commitment, a culture of teaching and learning is maintained because, where there is a dictator, an atmosphere of frustration is created with the ignorance of learners' needs, resulting in the erosion of a culture of learning and teaching. Ferron (1986) maintains that “if one adopts a truly democratic approach in the classroom, disciplinary problems will be minimal or non-existent”, whilst for Nathan (1995:113), “communicating in the classroom is about kindling the pupils' imagination by the way that you present ideas, your voice, tone and facial expression.” Teachers should avail themselves and make frequent contacts with learners as this will build up their confidence and make them accept learners for what they are. Such teachers show concern for all learners and convey appreciation, sincerity and interest in their learners' ideas and experience. This will, therefore, build up a strong positive culture of learning and teaching in classrooms.

I believe that the more time teachers spend per individual learner, the better the learners will perform academically. This is particularly true if variables, such as smaller classes, well-prepared teachers and the use of more recent books, are taken into consideration, even though these factors are still a problem to

disadvantaged schools. This problem is evidenced by the School Register of Needs Survey (1997:172), which found that “in the Northern Province (Limpopo) alone there is a shortage 13,670 classrooms, 41% of the existing buildings are in weak conditions.” In 2000, the School Register of Needs Survey conducted another survey to update the data and it was discovered that “the number of learners to each classroom improved nationally between 1996 and 2000 from 43 to 38, with this ratio falling in every province except Mpumalanga, where it rose from 45 to 48 learners per classroom” (Education Africa Forum, 2003:140). There is an improvement of facilities nationally but the progress is slow and imbalanced. This unbalancing of distribution of facilities is supported by the Education Africa Forum (2003:134), which states that “the impact of the government’s policy on school funding norms revealed that inequality between schools remains”. Mwamwenda stated in the *Sunday Times* (2 January, 2005:18) that “the Department of Education has set aside R600 million as an incentive for science and math teachers willing to teach in under resourced schools.” The Minister of Education, Naledi Pandor, noted that “English teachers who opt to teach in under-resourced schools will receive hefty salary increases from next year, i.e. 2006” (*Sunday Times*, 2 January 2005:13). The Minister further stated that the reason for such incentives was the drop in the matric pass rate in English from 97% the previous year (2003), to 92.1% the following year (2004). Based on this, I am of the opinion that second language learning seems to be a barrier to learning and teaching in some of the disadvantaged schools, thus contributing to a poor culture of teaching and learning.

2.6 TEACHING AND LEARNING RESOURCES

Resources refer to equipment, facilities and structures that make it possible or easier for the school to perform its functions. Resources include apparatus, furniture, laboratories, references and classrooms, and are essential for the establishment of a culture of teaching and learning. As Mwamwenda (1990:225) notes in his local research, “pupils in developing countries perform below those in developed countries because of inadequate and poor facilities.” This means that schools cannot function effectively without resources such as laboratories, libraries, toilets, books and computers. The Department of Education has a

responsibility to supply adequate resources available to all schools, in order to enhance a culture of teaching and learning, and where possible schools should also improvise by, for example, increasingly volunteer to be involved in Saturday schools, where teachers will put more effort into improving the culture of teaching and learning, perhaps by fundraising which will help in paying for some facilities that the Department of Education is still failing to fund.

For maintaining a culture of teaching and learning, learners should, therefore, be accommodated in decent ventilated spacious and electrified classrooms, as these may create a situation which might enhance a culture of teaching and learning. To support this statement, Cross (1999:4) states that “children cannot learn and teachers cannot teach in a place where they are not safe.” Campbell (1991:37) argues 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.” Czerniewics, Murray and Probyn (2000:99) write that “the average former Department of Education and Training (DET) schools are under-resourced.” Mabogoane (2005:6) states that “the differences on how learners learn in the classroom are not only a function of differing teaching abilities but also of resources available for teaching.” Colglough, Al-Samarrai, Rose and Tembon (2003:111) argue that “the availability of adequate learning materials is an extremely important condition for the achievement of good-quality education.” A report published by the Palestinian Journal in 1994 is in line with what is mentioned above, for example that a “boys’ school in Dei-al Balah has only two functioning taps for over 1,000 pupils, and no lavatories in Nusseirat, even though it accommodates over 900 boys.”

In the South African context, this argument is further strengthened by Education Africa Forum (2003:98) when reporting that “there is no running water in the Ndukende area, the area is arid, especially in winter. Fortunately the school was supplied in July 2001 with two water tanks, however, the school needs at least three more to see it through the winter months.” Czerniewics, *et al.* (2000:99) noted that “the average former Department of Education and Training (DET) schools are under-resourced and teacher-centred.” Again in their research paper,

Czerniewics, *et al.* (2000:99) discovered that "52% of schools have adequate supply of textbooks", which raises the question of the remaining 48%. Does this percentage reflect a poor culture of teaching and learning? Robinson (2002:290) adds to the above statistics by stating that, out of 4,155 schools in the Northern Province, 78% were without electricity and almost half (49%) were without water. Three-quarters of the schools in the Eastern Cape were without electricity and 33% without water. Altogether 5,528 Eastern Cape schools, 93%, did not have the use of a library and 94% did not have a science laboratory. A quarter of the Eastern Cape Province's state schools did not have toilets for pupils. Thousands of teachers were found to be without appropriate qualifications.

All the authors above emphasise the importance of the teaching and learning resources, therefore, it is evident that for school chores and activities to run smoothly and progress, learners should have enough textbooks, stationary and computers, in order to get valuable information on a particular learning area and also to revise for the preparation of various assessments. Where resources are inadequate, especially in most rural areas, a culture of teaching and learning may decline because of lack of references, and the only source of information received will be that of teachers which are not enough for learners.

In such conditions, how can learners be critical thinkers, researchers and explorers, as advocated by outcomes-based education (OBE)? How can they be expected to achieve both specific and critical outcomes? OBE is a good approach for life long learning, where knowledge is the foundation against which the skills and competencies are performed, yet it still raises problems in disadvantaged schools, especially in the rural areas where learners do not even know what a television, radio, video or computer is. In such areas, learners and teachers are faced with the problems of both insufficient resources and absence of the implementation of OBE. The inadequate teaching and learning resources therefore have an impact on teaching and learning, contributing to a decline in a culture of teaching and learning in schools.

I, therefore, feel that whatever information is received from teachers should be supplemented by other resources even though there are certain communities

where stealing and burglary is so rife that the supply of teaching and learning resources will be just a waste of government's funds.

Based on the above explanation, it is clear that there is a positive relationship between teaching, learning resources and the establishment of a strong culture of teaching and learning. For this reason, the former MEC of Gauteng Education, Ignatius Jacobs, said on the television that "10 million Rand will be allocated to Heidelberg schools", with an aim of improving the quality of education (SABC, 16 January, 2002).

The money to be allocated to some of those schools is not enough, but it does not mean that other schools should relax and wait for the time when the Government will be ready. Instead, such schools should look for strategies to generate more funds. However, the fewer the resources the schools have, the more intensive they should be used as a means of self-help. Where possible, school fees should also be used to buy some of the basic school facilities. It should also be noted that there are some of the prominent members of Parliament, scientists and researchers, who studied under undesirable and uncondusive conditions, without electricity and facilities, who nevertheless managed to achieve their desired goals. Learners can still do well without teaching and learning resources, but that should not be seen as a stepping-stone towards the enhancement of a culture of teaching and learning. The above idea is in contrast with the view of Mwamwenda and Mwamwenda (1987:225) that "pupils in developing countries perform below those in developed countries because of inadequate and poor facilities." Du Toit (1996:10) noted: "black pupils drop out from school because of over-crowded classrooms, poor teaching and underqualified teachers."

The views of the above authors who support those resources in schools are of importance in the teaching and learning situation, and I therefore note a positive relationship between resources and a strong culture of teaching and learning. It can be assumed that a culture of teaching and learning can be established where there is better equipment and adequate facilities, with more classrooms in which there will be individual attention and optimum interaction with the learners. It is

through a manageable teacher/learner ratio that a positive teacher/learner relationship is formed. If the opposite occurs, i.e. where classrooms are small and dirty, with no co-operation amongst staff members, a negative culture of teaching and learning will be the result. This section can be summed up by assuming that where there is poorly managed classroom with overcrowding, poor ventilation, discomfort, heavy teaching loads of teachers and undesirable atmosphere where teachers are rigid, drunk and improperly dressed, there will be an erosion of a culture of teaching and learning.

Nxumalo (1993:59) confirms that “a number of teachers have developed negative attitudes over the years and have low morale because of severe material deprivation in schools.” This is supported by *Daily Sun* (13 February, 2004:7) when reporting that “some of the rural schools in the Vuwani region have still not received their exercise books and textbooks, and some pupils are borrowing exercise books from students in other schools who received books as early as January ... [and that] in Vuwani area some schools were writing their final exams last year without Venda handbooks.” Wood, Nicholson and Findley (1985:67) add that, “the difficulties these teachers were operating; under high teacher-pupil ratio, low morale, examination dominated curriculum, scarcity of resources and so forth, were grim circumstances.” Bacharach and Mundell (1995:223) note that “work conditions affect teachers’ attendance ... teacher morale and job satisfaction.” These stressful circumstances and conditions experienced by teachers cripple effective teaching and learning and contribute towards the collapse of culture of teaching and learning. Based on the above opinion, how can outcomes-based education effectively be implemented in these conditions? Much of the approach is discussed in the next section. Jacobson (1996:213) feels that “the classrooms should be attractive, comfortable with proper arrangement of seating as emphasised by the outcomes-based education approach.” I support Jacobson (1996:213) by emphasising that the classrooms should be clean, tidy, with comfortable furniture, enough fresh air, variation in flower arrangement and book exhibits. There should be a certain degree of calm and certainty from day-to-day for learners and teachers in order to establish a positive culture of teaching and learning in schools.

When investigating the above, the question arises as to whether such facilities are available in most disadvantaged schools, because there are still those learners in remote areas who are taught under the trees. This evidence suggests that the promise of redistribution of resources has not yet materialised. Vakalisa (2000:24) notes that: “Schools in the townships and rural areas where learners are blacks, conditions still remain very much the same as they were in the apartheid era.” Therefore, the lack of learning and teaching resources is still a problem, even though in certain areas, financially able parents solve this problem by opting for what Vakalisa (2000:24) calls “voluntary-bussing”, where learners are transported on daily basis to better learning opportunities in pursuit of better education. To curb this problem globally, I am of the opinion that the five-year plan of Tirisano, meaning “working together to improve education in schools” (*Sunday Times*, 2002:2), be speeded up in order to restore the culture of teaching and learning in schools, failing which the quality of education in disadvantaged schools will remain a problem, and thus an extreme challenge to South Africans.

2.7 CLASSROOM TEACHING WITH SPECIFIC REFERENCE TO LESSON PREPARATION AND TEACHING METHODS

According to Preedy (1993:13), an inviting classroom is characterised by work-centred environment and challenging lessons with high level of pupil industry. This implies that a work-centred environment is characterised by task-oriented lessons where learners are eager to commence tasks. Teachers who prepare their lessons thoroughly are able to use time profitably while those who are unprepared bring confusion and retard progress at school. In this context, I am of the opinion that facilitative classroom climates, coupled with teachers who respond empathically to their learners, who treat their learners equally and who present lessons in an able manner, enhance learners' achievement, thus creating a culture of teaching and learning. Teachers must prepare their lessons thoroughly, enter the classroom having already laid the foundation of conduciveness, and make it clear what the outcomes of their lessons are, so that learners can approach them in a way of achieving such outcomes.

The work given to learners should always suit their level of development, as postulated by Mwamwenda (1995:101), when writing that "teachers should use as concrete orientated approach in the concrete operational stage in order to promote formal operations", since the child's thinking is tied to concrete operations. In other words, tasks given to learners should be sequenced into levels of complexity, ranging from close-ended questions to open-ended questions. One should start from lower-order to higher-order when asking questions, and this will make teaching effective and interesting to learners. Teachers should try to guard against too easy and too difficult work, as this will be considered a waste of time and a frustrating exercise, respectively. This can only be done by a teacher who prepares his or her work thoroughly.

I see the proper preparation of teachers' lessons being to a certain extent that which may lead to a positive culture of teaching and learning, because it is through it that a sense of self-confidence, control, interest as well as active participation in the lesson is experienced. In addition to this, teachers should give learners an ample time to engage in-group work, role-play, conduct experiments and research projects, undertake field trips, ask questions during lesson presentation, correct their errors, and give immediate feedback on daily, weekly and monthly work. Feedback should be seen as an important measure of assessment because it can help learners know what they have learnt and what they still have to learn, thus motivating them to work harder. For effective teaching and learning to take place, teachers should, therefore, encourage learners to speak and practice listening skills, because it is through these that learners' problems in certain areas of subject-matter are discovered. Davies and Galloway (1996:51) argue that listening to children is a fundamental component of good teaching. What follows is based on some of the teaching methods employed in the classroom.

2.7.1 THE SELECTION AND APPLICATION OF TEACHING STRATEGIES, APPROACHES AND METHODS

The most important task of the teacher is to impart knowledge and to facilitate the development of knowledge, values and skills to learners. This is done by following a well-planned procedure step-by-step, from the beginning to the end of the lesson. In these lessons, such skills as questioning, communication, stimulus variation, entry situation, mediation, clarifying concepts and illustration with example should be points of departure, even if there are still other relevant skills not mentioned, and they should be on the level of learners' development.

To encourage learning, opportunities have to be created by the teachers so that learners can actively participate in teaching and learning activities. This can only be actualised through a well-planned lesson, with clear teaching methods and specific outcomes, as mentioned in the previous sections. The method selected should therefore allow maximum participation by the learners, as seen in the new approach of outcomes-based education, which has brought a major paradigm shift in the South African education. According to Malan (1997:22), "outcomes-based education offers an alternative to current fragmented education in which teachers are creative, responsible, accountable and professional – a challenge which South Africa will just have to overcome." On the basis of this opinion, all participative methods are important, because learners are accompanied and assisted by teachers to seek solutions, solve problems, find answers, wander, manipulate and explore information at their disposal. Jacobs and Gawe (1996:209) see participative methods as methods, "leading to productive interaction between the teacher and the pupil." Learners can actively and systematically be assisted to acquire skills needed to create and organise the knowledge available to them.

The previous sections concluded that the roles of teachers play an important part in facilitating teaching and learning at schools. Roles serve as a cornerstone for effective teaching and learning, because teachers, who are displaying such roles, seem to be effective in their teaching methods since they will be able to mediate, interpret, lead, research and specialise in their learning area. Such teachers will

also be able to use skills such as questioning, communication, variations and illustrations with ease in every lesson presentation.

It is very important to encourage and expose learners to opportunities of fieldwork, exploration, experimentation and research, as mentioned previously, so that they can actively participate in teaching and learning. Within this context, it should be noted that there are those schools, especially in the disadvantaged areas, where teachers are unable to implement any of the teaching methods because of lack of facilities listed above. In such instances, an itinerant approach should be used, consisting of qualified skilled teachers who, with their possessed knowledge, will be able to link methods and strategies to the relevant learning content of the learning area. For example, in Natural Sciences a teacher will apply an investigation approach, encouraging learners to be explorative and constructive in their thinking.

An intensive pre-service and in-service training programme on outcomes-based education could also be applied in all the schools, as has been done in certain districts in Gauteng schools since 2000. In the years 2002, 2003 and 2005, the OBE training was too refined, with the involvement of more Higher Education Institutions (HEIS), such as the University of Witwatersrand, Vista University, the University of South Africa (Unisa) and the University of Johannesburg (then the Rand Afrikaans University {RAU}). Through this training, every teacher will be empowered with greater competence and effectiveness, thus enhancing a culture of teaching and learning in schools.

Malan (1997:22) also states that 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 just have to overcome." I am also in line with the idea and views of participative methods, e.g. group work, experiments, project and research, as important methods of enhancing a culture of teaching and learning, because learners seem to be accompanied and assisted by teachers when seeking solutions, solving problems, finding answers, wandering, manipulating and exploring information at their disposal. Jacobs and Gawe (1996:209) state

that "participative methods lead to productive interaction between the teacher and the pupil." Learners can actively and systematically be assisted to acquire the skills needed to create and organise the knowledge available to them.

In the light of the above discussion, it is worth mentioning that teachers are responsible for the selection and use of methods which will enable learners to be innovative members of the changing society. It can, therefore, be stated that there is a relationship between teaching methods and the establishment of a culture of teaching and learning. Gone are the days where learners used to be passive listeners and where teachers were expected to do most of the learners' schoolwork. However, it should not be forgotten that in some of the disadvantaged schools, the following old practices, postulated by Taylor and Vinjevoid (1999:143), are the point of departure in their teaching and learning situations: Lessons are dominated by teachers-talk, learners sit in groups but work as individuals and learners do little reading and writing.

It is, therefore, the responsibility of teachers to select and use methods which will enhance the development of perceptual, motor, affective, cognitive and social skills of learners so that they can be able to become active innovative members of society and be lifelong learners. Teachers should always try to select participative methods which they feel will help to reveal both mediation strategies and the learning content effectively. These methods are, among others: discussion, question and answer, project, simulation games, role play, problem solving and experimentation. These seven methods of teaching and learning have been seen as leading to meaningful learning, since the learners' perception and mastery of content is improved through direct observation and active involvement in the teaching and learning situation, where a teacher is just a facilitator. Based on the above it is necessary to state that the strategy of constructivism plays an important role.

2.7.1.1 Constructivism as underpinning paradigm of learning in an outcomes-based environment

According to De Corte (1990:3), “constructivism is an approach of creating learning environment that facilitates autonomous and ground knowledge construction.” I found it worth including it in this study as it integrates with outcomes-based education (OBE), based as it is on notions of learner-centredness and outcomes, i.e. what the learner becomes and understands. In this context, focus is on construction and transfer of knowledge embedded in the culture of any teaching and learning.

Constructivism is therefore not just listening and writing, but active learning, with a variety of experiences being used to encourage learners to understand, reflect, apply and restructure phenomena. Ducret (2001:165) states that “constructivism deals with the creation of concepts and reflection”, while Bellamy, Fulmer, Murphy and Muth (2003:245) see constructivism as “where students are encouraged to develop a capacity for critical thinking and reflection.” Kruger *et al* (2002:73) write that “a central idea of knowledge construction is that learners develop their own understanding that makes sense to them, they do not merely receive knowledge from outside source. Coutts (1996:183) adds some weight to the ideas above by further saying that “constructivist classroom is seen as a place where pupils are involved in sharing, invention, evaluation, negotiation, explanation and social interaction.” This is evidenced in Liben (1987:20) when stating that “skilled performers do not do exactly what they have been taught, instead they construct new procedural forms in the course of practicing”, that is in recognition of connections that can be made by mental operations. The argument above is acknowledged by Coutts (1996:177), when elaborating that active learning is for the learner, not active performing by the teacher. Ideas are constructed or are made meaningful when children integrate them into existing structures of knowledge, learning is a social process, children are not passive recipients of transferred knowledge and children “see” what they understand.

These factors are further acknowledged by Hagar (<http://hagar.up.ac.za>), who states that “constructivist learning is learner-centred.” The learner’s active

participation in the process is essential, not only in evaluation but also in explanation and invention. This results in no longer seeing a teacher as a primary source of knowledge, but as a guider and facilitator. Therefore, social constructivism is a point of departure in the teaching and learning situation as it yields a social product. People's beliefs are human constructs, from the meaningful experience, what Robinson (2001:104) refers to as: "a way to change and improve society." To Prawat and Floden (1994:37) "knowledge is a social product", while Gruender (1996:2) emphasises that "knowledge and meanings are constructed by the interplay of many minds and contexts." This implies that there should be shared meanings between learners, teachers and parents. For example, if learners are given a task in technology as learning area on the topic '*construct an ideal bridge for the school premise*', they would show how it differs from the ordinary existing bridges. Learners are expected to construct an innovative bridge from the knowledge acquired, thus thinking critically and creatively. In other words, in order to enhance a culture of teaching and learning in schools, learners should be given tasks and opportunities to think and construct new solutions. If this strategy can be encouraged and applied in schools, there is a likelihood that they will become critical thinkers, problem solvers and physicists, thus achieving the critical outcomes as postulated in the outcomes-based education. Leonard and Gerace (1996:80) also applied a constructivist approach in the University of Massachusetts, and it yielded good results in Physics. Piaget (in Ducret, 2001:154) acknowledges that "the child can be helped in construction of the numerical series by the acquisition of spoken numeration imposed by the social circle well before, as a rule, spontaneous operative constructions make complete assimilation possible." If such supports are given to learners, I am convinced that a culture of teaching and learning will be improved.

This constructivist view of learning and teaching is summed up by Bradbury (2000:72), when stating that "The task for mediation is to represent tasks to students in such a way that their epistemic character which is usually implicit or covert is heightened or made salient ...". In terms of this approach the focus of the problem which must be overcome, is neither the learner nor the teacher. Rather, our attention should be focused on innovation within the curriculum and

the mediated interaction which occurs between learner and task. The teaching-learning process needs to be constructed in such a way as to modify and change, not just the content of what the learner knows, but rather, to create conditions for restructuring and reorganising information that will produce a new of cognising reality.

The above discussion, I believe, denotes that learners should be given a chance to interact with other learners, teachers and stakeholders, and their performance be continually reassessed in order to enable their learning to be improved. Learners who have improved their learning in this manner are able to construct their own meanings and are independent in monitoring their progress in learning. Johnston (1992:37) notes that such learners are “able to reflect metacognitively and metaconstructively”, with Anderson and Landreth (1998:6) dividing them into “incremental students than normative ones.” Based on the above discussion, I have observed that the different researchers favour constructivism in the teaching and learning situation, and therefore teachers should perceive themselves as active agents who are imaginative, creative and innovative. Such teachers will in turn be seen as being reflective and this will make learners learn, thus enhancing the culture of teaching and learning. This is supported by Steyn, Du Plessis and De Klerk (1998:90), when encouraging the method of teaching to move from "a teacher-centred to a learner-centred approach." Kinsler sums up the above statement by emphasising that constructivism is “the methodological approach that provides students with opportunities to construct their own knowledge.” An emphasis is placed on learning in the context of the real world and there is no longer the direct impartation of information. Gone are the days where learners were passive and where teachers were expected to do 95% of the work. Teachers, inspectors, principals, parents and learners should co-operate in order to attain a quality education.

Constructivism therefore encompasses diverse truths and ideologies of individual people, and such ideologies are constructed from what they perceive in life. The construction of people’s knowledge depends on what happens in the surrounding world. This acknowledges the importance of a conducive atmosphere from which people can be motivated to develop critical thinking, thus enhancing a culture of

teaching and learning. However, the question arises as to whether learners in disadvantaged schools can construct their knowledge effectively from the uninviting environment in which they find themselves, as this could inhibit them from actively building new knowledge, thus ending up being passive, leading towards a collapse in a culture of teaching and learning. I oppose seeing learners as passive individuals in the classroom, arguing instead that teachers should give presentations and demonstrations that encourage learners to think about their predetermined ideas. Teachers should guide and allow active participation by learners in the classroom, as this enhances co-operative learning and diverse responses. Teachers should first be familiar with the learners' eco-systems and their experiences, as these can enable them to provide guidance to learners.

2.8 MANAGEMENT OF SCHOOLS AND THE LEARNING ENVIRONMENT

A discussion of the management of schools will be followed by one of classroom management, the two being closely connected.

In every school, the principal is the manager responsible for the control of it. In other words, the principal is an accountable manager for everything at school. In order to be a successful manager in such an environment, an atmosphere of trust and respect should prevail between the principal, heads of department, teachers, learners and the community at large, as mentioned in the previous sections. The principal should emphasise teamwork, co-operation, warm and two-way communication, as well as consultation among staff members in order to enhance the culture of teaching and learning. This is supported by the research of Stiggins and Conklin (1992:31) that argued "shared decision making amongst teachers at school should prevail." Hargreaves (1989:55) contends that "the success of any educational institution depends on the quality of the leadership and the dedication of the staff working towards a shared vision in a happy environment characterised by teamwork and pride." Greer and Plunkett (2000:9) arrive at the point that "for teamwork to succeed in a school, the principal must know his responsibilities to sub-ordinates", and further see principals as "team leaders and team facilitators." Masitsa (1995:386) points out that "where decision making is shared, teachers of such schools feel highly motivated to do their

work.” This opinion can be further elaborated by saying that a principal who has necessary qualities will be the one to assist the school to be effective. It is therefore important to note that it is rare to find a good school without an effective principal.

The above discussion can be summed up in the framework below, adapted from Bellamy, *et al.* (2003:244), which emphasises that the school influences students learning through four of the accomplishments clustered as: defining learning goals, providing instruction, maintaining climate for students, providing support services to students learning, and strengthening the school’s partnership with families and the community. The following diagram, by Bellamy, *et al.* (2003:244), clarifies these above-mentioned points:

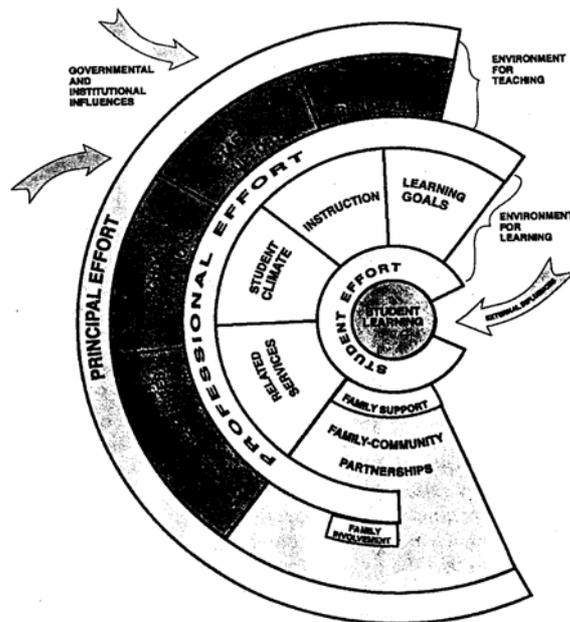


FIGURE 2.1: THE FRAMEWORK FOR SCHOOL LEADERSHIP ACCOMPLISHMENTS
(adapted from Bellamy, 1999; copyright G.T. Bellamy, 2003)

2.8.1 THE SCHOOL MANAGEMENT TEAM IN SCHOOLS

The success of every school in most cases depends on the effective management approach that is based on the flexibility, with an aim of adapting to any environmental changes. It is therefore the responsibility of the entire staff

members to work together with the management team of the school in order to successfully increase the culture of teaching and learning in schools. Chrisman (2005:17) mentions that “improved student achievement seems to be the product of how well a school operates...” The Department of Education (2000:20) support the above statement by stating that “it is the duty of the school management teams (SMTs) to provide training for teachers regarding teaching and learning. Staff collaboration and teamwork should be emphasised as they promote co-operation, trust and commitment in schools, as stated previously in this research. Where there is sharing of decisions, according to my opinion, teachers are able to enrich their own ideas and learners in turn are likely to increase their co-operation towards the achievement of the culture of teaching and learning in schools. Masitsa (1995:386) states that “teachers of such schools feel good about themselves and are often highly motivated to do their work.” If teachers and school management teams are always in conflict, with a negative relationship, there is that likelihood that a culture of teaching and learning will be affected negatively. It should always be borne in mind that even if the principal of the school delegates certain tasks to the SMTs and teachers, he/she is still bearing the accountability for everything happening in the school.

Both the authors above are in support of consultative process and sharing of ideas. I believe principals who share decisions with teachers enable them to feel good about themselves and in turn learners are also more likely to be motivated to learn, thus co-operation that might lead towards the establishment of the culture of teaching and learning.

2.8.2 CLASSROOM MANAGEMENT

Classroom management is a challenge for all teachers because it is in it that teachers have to establish dynamics that can lead to effective teaching and learning to take place. I speak of “dynamics” because there is no specific approach to follow in order to be effective in managing the classroom. Teachers who are good managers in most cases experience fewer behavioural problems in the classrooms. Mabogoane (2005:6) writes that “school characteristics such as leadership, disciplined staff and learner expectations contribute to the quality of

learning.” A good teacher is able to manage classroom problems with ease as he is disciplined, thus using classroom time for teaching efficiently. Such teachers with good classroom management are full of positive attitudes towards learners, are able to tolerate, motivate, impart knowledge, communicate, dedicate and hold learners’ interest in any school setting, thus a better culture of teaching and learning. A classroom managed by such teachers possessing characteristics mentioned above could lead to cooperation and positive attitudes towards learning and teaching in schools, because learners will be eager to learn, live up to the expectations of teachers, thus achieving better results in their schoolwork. On the same note, principals as managers should also create a positive school climate which will allow teachers and learners to be productive, thus enhancing a culture of teaching and learning in schools. In other words, if the principal’s management is effective, effective teaching and learning is expected in most cases to be the outcomes.

Lemmer (2000:14) argues that “teachers who have positive feelings about their students build positive student-teacher relationships.” Good social relationships in schools lead to effective teaching, thus an establishment of a culture of teaching and learning. I, therefore, deduce that this section emphasises that the nature of classroom practices has a powerful influence on learners’ achievement in class, thus a positive culture of teaching and learning because learners will have a reason to commit themselves to teaching, learning and academic process. But it should not be forgotten that in most of the disadvantaged schools, classroom management is still a problem because classroom overcrowding is still experienced where such classes are characterised by a lack of individualisation of learners, thus a decline in a culture of teaching and learning. Schools in such areas still have poor infrastructures such as classrooms, laboratories, libraries and other resources. As Chisholm, *et al.* (1996:13) write: “the morale of learners and teachers is influenced by the physical environment.” The physical environment in this context refers to the classroom. Kersey and Malley (2005:58) add that “creating positive school environment in which every child feels special ... will help all children to achieve success and emerge as healthy, contributing members of society.”

From the above it can be argued that a classroom which is mismanaged and unorganised could lead to poor teaching and learning situation because working conditions of both teachers and learners are uncondusive to learning, and discouraging them to perform duties effectively. I further feel that the classroom needs to be arranged in a way that it meets basic needs such as adequate space, enough lighting and ventilation in order to bring about effective teaching and learning. In other words, learners and teachers have to be active in the classroom if maximum teaching and learning is to occur, thus improving a culture of teaching and learning. Active participation by both teachers and learners can only take place if the social environment, e.g. group dynamics (gender, race and social interaction of learners) and instructing, environments. What is taught and how is taught are both positive.

2.9 PARENTAL INVOLVEMENT / SUPPORT

In the past, disadvantaged parents did not play a role in the education of their children as compared to the advantaged parents. This idea is evidenced by the South African Schools Act, Section 16(2) (1996:23), which came into effect in January 1997, placing increasing emphasis on creating schools which are responsible to those who are linked to them from outside. The statement means that parents and external professionals were not very often involved in the work of the institutions, nor even considered an integral part of community. Today things have changed; parental involvement in education has been almost a catchword as official documents stress the role of parents in the new educational world of the 1990's. This opinion is supported by Docking (in Morgan, 1996:11) when pointing that "parental involvement means parents and teachers are working in a close partnership for the benefit of the child." Takanishi (1993:111) writes that "parental involvement in the school forms a critical factor in a learner's educational success in all the school grades." Kinsler (2001:43) recognises the importance of parental involvement when saying that "when parents are involved with their children's learning ... they do better in schools." Borich (1996:83) writes that "when parents and teachers become partners, not only can student achievement increase but also parents learn about you and your school." This had also been observed by Squelch (1994:92): "nowadays parents are regarded

as equal partners in education and are beginning to play an increasingly role in the school.”

To Ryna (1994:43-44), “parents are now being invited to take part in assessing their children’s progress at school.” Dekker and Lemmer (1993:169) state that “parents should provide reading materials which are suitable to the developmental stage of their children.” Teachers and parents realise that their partnership can make an important contribution to the creation of a culture of teaching and learning at school. According to the *Sowetan* (12 February, 2000(a):3), KwaZulu-Natal women school governors held their first conference with the aim of identifying the role they can play in restoring the culture of learning and teaching in schools. It was further stated that parents could play their role by supporting the school through discussing their children's problems with teachers and also trying to avoid intense clashes. Teachers, on the other hand, should also try to be approachable, positive, calm, allow parents to express their feelings, address parents by their names, never talk down to parents and explain the details of the problem to parents. Amundson (1990:12) notes that “parental involvement means showing interest in the child’s learning and holding high expectations for him.” Parental involvement is the important sign towards the child’s academic success and also has a positive impact, thus enhancing a culture of teaching and learning. Literature on teaching culture portrays that a positive culture of teaching and learning in schools is characterised by laying an emphasis on “mobilising all stakeholders in education in order to turn our schools from dysfunctional states into centres of excellence” (Mushwana, 2000:1).

In addition to the above views, the European Network of Health Promoting Schools (1995:17) reported that "involvement of parents in the functioning of the school holds great benefit for the school, the students, the parents and their mutual relationships." Lemmer (2000:61) writes: “good school, family and community partnership lead to improved academic learner achievement, and school attendance.” For Chavkin (1993:2): “parental involvement in education helped produce increases in student attendance, decreases the dropout rate, positive parent-child communication ... and improvement of student behaviour.” Delgado-Gaitan (1991:21) highlight that “parents need to be involved in the

schooling of their children in a pro-active manner.” If this role is accomplished, there is that likelihood that learners will reach the ultimate success of schooling. This is supported by NCES (1995:95) in the United States when reporting that “parents’ education level and involvement is strongly associated with students’ achievements.” Ferguson (2000:79) writes that “caring adults who demonstrate respect, tolerance and empathy are a positive source of strength to students.” In other words, illiterate parents, mostly in the disadvantaged communities, are unable to check their children’s books to see if the schoolwork is done and this manifest a lack of intellectual stimulation from home, thus contributing towards the decline in a culture of teaching and learning.

Faskett (1992:10) reported that "the coming of comprehensive schools has encouraged schools to become associated more closely with their community, i.e. to involve parents in the work of the institution." These ideas are in line with the South African Schools’ Act, Section 23(2) (1996:24) which states that "parents form part of the membership of the governing body." Olson (2005:45) continues states that “parent support is a key element in increasing student achievement throughout the school.” Parents are now allowed to participate freely in developing and improving a culture of teaching and learning especially with this move of South Africa towards a democratic society that influence their lives, e.g. voting for the governing body at schools and having a say in every day working circumstances. The governing body in terms of Sections 23, 29 and 32 of the South African Schools Act (1996) is important as it focuses on the participation of parents in South African schools, thus contributing towards creating an optimum educational setting at home, school and in the community, as stated earlier in the previous section. A brief discussion on community, i.e. the governing body involvement will be unfolded in the next section.

Smith, *et al.* (1996:12) indicate that "learners in such a situation are likely to manifest a lack of intellectual stimulation from home." In this type of a situation, teachers should attempt to create a positive environment where such children's work is done and supervised at school with an aim of improving a culture of teaching and learning, in other words teachers should act *in loco parentis*.

2.9.1 THE ROLE OF PARENTS IN THE EDUCATION OF THEIR CHILDREN

Based on the discussion above on parental involvement, I am convinced that parents extend their responsibilities and relationships beyond the basic teacher/parent level, because most of them take an active part in the activities such as parent councils, raise funds for the school and act as teacher-helpers in the classroom. In these ways, the focus of their relationship with the schools widens from that of the parent concerned with his child's education *per se* to a more global concern with the school as a totality.

If parents get involved in school matters with maximum dedication, a positive relationship with a culture of teaching will prevail. Contrary to the above views, it should not be forgotten that establishing a culture of teaching and learning in many schools is still a problem, and one the government is also aware of, as President Thabo Mbeki (in *Sowetan*, 9 April, 1998:10) was reported as saying: "we cannot lay all blame for our failure on society and past occurrences while we ignore our own responsibilities to learn and teach." Three years after President Thabo Mbeki (in *Sowetan*, 19 March, 2001:6), during the African National Congress's 90th anniversary, repeated that "we should engage ourselves in voluntary community service in order to improve our education standards." There is, therefore, a relationship between parental involvement and a culture of teaching and learning. This is also substantiated by the research findings obtained from Munn (1993:1), when claiming "children whose parents are involved in their educational matters are more successful." Maden (2001:292) further states that "if only parents and children could work closely together and if parents could support children and knew how to do so, then this would help to raise their achievement." The statement implies that parental involvement has a positive effect on learners' attainment of their goals, thus a cornerstone of the success of the school. Ryna (1994:43-44) adds that "parents are now being invited to take part in assessing their children's growth and progress." If parents are involved in their children's schoolwork, this may help in promoting the culture of teaching and learning in schools. This, according to my view, appears to be a positive shared decision-making, partnership and involvement in schools, meaning that schools have moved away from what is described as the monastic

tradition of pre-war education where the concept of external relations was hardly relevant.

In support of the discussion above, Meintjies (1992:60) maintains that "parents should contribute to creating an optimum educational environment at home, at school and in the community." Parents are an integral part to schooling and their parental dimension is central to the teacher's professional performance. Therefore, parents are responsible for home learning whilst teachers are responsible for school learning. It should also be noted that there are parents who due to occupational demands are always away from home or due to marital problems create an inhibiting educational climate causing a feeling of insecurity and anxiety to their children. This is also portrayed by an incident in the *City Press* (in 13 January, 2005:1) where an employee of the North-West Department of Education "... held staff members hostage at school and threatened to blow up the buildings." This raises the question as to where the responsibility is on the side of the parent, and safety on the premises of our schools. Can effective teaching and learning take place in such a traumatic environment? I am of the opinion that all the learners and staff members who saw that incident should first receive trauma counselling and this already will be a day wasted, thus affecting teaching and learning. This behaviour might cause some stumbling blocks that can lead to poor performance at school thus declining the culture of teaching and learning.

It is apparent from the above statement that the positive relationship between the school and parents also plays an important role in establishing a culture of teaching and learning and a discussion on community will follow in the next section. Therefore, there should be that mutual trust, love and co-operation between the school, home and community. The school should consult with the parents through the governing body, as mentioned above, informing them about any values and norms of the teaching and learning in the school setting. Kelly (1990:1) argues that "parental involvement in schools has long been heralded as an important ingredient in children's academic success. This means that children are presented with united and uniform skill of learning when teachers and parents work together and this will foster a positive culture of teaching and learning."

Meintjies (1992:60) suggests the following areas of involvement, namely that parents should participate in school governance, attend classes and school meetings, keep up to date with their children's progress, monitor homework and instil discipline, look after textbooks and other school resources in their care, and participate in building an effective parent organisation.

In supporting the ideas of the above researchers, it can be stated that parental involvement in education are crucial, a claim supported by the South African Schools' Act, Section 20 (1996:31) when advocating that parents serve as elected members of governing bodies, see to it that learners attend school from the first school day of the year in which learners reach the age of seven years, until the last day of the year in which learners reach the age of fifteen or Grade 9 or whichever occurs first and must see to it that a high standard of education is provided by schools.

2.9.2 COMMUNITY INVOLVEMENT IN THE TEACHING AND LEARNING IN SCHOOLS

Schools are part of a community as they do not exist in isolation, and on the other hand community includes people and families, so it is very important that teachers, learners, parents and principals as members of a community relate well within the school and community in order to enhance the culture of teaching and learning, as this would develop stronger ties or links with the community, and this in turn will bring into the picture community participation in the school setting.

As stated above that a brief discussion will be unfolded in this section regarding community involvement in schools, I started by mentioning that the School Governing Bodies (SGBs), as part of the community, play an important role in the establishment of the culture of teaching and learning in schools. Munn (1993:73) sees an SGB "as a special channel between the school and parents." The Department of Education and Training (1997:2) state that "the South African Schools Act gives certain powers and responsibilities to governing bodies." The South African Schools' Act, Section 20 (1996:31-32) lists the following as functions of the SGB, namely to start and administer a school fund, open and maintain a bank account for the school, prepare an annual budget, submit the

budget to parents, ensure that school fees to be paid are collected according to decisions made by stakeholders, keep the financial records of the school, buy textbooks, educational materials or equipment for the school, add to the funds supplied by the State, and improve the quality of education in the school.

Regarding the above functions of the SGB, I am of the opinion that the South African Schools' Act of 1996 gives the SGB certain responsibilities which, when supported also by the entire staff members together with the SMT of the school, a culture of teaching and learning will prevail in the school. But it should not be ignored that in certain disadvantaged schools, community involvement is still a problem in the sense that there is still that vast gap between the school and the community due to the fact that there is still a high rate of illiteracy, scarce resources and poor physical structures, even though the government has tried and is still trying its best.

2.9.2.1 The role of the community in improving the quality of teaching and learning in schools

The preceding section serves as the introduction to this section, which deals with what the community should do in order to improve the culture of teaching and learning in schools. As argued above, members of the community should be involved willingly in becoming part of School Governing Bodies (SGB), Parent-Teacher Association (PTA), Parent Association (PA) and Parent-Teacher-Student Association (PTSA) at all levels, as that will attempt to improve the culture of teaching and learning in schools. Through these bodies, I am convinced that the community involvement in school activities will improve and maintain effective teaching and learning, thus an enhancement of a culture of teaching and learning. In support of the role of the community in improving the quality of teaching and learning, Pitout, *et al.* (1992:39) add that a school and community should aim at achieving three goals, which are to educate the child to become a useful and efficient citizen who will be able to take his/her place in society, assist the child to develop into a person with an educated mind and good moral character, and prepare the child for an independent and successful life in the work s/he will eventually do.

The above opinions are good for the establishment of a culture of teaching and learning in schools, but they are ideal in most of disadvantaged schools, for example, some parents as members of the community are not educated enough to be able to check and help with homework, and in some of the communities basic resources such as water and electricity are still lacking. This means that learners in such communities could not be able to do schoolwork and study effectively with the lack of such resources.

2.10 CONCLUSION

In recent years schools have become aware of the negative impact of excessive stress upon the performance and well being of their teaching staff. The many pressures of teaching are well documented, e.g. student discipline and apathy, a lack of personal support, poor financial rewards, lack of community support, low status of the profession, continual criticisms by the media, parents, community organisations and even politicians. What this criticism fails to acknowledge is the increasing complexity and responsibility of educating the learners.

Other unavoidable conditions that put the teaching profession at risk, leading to low moral and a high level of drop-out, are teachers working with large groups of learners – something that is not advocated by the new system of outcomes-based education. At the same time the government should be sensitive to the background, needs, abilities and interests of each individual in that group with never-ending workload, e.g. daily tasks supplemented by extra-demands such as extra-curricular duties.

From the foregoing discussion it is evident that this research aims at investigating variables contributing towards the establishment of a culture of teaching and learning in schools; this means that conditions and disciplines of compulsory schooling, regular attendance, punctuality and acceptance of authority should be emphasised and carried out by teachers and learners at schools even though many schools are faced with the problem of learners abusing the schools' act which emphasised human rights. So, most learners do not comply by being

punctual at school, saying that it is their right to be late and absent, thus eroding a culture of teaching and learning.

As a result of the above points, more schools fail to establish a positive culture of teaching and learning. Teachers should therefore try to deal away with these frustrations by planning collaboratively through co-operation, shared decision, teamwork and two-way communication because communication is of importance for the staff development. This means that if schools are to be successful in the establishment of a culture of teaching and learning, teachers should try to work together positively with other staff members and parents in order to create a respectful climate where learning is encouraged in every action, because learners are able to learn more where all parties work as a team. The principal should always emphasise co-operation and consultation among his staff members and should discourage unnecessary misunderstandings and disagreements so that a positive culture of teaching and learning is experienced.

The government's Reconstruction and Development Programme (RDP), on the other hand, should also continue improving social conditions necessary for schooling, since now of late it seems it is no more practised as it used to be. Parents, teachers and learners should always work together as partners in education as mentioned in the previous section, because education is a social phenomenon. The involvement of these stakeholders can help in the enhancement of a culture of teaching and learning and it can, therefore, be clearly stated once more that there is a relationship between the teachers' role, parental involvement, staff collaboration, teaching and learning resources and the establishment of a culture of teaching and learning in schools.

Based on the above views, it can be summed up by stating that this chapter is solely focusing on the variables contributing towards the establishment of a culture of teaching and learning in high schools where teachers as professionals, learners, parents and community have the responsibility to create a desirable atmosphere for every learner to learning as well as how variables integrate and impact upon one another with a sense of creating ownership, dedication, commitment, pride and identity among learners, teachers and parents with the

school. Therefore, teachers, all stakeholders and learners should be dedicated and committed to teaching and learning situation in order to enhance the culture of teaching and learning in any school setting.

The next chapter deals with research methodology used in investigating variables contributing towards the establishment of a culture of teaching and learning in high schools as well as data analysis.

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CHAPTER THREE

THE METHODOLOGY OF THE INVESTIGATION AND THE DISCUSSION OF THE EMPIRICAL AND STATISTICAL CONSIDERATIONS

3.1 INTRODUCTION

In this chapter, a discussion of the research methodology and statistical data collection strategies are explained and justified. The description of the sample, sampling procedures and research methods are also outlined. In the previous chapters, the variables contributing towards the establishment of a culture of teaching and learning have been investigated and explored through the literature review. I find it necessary to investigate the variables contributing towards the establishment of the culture of teaching and learning in high schools through employing the research methods.

In this study, two broad research approaches namely quantitative and qualitative were used in order to attempt to answer the research questions identified. Each research approach has its own advantages and disadvantages and that will be summarised below, even though they play an important role in educational research and other related fields of study. Using both methods is important, in an attempt to provide better understanding and answers of the issues related to the research questions and research problems formulated from the research topic. Based on these methods, the Scheerens' model (1990) as the theoretical framework and literature study investigated in this study will therefore be tested both qualitatively and quantitatively, with an aim of developing a framework specifically focusing on selected variables that can contribute towards the establishment of a culture of teaching and learning in high schools.

3.1.1 QUALITATIVE RESEARCH

In this study I opted to use a qualitative approach because I wished to obtain a more detailed understanding of the teachers', learners' and parents' experiences, views and problems with regard to variables contributing towards an

establishment of a culture of teaching and learning in the three high schools that participated in the investigation. I was convinced that I would get valid and reliable information which could help me in the suggestion for recommendation as participants were directly involved with school related matters. Furthermore, a qualitative research was selected because it provides opportunities which help in the establishment of a depth of meaning where participants and their views form the focus of this research. Henning, Van Rensburg and Smit (2004:3) see qualitative studies as those “which aim for depth rather than quantity of understanding.” Ezzy (2002:45) sees qualitative methods as those which “identify a person’s understanding of the situation as something to be discovered rather than assumed”, while Mouton and Marais (1993:155) state that they “are those approaches in which the procedures are not as strictly formalized.”

Based on the above, both qualitative and quantitative approaches were chosen for this study in order to get a deeper understanding of the problem under investigation. As Neuman (1997:328) state: “Qualitative report is preferred because of its descriptive nature, colourful details whereby its characters are unique rather than formal and neutral to the statistics.” Mertens (1998:159) writes that “qualitative researches study the phenomenon in its natural state and try to make sense out of it” while Strauss and Corbin (1990:7) describe qualitative research as “any type of research that produces findings or results by not using statistical methods.”

The above opinions stress descriptions of events in a social setting, therefore allowing one to explore in detail the quality of responses and the social as well as behavioural context in which the phenomena occurs. In this qualitative approach, I used both interviews and observations as recommended and described by Fraser (1998:527-564), that “the combination of multiple sources of data and techniques must be used to give a consistent story.” Wathal and Jansen (1997:26) note that “more than one strategy of data collection is very important for conducting research.” Regarding interviews, I prefer to use the standardised interview rather than discursive one, because the former yields strict principles of objectivity and neutrality, producing information that will represent reality. According to Henning, *et al.* (2004:53), the standardised interview is the process

in which “the interviewer has control in order not to let the speaker deviate from the topic.” McMillan and Schumacher (1993:244), on the other hand, see interviews as important because the main purpose of interviewing as a research strategy is to “generate specific individual responses.” In this study interview questions drawn from both literature study and Scheerens’ model (1990) were complemented by observation which will enable me to study in detail the situation and participants’ behaviour. Observation is described in short in the proceeding section (see par. 3.1.2).

3.1.2 OBSERVATION

The observational method of collecting data was also employed in this study, involving “visual and other senses such as hearing, touch or smell” as stated by Bailey (1994:242). Out of two main types of observation, namely participant and non-participant observation, I chose the latter which, according to Robson (1993:190) looks at “the actions and behaviour of people who are a central aspect in virtually any inquiry.” I chose this because it is a flexible technique that allows the observer to concentrate on any variable.

Participants for this study were therefore drawn from three high schools selected purposely from Moretele Area Project Office (APO), where Grade 12 learners, the teachers, parents and school Management teams (SMTs) took part (see the anticipated total number of respondents under par. 1.7 in chapter one). The reason for using purposeful selection is that the three schools were selected according to the previous matric pass rate results over a period of five years. During every visit to Moretele (APO), I observed what happened, writing down everything that happened from the moment I entered, related to different aspects of the school, relevant both to the study’s theoretical framework and literature, see par. 3.2.1.1. Observation in this study was used as a supplementary technique, complementing both questionnaires and interviews; since some participants have a tendency of not being honest. For example, in certain responses they contradict the real situation observed in schools.

During my observation session, for the purpose of this study, I wrote field notes focusing on capturing key phrases and words in their order of occurrences in detail. These collected notes will be used in the proceeding section during data interpretation. Taking notes during observation is therefore important, as emphasized by Maykut and Morehouse (1994:73): “field notes are records of what has been seen and heard by the researcher without interpretation.”

3.1.3 QUANTITATIVE APPROACH

The study is further supported by a quantitative investigation where, according to Anderson, Herr and Nihlen (1994:109) “data aims at confirming theory.” Houser (1998:15) sees quantitative research “as a research that is based on quantification of data.” Henning, *et al.* (2004:3) believe that quantitative inquiry “aims for quantity of understanding”, while Mouton, *et al.* (1993:155) are of the opinion that quantitative approach is the “approach to research in the social sciences that is more highly formalized as well as more exactly defined in terms of the methods used.” In other words, quantitative research is the quantification of data, where respondents’ views are changed into a numeric value. I, therefore, also used a questionnaire consisting of a rating scale for each question (see the table under par. 3.2.1.4). This type of questionnaire is essential as Vockell and Asher (1995:131) state that “there are enough categories to enable the respondents to have a large capacity to discriminate.” All the respondents receive the same set of questions phrased in the same way with an aim of yielding consistently and validity of the study.

Based on the above, I saw it as necessary to employ both qualitative and quantitative methods in this study in order to obtain better results and various opinions. Tashakkori and Teddlie (1998:21) stated that mixed methods can answer questions which either methodologies in isolation cannot. Through employing both quantitative and qualitative methods, a thorough understanding of the research is attempted – in this context the theoretical model of Scheerens (1990) and literature investigated will be tested by both methods.

3.2 SAMPLING

“Sampling”, according to Charles (1998:119), refers to the process of selecting people or things that have been selected as source of data. Vockell (1983:103) refers to it as “strategies, which enable researchers to pick a subgroup from a larger group and then use that subgroup on a larger basis for making judgements about the larger group.” Ary, Jacobs and Razavieh (1985:169) state that “sampling is a small group to be observed, to represent the larger group” while Bless and Higson-Smith (1995:86) see sampling as “the subset of the whole population which is actually investigated by the researcher and whose characteristics will be generalized to the entire population.” Rudduck and McIntyre (1998:47) argue that sampling should “reflect a true representation and reflection of the universe in which the researcher can deduce, infer and generalize the findings of the investigation.” Scott and Usher (1996:55) write that “a sample is drawn from an accessible population”, while Lategan, Vermeulen and Truscott (2003:34) define sampling as “all the elements in the population from which the sample is drawn.” Neuman (2000:98) sees sampling as “a representative sample of a larger population.”

A sample is therefore part of a larger group, and should constitute a representative selection of the whole population. In this context it will be indicated in detail in par. 3.2.1.1 how sampling was conducted with an aim of ensuring validity.

3.2.1 THE DESCRIPTION OF THE RESEARCH SAMPLE

Since the emphasis of this investigation is on the variables contributing towards the establishment of culture of teaching and learning in high schools, I found it necessary to select three high schools in the Northwest Province Moretele area project office, where teachers, learners, principals and SMTs act as the target population. Robinson and Levin (1997:23) reason that “it is not usually possible to deal with the whole of the target population, one must identify that portion of the population to which one can access ... called the accessible population.” Gall, Borg and Gall (1996:134) mention that “not all of the target population can

be accessible, particularly if it is a large population.” Imelda and Muyangwa (2000) state that “research sample is a small group of subjects that possesses the main characteristics of the accessible population.” The accessible population is in most cases influenced by the time and other extraneous variables such as the resources, distance, money and safety. Therefore, the selection of three high schools from the Northwest Province will be cost-effective and represent the population. In the next section a discussion will be based on the sampling procedure applied for selecting three high schools.

3.2.1.1 Sample sizes and sampling procedure

In sampling there are four important procedures that can be followed, namely random sampling, stratified random sampling, cluster sampling and systematic or purposeful sampling. Out of the four sampling procedures, a purposeful selection was preferred in this research because of its good characteristics and representativeness.

Three high schools have therefore been purposefully selected according to the history of pass rate of Grade 12 learners in the final examination over a period of five years, and one school should be that which performed below average, i.e. below 50% and the other one should be above the average of 50%, while the other one should be around 50% with a total number of ± 100 learners in that Grade 12. A list of all schools with the average of above 50% was obtained and the schools' names were written on pieces of paper, put in a small dish where I randomly selected one school. The same procedure was followed when selecting the school with an average of below 50% and that which is around 50%. This procedure helps because subjects in most cases are equally assigned to a group and this reduces problems of selection and bias.

Regarding the learners, the focus was on the Grade 12's boys and girls together with their parents, SMTs and teachers who are responsible for those grades in those three selected schools. It is expensive and difficult in any research study to engage all the high schools' learners, teachers, SMTs and parents of the province selected as sample population. As Thomas (1998:220) states,

“sampling is a critical component that needs to be done carefully.” I was therefore convinced that the sample population drawn from the three high schools in the Northwest Province represented the entire population of the study, in which the variables contributing towards the establishment of the culture of teaching and learning will be described as this will validate the data collected and findings as the subjects were alike.

3.2.1.2 Interviews

MacMillan and Schumacher (2001:267) define interviews as “flexible, adaptable and involves direct interaction between individuals.” Interviews were also preferred and chosen to be used in this study. A standardised interview is preferred where questions will be asked for collecting data in order to enable me to understand the reasons why the culture of teaching and learning is deteriorating or increasing in high schools. I therefore conducted interviews with the teachers, SMTs and learners of those grades who were going to fill in the questionnaire, so as to make the respondents feel at ease and to obtain minimum bias with maximum participation. The reason parents were not included in the interviews was that in most cases in that area they were not staying with their children, but working far away from their homes and returning only during the weekends or month-end. The other reason for not interviewing the parents is that during the completion of the questionnaires, fewer returned their responses with difficulties. Henning, *et al.* (2004:53) observed such when stating that “guidance without interference from the interviewer is important.” Gubrium and Holskin (2002:9) refer to this as “the mediation of contemporary life.” I was flexible and therefore also accommodated the emergence of unstructured interviews, where questions emerged as the researcher was trying to get a clear understanding of the given information by the respondents. Mertens (1998:323) mentioned that, “Unstructured interviews are formal or informal, whereby the respondents answer freely the questions asked, allowing the expression of feelings during the interviews.” Interviews are important because they strengthen the human relationship, very important for this study as I will be working together with SMTs, learners and teachers.

3.2.1.3 The conduction and recording of the interviews

I first constructed interview question items covering different aspects of the variables contributing towards the culture of teaching and learning in high schools. Questions were brief, objective and relevant to the topic, in order to encourage interviewees to be actively involved, as this would help in gathering data to confirm theory. Teachers, SMTs and learners were asked questions derived from the theoretical framework and literature review related to those of the questionnaire, where they were further asked to explain the reasons for the responses (see Appendices 10-11). During the interview session, the interviewer started by briefing the interviewees about the purpose of the interview and also reported to them that a tape recorder would be used to obtain and capture their responses during the process of interviews. The taped information was transcribed and coded. In the process of interviews, their mother tongue (Setswana) was used to clarify certain statements (see Appendices 12-23) and I ensured that participants feel free, have trust and not deviate from the topic under discussion.

The questions drawn or constructed were therefore valid, i.e. they measured what they were supposed to measure. This was in agreement with Ary, *et al.* (1985:357), when arguing that “most obvious type of ensuring validity of questions is that the theoretical assumptions contained in the literature have to be contained in the questionnaires” as this would yield content validity. To support the above, the question items selected, therefore, measured the theory under investigation, and the objectives as they included themes and questions under the following categories: the educators, learners, schools, learning environment and parental involvement, and these emerged from the framework analysis and literature review.

Interviewees first provided me with the biographical information, for example gender, age, highest qualification, home language and medium of instruction as done with the questionnaire, for the demographic characteristics of the interviewees. The biographical information, according to Thomas (1998:162), is based on the assumption that “its categories may be associated with the study’s

target variables.” I selected the above biographical information that was relevant for this study and used in the questionnaires.

(a) Researcher’s experience

With regard to the interviews, I encountered problems with School B and that delayed the completion of the data analysis and interpretation. For example on more than two occasions the principal of School B was having important formal school activities which forced me to postpone the interviews until the 30 August, 2004.

When comparing the three schools, I found that in School C the learners appeared not to be relaxed and they also struggled with the use of English as the medium of instruction, and that made me use their mother tongue in certain instances. The aim was to enable the learner to understand and answer the questions easily.

(b) Process of data analysis

The final stage in the interviews process is data analysis and this stage is concerned with interpreting data collected. The taped information was given to a member of faculty for validation of interview data. That member of the faculty reduced raw primary data into themes and later to categories which describe the theoretical framework and literature, as stated by Maykut and Morehouse (1994:127) that “themes and categories are not predetermined but emerge from data itself” (see Appendix 12 for examples of coded data).

The data analysis in this qualitative research was done simultaneously in themes with the quantitative one in the proceeding section with an aim of shaping this study as it unfolds.

3.2.1.4 Construction and content validation of the questionnaire

According to Gay and Airasian (2000:280), a questionnaire is an instrument that attempts to obtain comparable data from all members of a sample, because the same questions were asked to all research participants. In other words, the

information given by respondents is converted into data and this information makes it possible to measure what respondents think. Based on the above statement, a questionnaire should therefore be brief and easy to be filled in. The table below is part of the format of an example of a questionnaire distributed to three schools (see also Appendices 4, 5 and 6):

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

In this study, a structured questionnaire was chosen and constructed in order to also obtain data from the sample population selected. I preferred a close-ended questionnaire which called for brief answers and had been chosen because all the respondents received the same set of questions, and it was easy to score data. The disadvantage of a structured questionnaire is that respondents are restricted to a single phrase and, therefore, I employed standardised interviews in order to combat the disadvantages of the questionnaire. Questions included in the questionnaire were the ones that were related to the topic as mentioned in the previous sections, in order to measure what it was supposed to measure. Keeves and Lamonski (1999:125) refer to this type of measurement as “validity questions.” Therefore, the question items should measure exactly variables under investigation. This is supported by Ary, *et al.* (1985:357) when stating that “in order to ensure validity of questionnaires, the theoretical assumptions contained in the literature have to be contained in the questionnaires.” Three sets of questionnaires were designed as a means of answering the research questions formulated in chapter one. These questionnaires shared the same themes and statements, but they only differed slightly in as much as they addressed different respondents. Based on these ideas I claimed that they were valid as far as content is concerned, and I administered the questionnaire personally with an aim of striving towards the maximum responses.

The validation of research instruments is therefore important for both qualitative and quantitative study during the process of collecting evidence. In this regard, validity in qualitative studies should attempt to cover the scope of the data, by including both objectivity and triangulation in the research, with an aim of

reducing a degree of biasness. In this research, the content validity of the questionnaire used to collect data for this study was verified and accepted by my supervisor and the Department of Statistics of the University of Pretoria, regarding variables contributing towards the culture of teaching and learning in high schools. The verification is important as stated by Vockell and Asher (1995:92) that “it is always an advantage to have someone else to look at the questionnaire” thus justifying validity.

The first section of the questionnaires, (see Section A of both Appendices 4, 5 and 6, questions 1-7), contained the biographical information where the respondents were asked to provide information by marking the appropriate number with an X-symbol in the space provided, such as: gender, age, marital status and highest qualification. Biographical information is important according to my views, because it provides both quantitative data and comparisons within the sample. This is supported by Houser (1998:99) when reporting that “demographic characteristics influence the outcome or dependent variable.” Questionnaires 1, 2 and 3 in Section A of Appendices 4, 5 and 6, i.e. for biographic information used in this study, therefore, ensure content validity.

Regarding Section B of Appendices 4, 5 and 6, 49 question items, 44 question items and 31 questions items were constructed respectively based on the content from chapter one and two regarding variables contributing towards the culture of teaching and learning in high schools.

These questions focused on five main areas from the literature and theoretical framework of the previous two chapters. They are: the role of teachers and School Management Team in the teaching and learning situation, teaching in powerful learning environments, teaching strategies and methods, parental involvement / support, and addition of any information based on the culture of teaching and learning in high schools.

Questions on the roles of teachers and School Management Team in the teaching and learning situation were relevant to *The Government Gazette*

(2000:9-14) and Sharp and Cowie (1998:133), who stated that one of the teacher's role is to establish a strong pastoral system within the school.

Questions dealing with teaching in powerful learning environments were based on the studies obtained from Kniker and Naylor (1986:118), Knowles (2000:287), Harlen and Osborne (1985:266), and Campbell (1991:37) when mentioning that "instruction will be better in a modern well-equipped school than in an old poorly furnished facility."

The information of the questions drawn from teaching strategies and methods is related to the views of Jacobs and Gawe (1996:209), Malan (1997:22) and Steyn, Du Plessis and De Klerk (1998:90), when encouraging participative methods, where productive interaction between the teacher and the pupil is experienced.

With regard to questions on parental involvement / support, relevant information from studies by Borich (1996:83), Morgan (1996:11), Ryna (1994:43-44), Lemmer (2000:61) and Munn (1993:1) maintain that "parental involvement means parents and teachers are working in a close partnership for the benefit of the child."

The last question in all three appendices was asked to allow the respondents to provide more information based on the variables contributing towards a culture of teaching and learning in high schools.

3.2.1.5 Statistical procedure applied in the investigation

When conducting a quantitative study, statistical methods are very important as they allow one to infer from the data's information in order to apply or generalise to the larger population. In this study the Likert Scale Frequency Analysis and ANOVA were used in the questionnaire. The Likert Scale was used because I think that it will assess what it is supposed to assess by asking respondents to show whether they strongly disagree, disagree, uncertain, strongly agree or agree with the formulated statements of the topic. Secondly, I think that when using the Likert Scale, respondents will be highly motivated as it is easy to

complete. This idea is supported by Best and Kahn (1993:231) when mentioning that “the Likert Scale keeps the respondent on the subject and is relatively objective and easy to complete and to tabulate for statistical analysis.” ANOVA was also employed in the study because it measures the analysis of variance through level of significance, where if the results are <0.05 , they are regarded as significant. Fraser (1998:527-564) refers to ANOVA as “common statistical measures of validity in learning environments.” This means that when using ANOVA in the investigation of a phenomenon, there is that likelihood that valid results could be obtained. Frequency analysis was also employed because I believe that it validates, reveals and assesses the influence of variables on the culture of teaching and learning in schools, as a phenomenon in this study.

3.3 APPLICATION OF THE QUESTIONNAIRE

As mentioned above, I visited Moretele area project office in the North-West Province to obtain permission for administering the questionnaires and interviews to learners, teachers, parents and SMTs in three high schools selected purposefully, based on their Grade 12 pass and failure rate above 50%, around 50% and below 50% respectively for a period of five years. In this regard a letter was written and submitted to Moretele area project office (see Appendices 1, 2 and 3). Arrangements were made with the principals of the selected schools to administer the questionnaires and interviews at their school premises. Grade 12 learners were assembled in the school hall and the questionnaires were distributed after they were thoroughly checked in order to avoid confusion during the administering sessions. Before administering the measuring instruments, I bore in mind ethical consideration and explained to the respondents that the information gained from them would be kept in confidence and would not affect or victimize them in any respect. They were also requested to remain at ease while completing the questionnaire. I also read and explained the instructions for each scale, warning the respondents not to discuss their answers with each other. I did not give them my own views about the investigation, aiming at being neutral and also avoiding to be biased, but I intervened only when I had to clarify some statements or questions.

3.4 CONCLUSION

This chapter focused on the discussion of the research instruments, and the procedures to be followed in the data collection, while the chapter to follow discusses data analysis and the interpretation of the research results.

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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 (TEACHERS, 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 it 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 Burrige (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 chance 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 uncertainty 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 lead 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 bringing 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									
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 be 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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CHAPTER FIVE
FINDINGS, SYNTHESIS, RECOMMENDATIONS
AND CONCLUSION

5.1 INTRODUCTION

The purpose of this chapter is to report and summarise the main findings that emerged from the literature study and empirical investigation. This is followed by recommendations, limitations of the study and also recommendations for further research. The implications of the recommendations listed will also be brought to the attention of the reader.

Chapter one highlighted an introductory orientation and understanding of the study based on “variables contributing towards an establishment of a culture of teaching and learning in high schools” with reference to the Moretele Area Project Office (circuit office) in the North-West Province.

The problem statement, research questions, aims of the study, research design and explanation of concepts were also presented, supported by relevant literature study with an aim of obtaining more information and understanding on this study.

In chapter two a discussion based on the variables contributing towards the establishment of a culture of teaching and learning in schools was supported by the literature review, as outlined in the preceding section (see par. 2.1 to 2.9.2.1) with an aim of establishing to what extent the variables under investigation have had a positive or a negative impact on a culture of teaching and learning in high schools. Chapter three focused on the discussion and rationale for the research design and methodology. The description of the sample and sampling procedures are also outlined in this chapter (see par. 3.1.3, 3.2, 3.2.1 and 3.2.1.1). Both quantitative and qualitative approaches (questionnaires, observations and interviews) were therefore employed with an aim of getting a deeper understanding of the problem under investigation, as well as the

consistency, validity and reliability of the study. Fraser (1998:527) supports the above by stating that "... the combination of multiple sources of data and techniques must be used to give a consistent story." Tashakkori and Teddlie (1998:21) note that "... mixed methods can answer questions which either methodologies in isolation cannot." In this study, questionnaires, interviews and observation were employed on three high schools in North-West Province which were purposefully selected based on their Grade 12 final examination results over a period of five years, as outlined in par. 3.2.1.1.

Data analyses, interpretation and discussion of the quantitative and qualitative results were done in chapter four, where cumulative results representing all three schools were analysed using frequency analyses (see tables 4.13-4.56), and was followed by comparison of responses across the three schools (see tables 4.57-4.80) as well as the ANOVA, using multiple comparisons at 0.05 level of significance (see tables 4.81-4.83). The main reason of employing more than one research instrument is to attempt to obtain reliability, validity and consistency of results, as well as the in-depth understanding of variables contributing towards the establishment of a culture of teaching and learning in high schools.

5.2 FINDINGS FROM THE LITERATURE REVIEW

The main aim of this study, as mentioned in the previous chapters, was to investigate the variables contributing towards the establishment of a culture of teaching and learning in high schools. To achieve the aim above, the following objectives outlined in chapter one (see par. 1.5) were investigated and also supported by literature review:

- To determine which variables impact on the establishment of a culture of teaching and learning in high schools and what relationship these variables have with specific reference to the tasks and functions of the School Management Teams (SMTs), teachers, parents and learners.
- To investigate how different variables interact with one another when comparing the culture of teaching and learning in different high schools

and how the outcomes of the comparison could be used to improve the quality of teaching and learning in disadvantaged schools.

Through the literature review in the previous chapters, supported by both quantitative and qualitative methods, it became clear that the topic of this research is complex and has also shown that ongoing debates and discussions from educationists, researchers and relevant stakeholders are still proceeding since the inception of the new South African democratic society in 1994. On this note, authors such as Thembela (1991:42), Nxumalo (1993:53), Chisholm and Vally (1996:41), the Education Foundation (2000:57), Robinson (2002:290), the Education Africa Forum (2003:98) and media press such as the *Sowetan* (3 November, 2004:6) and the *City Press* (26 September, 2004:6), support the idea that a culture of teaching and learning in disadvantaged schools is declining based on the inadequacy of some variables mentioned previously (see chapter two). Although the literature showed the importance of the availability of variables in schools in order to improve a culture of teaching and learning, authors such as Kelly (1990:1), Pitout, *et al.* (1992:5), Mwamwenda (1990:22), Meintjies (1992:48), Dowling, *et al.*, 1994:14), Borich (1996:83), Smit, *et al.* (1996:4), South African Schools' Act, No 84 (1996:31), Amos (1999:5), Lemmer (2000:61), Department of Education (2002:3), Chrisman (2005:16-20), and Olson (2005:37-40) emphasised that commitment, dedication and obedience by all involved in the teaching and learning situation should also be taken into consideration. The integration of variables therefore plays an important role in the teaching and learning situation. On this note, a conceptual framework had been formulated, as mentioned previously, that commitment, improvisation, qualification, and dedication (interacting with other available variables) could contribute towards the establishment of a culture of teaching and learning in schools.

The former President, Nelson Mandela (in *Sunday Times*, 30 March 1997:5) Thabo Mbeki (in *Sowetan*, 9 April 1998:10) and former Minister of Education, Prof Kader Asmal (in *Sunday Times*, 2002:2) respectively stressed the above same opinion. I still maintain that it is necessary to explore this topic further because of its complexity and that the phenomenon “a culture of teaching and learning in schools” is now of concern to every teacher, learner, parent,

researcher, politician and other concerned stakeholders. It is on this note that I also employed as many integrated variables as possible in the data with an aim of attempting to explore their impact in the establishment of a culture of teaching and learning in schools.

5.3 SYNTHESIS OF THE INSIGHTS FROM THE LITERATURE REVIEW

The literature review in chapter two revealed a variety of variables contributing towards a culture of teaching and learning in schools, but that such variables are not the only distinct factors responsible for the establishment of a culture of teaching and learning in schools. This research therefore develops a flexible framework, which will inform teachers, learners, parents and other stakeholders about the complexities of employing integrated variables, and how they impact on the culture of teaching and learning. In other words, there are no distinct isolated variables that can positively enhance the culture of teaching and learning in schools, instead the variables should integrate with an aim of enhancing teaching and learning. In interpreting and supporting the above, I used a multi-level structure of schooling according to Scheerens (1992:81) (see Figure 5.1).

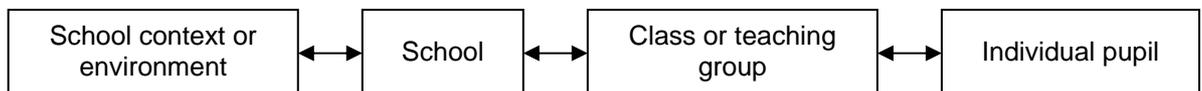


FIGURE 5.1: MULTI-LEVEL STRUCTURE OF SCHOOLING (SCHEERENS 1992:81)

The structure portrays that the integration of variables and their impact on the culture of teaching and learning in schools should not be seen as closed units or levels but open permeable systems, beneficial for teaching and learning of learners. What I have portrayed in the model is the linear link or association between the factors influencing performance at school at macro level (policy and governance), the managerial responsibilities of the School Governing Body (SGB) operating at meso-level and finally the curriculum and instructional leadership demonstrated by educators or teachers at classroom level.

For the purpose of this research, variables emerging from both Scheerens' model (1990) and the data of this study will be clustered and briefly discussed below under the main findings from the literature review in the previous chapters, where sub-headings of levels of characteristics identified by Scheerens will be under each relevant heading of clustered variables of this study.

My flexible conceptual framework stated above is in line with the conceptual framework of Scheerens' model (1990) for school effectiveness, discussed previously in chapter one in which his model is also viewed as complex as does this study. His model is therefore adapted and integrated with the synthesis of the main findings and literature review to show its relevance and validity to this study (see an adapted diagrammatic representation from Scheerens' model, 1990, below).

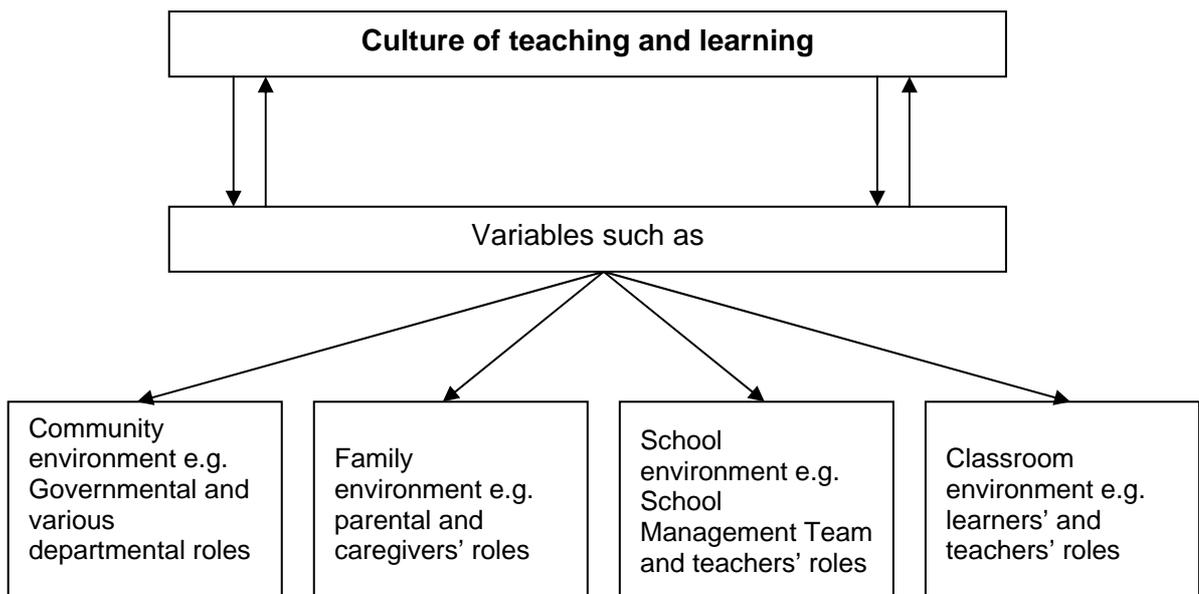


FIGURE 5.2: ADAPTED DIAGRAMATIC REPRESENTATION FROM SCHEERENS' MODEL, 1990

Based on the above diagram, the focus of both Scheerens' model and my framework is therefore on the following main factors as they consistently appear in each model:

- a. Contextual level (e.g. administrative levels, school size, student-body composition and school categories i.e. rural/urban).
- b. School level (e.g. educational leadership, co-operative planning, quality of school curricula e.g. content covered, orderly atmosphere and evaluative potential).
- c. Classroom level (e.g. time on tasks, structured teaching, opportunity to learn, pupils' progress, monitoring of pupils' progress and reinforcement).
- d. Outputs (e.g. teacher experience and parent support).
- e. Outputs (e.g. student achievement and socio-economic status).

There is a congruence between Scheerens' model and the work done by Reynolds (1985:6) when stating that "input-output model focus upon the resource inputs available to the school attended by pupils, together with the social background of the pupils as determinants of outcomes." This means that even if the school is the formal setting where learners are taught knowledge, skills, values and attitudes, their family achievement background is still of primary importance for their outcomes. That is the reason why I have included sections and sub-sections such as parental involvement, socio-economic status of learners and community involvement. For the purpose of this research, variables emerging from both Scheerens' model and the data of this study will be clustered and discussed below under the main findings from the literature review.

For this study the variables mentioned previously under chapter two were investigated and grouped as follows:

- The role of teachers and SMTs in the establishment of a culture of teaching and learning in high schools,
- the role of learners in the establishment of a culture of teaching and learning in high schools,
- teaching in powerful learning environments,
- parental involvement/support, and
- staff collaboration.

The clustering of variables according to categories of common features is important because it brings into picture a flow of ideas and the validity of the phenomenon under investigation. The clustered variables below are derived from the responses coming from both the questionnaires and interviews of respondents in the three schools, as mentioned in the previous chapter.

5.3.1 THE ROLE OF TEACHERS AND SMTS IN THE ESTABLISHMENT OF A CULTURE OF TEACHING AND LEARNING IN HIGH SCHOOLS

5.3.1.1 Contextual, school and classroom characteristics

Both the role of teachers' and SMTs' main findings will be discussed together as they were clustered in one heading during both literature review and data collection. In Scheerens' model (1990), the role of teachers and SMTs is in all the levels, i.e. contextual, school and classroom level as indicated in par. 5.3.1.1. The relevance of this model is indicated through the literature studies for the establishment of a culture of teaching and learning in schools. For example, for teaching and learning to effectively take place, to site but a few examples, teachers should not dodge classes/lessons and arrive late for school (see par. 2.4 and Appendix 8, item no. 13). In other words there should be "... teacher stability and time devoted to school-based in-service activities ..." as stated by Nyagura and Riddel (1993), in Scheerens (2001:365).

These variables form the basis of the role of teachers and SMTs in schools because if a teacher dodges lessons and arrive late for school, how can he/she present a lesson successfully, finish or complete the syllabus and achieve the set goals as other levels would have not been successfully achieved as stated in Scheerens' model. The above opinions are supported by Amos (1999:5) and the *Sowetan* (12 February, 2000:7) in chapter two when echoing that "commitment ... respect promote emotional and cognitive growth, classes should begin on the reopening day to promote effective teaching and learning." This is confirmed by Scheerens (1992:80) when stating that "there is more chance of succeeding when there is a serious commitment to succeed." The implication of the above findings means that a culture of teaching and learning in schools seems not to be

improved where the mentioned variables are prevailing, as teachers would have difficulties in finishing the syllabus as mentioned previously and monitoring the learners' progress. Scheerens (1990) grades this type of attitude under school and classroom level where content has to be covered, progress be monitored and evaluated. If this level is not met, a culture of teaching and learning would possibly not improve.

This is only one component dealt with in the investigation to elucidate and expose teachers' and SMTs' general attitude and commitment to the teaching profession. One aspect that appeared to reflect itself as an important commonality explaining a prime reason for the poor performance of learners at schools is and remains teachers' lack of commitment towards the common tasks and functions. If all other variables remain constant (which appears to be the case when trying to identify the factors impacting on the different performances of the learners at the three different schools) then 'teacher commitment or dedication' remains the most important shared commonality for the schools that took part in the investigation.

Lasley II, Matczynski and Rowley (2002:46) conclude the above discussion by identifying some of the following roles of teachers. Teachers need to "develop a classroom climate characterized by warmth and encouragement, utilize oral modes of expression within the classroom, structure the classroom in formal rather than informal ways, utilize collaborative work environments that promote social interaction, from the concrete to the abstract, design learning activities that promote kinaesthetic modalities, utilize people oriented examples as well as utilizing as many positive role models as possible in the lessons presented to students." These roles are constantly appearing directly and indirectly in the Scheerens' Model (1990) and the literature review. This shows that teachers' roles are important in every teaching and learning situation as they engage with the systems/levels for the sake of unlocking the learners' potentials, thus the improvement of the culture of teaching and learning. To add to the above discussion, I am of the opinion that learners' achievement is also influenced by the classroom, family, community and instructional practices that constantly change to accommodate different learners as they are not all the same. Lasley II,

et al (2002:11) further support the preceding discussion by stating that “... not all students can learn exactly the same thing, in the same amount of time ... and that students need to have certain conditions met if they are ready to learn.”

5.3.2 TEACHING IN POWERFUL LEARNING ENVIRONMENTS

5.3.2.1 School and classroom characteristics

Variables clustered under “teaching in powerful learning environments”, such as: the availability of electricity, the availability of sufficient libraries, laboratories and computers used by learners and teachers, media facilities, enough textbooks/ learner/teacher support materials and classrooms were revealed by the literature, that they are also important in the creation of a healthy and conducive learning environment thus an establishment of a culture of teaching and learning in schools (see par. 2.5, and Appendices 7, 8 and 9). The availability of the above variables in every school environment and classroom setting is supported by Fuller and Clarke (1994) in Scheerens (2001:364), concentrating on the 43 studies that “... class-size, teacher training, general facilities and equipment ... is of significant positive effect” on school effectiveness.

The discussion above refers to a healthy school environment that is an aspect of a safe school; that is an orderly school environment conducive to teaching and learning to take place. This is in line with Scheerens’ conceptual framework (1990) when he mentions that school level, among others, includes an orderly atmosphere. Dryden and Fraser (1996:1) add to the above by stating that “students’ perceptions to their learning environments are significantly associated with their school environment.” Scheerens (2001:362) further adds that “if basic resources and facilities are not present this will obviously be detrimental to the educational endeavour as a whole.” Fuller *et al* (1994), in Scheerens (2001:364) conclude the above views by stating that major areas such as “availability of textbooks and supplementary reading materials, teacher qualities such as their own knowledge of the subject, instructional time and work demands placed on students” show significant positive effect on the culture of teaching and learning.” In this context, the resources they refer to are for example textbooks, libraries,

laboratories, learner teacher support materials, electricity, water, toilets, classrooms and qualified teachers.

If schools, especially the disadvantaged schools, are affected negatively by the above variables, the literature derived from Kniker, *et al.* (1986:118), Campbell (1991:37), Chisholm, *et al.* (1996:13), Du Toit (1996:10), Czerniewics, *et al.* (2000:99), Knowles (2000:287), Hansen (2001:83) and *Daily Sun* (13 February, 2004:7), indicate that a culture of teaching and learning in high schools is more likely to decline because in such schools the shortage of variables to effective teaching and learning does not create a healthy and welcoming environment. Cross (1999:4) argues that “children cannot learn and teachers cannot teach in a place where they are not safe.” The unsafe environment the discussion is about is created among others by the lack or inadequacy of clustered variables under discussion, and this has a negative impact on learners as they will not be able to perform practicals in the laboratories, read from the libraries, search information from the computers and use their textbooks to do their homework.

However, one has to distinguish between the school as safe haven accommodating learners on a daily basis, and a well-resourced and safe building where teachers have to perform their daily tasks and functions. The latter was applicable to this investigation exposing the phenomenon that in all three schools the learning environments were impacted upon negatively because of the limited resources and space teachers and learners had to work under. The fact that all three schools were under-resourced left a prominent impact on the teaching and learning that is taking place at those schools. Not only does it have a negative impact on teachers having to teach from class to class because of limited space but it also hampers effective teaching and learning where laboratories and facilities are required in order to achieve the outcomes envisaged by the national curriculum statements. Teachers’ professional scholarship, their general focus, their dedication and self-esteem are negatively influenced when they have no ownership of their own private teaching space and allocated classroom. Teaching now becomes a ‘common responsibility’ and the reasons for underperformance and poor results are passed on to fellow colleagues, the system and management in general. Teachers do not feel accountable to teaching space

they have to share with fellow teachers. The teaching environments become dull with outdated, aged decorations, posters and teaching media as observed during data collection in the schools. The learning environments therefore do not induce and encourage active learning and this can influence the culture of teaching and learning in schools.

5.3.3 LEARNER TEACHER SUPPORT MATERIALS

5.3.3.1 Classroom characteristics

I found it very important to single out learner teacher support materials from the clustered variables as it is also playing a role in the teaching and learning situation in schools, and give a brief summary of findings from literature review. An author such as Mabogoane (2005:6) mentions that "... differences on how learners learn in the classroom are not only a function of differing teaching abilities but also of resources available for teaching." An emphasis throughout the literature in chapter two is on a cry for scarcity and unavailability of learner teacher support materials in the disadvantaged schools. A question one could ask is how can teaching and learning take place without learner teacher support materials? In Scheerens' model for school effectiveness (1990:61-80), this is emphasized under "quality of school curricula in terms of content covered and formal structure." He asks if the content covered is of good quality or not. In other words, if content is covered, is it covered with an aid of learner teacher support materials or not? If not, how could one justify that the quality outcomes or outputs were achieved at the end of the content presented? Colglough, *et al* (2003:111) support the preceding statement by stating that "the availability of adequate learning materials is an important condition for the quality of education".

From the above discussion one argues that teaching content without or with inadequate learner teacher support materials as appears in the literature review would lead to lower learners' academic performance and thus a poor culture of teaching and learning in schools, as there is no interaction between the content and learner teacher support materials. Scheerens (1990:61-80) also supports the above views by emphasizing the interaction between different levels where a

level in its own context should be positively met in order to allow learners to achieve better outcomes, thus an improvement in a culture of teaching and learning in schools. The above idea is confirmed once more by Scheerens (1992:81) when stating that “Continuity, consensus and solidarity have to be fulfilled at an acceptable level in order to ensure that the work does not lead to extreme uncertainty and a lack of job satisfaction.” This means that levels e.g. contextual, school, classroom, teachers’ and learners, should not be seen as closed levels but open systems in order to promote quality teaching and learning in schools.

5.3.4 PARENTAL INVOLVEMENT/ SUPPORT

5.3.4.1 Contextual characteristics

The family is the primary social and functional unit of any society and it plays a fundamental role in the developmental process of the child. This idea is supported by Mashile (1991:1) when saying that “it is at home that the foundations are laid.” On this note I therefore clustered the following variables together: learners sometimes go to school being hungry, learners are in most cases alone at home as their parents are working far away and lastly, learners sometimes arrive late for school (see par 2.9, Appendix 18, P3A and Appendix 23, P2C responses). Numerous literature in chapter two for example, Kelly (1990:1), Munn (1993:1), Ryna (1994:43-44) and Lemmer (2000:61) reveal that a decline in a culture of teaching and learning might be influenced by the learning environment characterised by such shortcomings. Rambolt (1998:33) also believes 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 shows that lack of parental involvement is also a contributory factor to lack of a culture of teaching and learning in schools. Scheerens (1990:61-80) supports the above views by stating under “outputs, e.g. socio-economic status” that if the environment in which a learner finds himself, e.g. home, school and community is conducive to learning, then there would be a possibility of a better culture of teaching and learning in schools.

Schools should therefore not be regarded as a separate and secluded environment, not reflection, or rather not supposed to be reflecting the social environment the learners are representing. As illustrated by the literature review, the creation and management of powerful learning environments as well as established cultures of learning at primary as well as secondary schools, also depends on the support learners and teachers receive and will be receiving from parents and communities surrounding the schools and immediate surroundings. The support of learners and teachers from parents is also supported by Dowling and Osborne (1994:69) when mentioning that "... both schools and families should ensure their close co-operation and mutual support." Scheerens (1992:94) adds that "the involvement of parents in education is an environmental condition that appears to be beneficial to the quality of education". This is supported by Marjoribanks (2005:647) when stating that "if parents are positively involved in activities associated with children's learning, then the school outcomes of those children are likely to be enhanced." Lasley II, *et al* (2002:34) further emphasize that "... teaching styles of families ... and the ways in which they are encouraged, seem to contribute to the development of specific learning styles in children." The lack of parental involvement has physical origins (for example the absence of parents from home because of work commitments) as well as psychological and emotional roots (for example the poor involvement of parents in the activities, involvement and participation of their children at school).

Both manifestations impact on the performance of learners at school. 'Being parent and present' is not good enough, instead the purposeful interventions of parents in the involvement of their children at school is that which will eventually make a difference. Although black disadvantaged parents have for many years supported good education (and even excellence in education) for their children and have gone to the extreme to ensure that their children will receive the best tuition from a financial point of view had this been possible, it had not always been part of their immediate aim or intention to intervene positively in the teaching-learning environment at school. It is a culture to be established among parents, and many parents still underestimate their support, motivation and assistance towards the establishment of a positive teaching and learning culture at schools of their choice. Education should invest in educating parents in terms

of their support functions toward the creation of a better education and future for their children.

On this note, co-operation between home and school is essential to teachers and schools as this could be another way to attain and maintain emotional, physical, social and intellectual maturity of the child. In Scheerens' model (1990), the emphasis is actualising all levels (context, school and classroom levels) (see Figure 1.1) positively and that would lead to higher academic achievement from learners, thus a better culture of teaching and learning in schools. In other words, if there is that positive interaction between various variables in any teaching and learning situation, there is that likelihood that a culture of teaching and learning in schools can be achieved.

5.3.5 THE ROLE OF LEARNERS IN THE ESTABLISHMENT OF A CULTURE OF TEACHING AND LEARNING

5.3.5.1 Learners' characteristics

Learners are also playing a role in the establishment of a culture of teaching and learning in schools. They should not be seen as passive agents of socialization in the educational milieu, but as active, taking part in both levels of discussions and decision-making relating to school matters. The research conducted by Lasley II, *et al* (2002:11) concerning active learners indicates that "... people remember about 10 percent of what they hear ... and 90 percent of what they do." This means that learners should be actively involved in different school associations, organisations, class representatives and councils, where they will also be in the position to discuss and recommend with other relevant stakeholders how the culture of teaching and learning in schools can be improved. This is in support of Scheerens' (1990) conceptual framework where the emphasis for the improvement of a culture of teaching and learning is on learners' characteristics for inputs and learners' achievement, attitudes and motivation to continue learning under outputs.

The discussion above and Scheerens' conceptual framework interact well in this section, but are in contrast with what is found in the data and literature review.

For example, in tables 4.25, 4.56 and 4.63 respectively there is evidence that a high number of learners sometimes arrive late for school, go to school being hungry and also sometimes taking drugs. This type of conduct could lead to a poor culture of teaching and learning where, according to Scheerens (1990), learning content in the school level will not be sufficiently covered as learners will miss opportunities to learn. This is evidenced by what appeared in the *City Press* (2 January, 2005:9) “where ... Mpumalanga matric candidates are still under investigation.” This is a typical example of where learners with the help of teachers failed to get an opportunity to learn, to progress and cover the learning content, thus a decline in a culture of teaching and learning.

5.3.6 BIOGRAPHICAL INFORMATION

5.3.6.1 Educators characteristics

In this research, biographical information includes teachers' current qualifications, gender, teaching experience and age. This is in line with Scheerens' (1990) conceptual framework in which educators' characteristics and levels in his model have similar variables as the ones above. Houser (1998:15) in the previous chapter views biographical information as important because “demographic characteristics influence the outcomes or dependent variables” and therefore it cannot be excluded from this discussion. This is supported by Scheerens (1990) in his model when stating that inputs and outputs include educators' characteristics and educators' levels. The inputs and outputs of educators in this context refer to teachers teaching experience, age and qualification, which if they are not positively met could lead to a poor culture of teaching and learning in schools. Podoursky, *et al* (2004:5) further state that “quality education cannot take place ... if low teacher qualifications ... are experienced.” Table 4.3, for example, also indicates that there are 40% of teachers with a Bachelor of Arts degree. This is a lower percentage and could have a negative impact on a culture of teaching and learning, as such teachers might not have “from school level and classroom level” according to Scheerens (1990), the vast knowledge of driving and implementing the education policy, school curricula and monitoring skills, thus causing learners to be frustrated.

Frude (1990:16) adds to the preceding discussion by saying that “learners may even prefer an alternative and engage in disruptive activity.” This may be a way for learners to challenge the teacher as the lesson is not interesting.

Based on the above discussion on biographical information, it can be concluded by saying that there should be integration between variables or levels as Scheerens’ model (1990) indicates, and this could improve a culture of teaching and learning in schools.

5.4 SYNTHESSES OF THE INSIGHTS OF THE QUANTITATIVE AND QUALITATIVE INVESTIGATIONS

In this study, I employed both quantitative and qualitative methods as mentioned previously (see par. 3.1.1) that the aim was to establish validity, reliability and consistency of the results as well as an in-depth understanding of the variables contributing towards the establishment of a culture of teaching and learning in high schools, as stated in the previous sections. Questionnaires designed for teachers, SMTs, learners and parents were used, as well as interviews and observations for teachers, SMTs and learners with the exception of parents as mentioned previously (see Appendices 4, 5, 6, 10 and 11 for interviews). Interestingly, the results yielded similar results in such a way that the difference was so small that I was prompted to synthesise the main findings of these methods simultaneously with an aim of trying to avoid monotony and confusion. The following findings emerging from these methods based on three schools will therefore be discussed jointly as I have discovered during the interpretation of data that these schools experience in most cases the same results with regard to variables contributing towards a culture of teaching and learning. A distinction will be indicated at the end of the discussion as to why one school is still performing better than the other despite the difficulties and problems the schools face (see results in par. 5.4.5).

The results from these methods used in the investigation revealed that the following clustered variables below played a prominent role in establishing a culture of teaching and learning in schools.

5.4.1 BIOGRAPHICAL INFORMATION

Under the biographical information, the findings revealed that gender equity in schools, qualifications of teachers and parents as well as studying further played a prominent role in establishing a culture of teaching and learning in schools. The idea of gender equity in schools is supported by Coutts (1996:80) when saying, “women in South African schools predominate in the pre-primary, junior-primary and junior class.” High schools still have a higher number of male teachers than females as this has been created by the belief in the past that women do well only as housewives and primary school teachers. Ironically, female parents are more than male parents. Within this framework it is time that schools are important agents for ensuring that gender equality is in place from generation to generation in order to improve gender equity in an educational setting.

Secondly, with regard to the issue of fewer female teachers in high schools, this could also have an impact on learners as they will lack a sense of role-identity as female learners, thus resulting in role confusion, and this will to a certain extent not motivate female learners to study further as they see fewer female teachers. This in a way will affect the culture of teaching and learning in schools. Regarding qualifications, there is a lower percentage e.g. 40% of teachers with Bachelor of Arts degree (see table 4.3) and this is a serious concern because new South Africa has changed and is faced with new challenges, new curricula and new ideas, therefore upgrading one’s qualifications and self-development are important in the teaching and learning situation. The findings above could have an impact on a culture of teaching and learning because if most teachers are not in possession of a Bachelor of Arts degree, there is that likelihood that they would lack know-ledge and expertise to teach the subject allocated to them, as they will not be specialists in that subject/learning area.

5.4.2 THE ROLE OF TEACHERS AND SMTS IN TEACHING AND LEARNING SITUATION

Regarding the role of teachers and SMTs in teaching and learning situation, the findings revealed that teachers sometimes dodge classes/lessons and also arrive late for school (see Appendix 7, item 20 and Appendix 8, item 13). For me this is

a problem because if lessons are missed it will be difficult to catch up, achieve the objectives of the lessons, and finish the syllabus. Teachers will therefore just rush over the prescribed content without allowing and enabling the learners to internalise and understand the schoolwork. Thus there will be a probability of a decline in a culture of teaching and learning in schools. The cheating mentioned previously evidences this, for example of Grade 12 final examination by learners in Mpumalanga Province, reported in the *City Press* (2 January, 2005:9) that "... matric candidates ... are still under investigation of examination fraud." This implies that teachers and management teams resorted to cheating after seeing that the Grade 12 work was not covered because of e.g. factors such as teachers missing or dodging lessons. The implications in this regard is that both teachers and SMTs are minimally playing a role in the establishment of a culture of teaching and learning in schools, as evidenced by even the recent (2004) Grade 12 results. The responses from teachers, School Management Teams and learners were positive and supportive regarding the cooperation and commitment of the teachers teaching at the three schools that participated in the investigation. More than 75% of the teachers and SMT saw the teachers as cooperative and committed to teach, while close to 75% of the learners shared this specific view (see Table 4.39 of Chapter 4). According to the learners therefore it would be difficult to link their poor performance to any lack or absence of a commitment from the teachers side. Teachers therefore appear reasonably dedicated in order to try to improve the performance of learners at schools.

What did stand out in the investigation was the fact that learners were not convinced that their teachers were following a democratic approach in the classrooms. Table 4.42 of the thesis highlighted the fact that only 51% of all learners agreed to the statement that teachers are democratic in their teaching, while 49% were uncertain and also disagreed to the comment (see Table 4.42 of Chapter 4). On the other hand many learners (75%) thought that their teachers managed the classrooms well and that the feedback on tests, assignments and projects they had been receiving from the teachers, had been immediate and satisfactory (see Table 4.43).

5.4.3 TEACHING IN POWERFUL LEARNING ENVIRONMENTS

With regard to teaching in a powerful learning environment, it was found that the three schools are not 'modern' i.e. old, not well-resourced, have no electricity (see Appendix 8, item 26 and Appendix 9, item 2) and classrooms are overcrowded with an exception of School C. Overcrowded classrooms in most cases are a barrier to learners' individual attention and therefore their weak points and learning problems will not be noticed. What was again interesting to note was again the discrepancy between learners' and teachers' opinions regarding the overcrowding of classrooms. Most teachers (67,5%) agreed with the statement, while learners as well as their parents (71% and 70% respectively) were uncertain or disagreed that the classrooms were overcrowded. There are also not enough media facilities, inadequate supply of learner teacher support materials (LTSM) (see Appendix 8, item 8, and Appendix 9, item 7), as reported by the *Daily Sun* (13 February, 2004:7) that, "last year it was very difficult to cover the syllabus due to lack of books, yet the government expected better results from these schools." Teaching approaches are old and outdated (see Appendix 18, M1A, Appendix 19, M2B and Appendix 23, M2C responses), some of the learners are even taking drugs, which might cause a high rate of absenteeism, dodging lessons and also engaging in fighting, as observed by me in School C during the administering of the questionnaires at 08:00 in the morning just after assembly.

The learners from all three schools rejected the claim that the schools were well equipped with teaching media. As illustrated in Table 4.72 85%, 93% and 97% of the learners from the three schools respectively indicated that they were either uncertain or agreed that the schools were not well equipped. To elaborate on the above statement, it could also be stated that the three high schools have old buildings (see Appendix 8, item 4) and that could demoralise and frustrate both teachers and learners, thus contributing to a decline in a culture of teaching and learning. However, parents (85,7%, 88,1% and 87,5% respectively) from all three schools responded that the schools were modern (see Table 4.78) while teachers and SMTs (see Table 4.59) and learners (see Table 4.68) were convinced that the three schools that participated in the investigation were not modern in terms

of the resources, structures and equipment found at these schools. Findings of this nature had already been supported by Ornstein (1990:8) in 1990 when claiming that "... learners are more comfortable in a highly structured environment." For learners and teachers to be successful in the teaching and learning situation, they need well-resourced school buildings conducive to teaching and learning with adequate resources. It became clear from the literature review that for effective teaching and learning to take place the environment has to be conducive in order to optimise the learners' academic performance (see par. 2.5).

The old teaching approaches revealed by the findings also hinders learners from constructing their own knowledge as stated in the previous section of chapter two by Ducret (2001:165) that "constructivism deals with the creation of concepts and reflection." Lasley II, *et al* (2002:34) refer to "constructivism" as a synonym of "... field-independent ... where learners can more comfortably organize the material and create a meaningful structure." Learners in that context are likely to experience difficulties in assimilating and applying constructed knowledge in any given situation, thus no meaningful learning will take place. It was interesting to find that teachers, the School Management Teams and learners regarded teachers as specialists in the subjects or learning areas that they taught. Close to 80% of the teachers and School Management Teams, and 82% of the learners expressed their satisfaction with the subject specialisation demonstrated by the teachers in the classroom (see Table 4.38 for further reference).

One also has to take into consideration that South African teachers have seen significant changes in newly adopted classroom practices for the last 10 years, for example it commenced with the introduction of outcomes-based education (OBE) as broad underpinning philosophy of thinking about education and also by converting to the facilitation of learning in the classroom as opposed to the traditional transmission modes of delivery, we have become accustomed to and acquainted with in our schools prior to the introduction of OBE. But notwithstanding the many hours of in-service training teachers have been undergoing in the schools since 1994 as well as the many formal in-service programmes teachers have been following at the many teacher training

institutions in the country, there appears to be little evidence that all these interventions are having a significant influence on teaching and learning in our disadvantaged high schools. The majority of participants from all three schools have indicated that most teachers still follow traditional teaching approaches in the classrooms and that little new is done to improve the quality of teaching and learning. Experience has also shown that where facilitation practices and strategies are followed, a *laissez faire* approach seems to be followed by teachers when teaching has to take place. This was one of the opinions raised by the average and poor performing schools' participants in the investigation. It was mentioned previously that the relatively poor academic and professional scholarship of some of the teachers teaching at the schools might be a reason why the learners are not performing academically to the level of expectations achieved by many learners in many other South African schools. Such postulation is further strengthened by the observation that learner performance on average remains poor notwithstanding the many hours of in-service training, professional development and skills development teachers have been undergoing nationally in South African schools. It therefore becomes a justifiable question to ask whether many practicing teachers have the capacity and will to enhance their professional careers and to make a difference in the lives of learners and fellow colleagues.

5.4.4 PARENTAL INVOLVEMENT/SUPPORT

Regarding parental support/involvement, it was revealed that learners sometimes go to school being hungry (see Appendix 8, item 23). In most cases they are usually alone as their parents work far away from home and learners sometimes arrive late for school. The above findings interestingly enough are in agreement with what was deliberated in chapter two under the literature review. This is the reason why the former Minister of Education, Professor Kader Asmal, had called for joint action effort "Tirisano 2000" in establishing and resorting to the culture of teaching and learning. Again being hungry at school has a negative impact on a culture of teaching and learning because learners might lose concentration thus a decline in academic performance, that is why the "feeding scheme" is in place

in some of the provinces as mentioned previously, even though the Government continue to have difficulties in monitoring the scheme.

The study did not reveal a very good relationship between teachers, SMTs and learners. Table 4.41 of the report reflected an uncertain and moderately disagreeable relationship according to the teachers and SMTs between the teachers, SMTs and learners (close to 61% cumulatively). The learners on the other hand were more positive (71,2%) and regarded the relationship more favourably. When it comes to parents assisting their children with homework, the majority of teachers and SMTs (98%) were either uncertain or sure that this was not the case, while learners (76%) on the other hand were quite positive that they were receiving assistance from their parents (see Table 4.45). The majority of parents (81%) had also indicated such support to their children. Similar discrepancies were observed regarding the provision of stationary and textbooks by parents and the attendance of school meeting. Most teachers and SMTs argued that parent do not attend these meetings (97%) while parents confirmed the opposite (88%) (see Table 4.48). Parents mentioned that they do provide their children with the necessary stationary and textbooks (63%), while teachers and SMTs (68%) mentioned that this was not the case (see Table 4.46).

Despite all the above negative factors in these schools, School A is still being singled out as a good school by the Department of Education of the North-West Province; for its Grade 12 final pass rate, one wonders what makes the school's performance consistently better over a period of five years. To attempt answering the question, I went through evidence from the observations, school's archives and interviews as I visited the school many times and came to the following conclusion that falls under par. 5.4.5.

5.4.5 VARYING CONTEXTS OF EACH SCHOOL'S EFFECTIVENESS IN RELATION TO THE VARIABLES CONTRIBUTING TOWARDS A CULTURE OF TEACHING AND LEARNING

In this section a comparison of the schools under investigation in terms of why Grade 12 final pass rate results differ is discussed, based on the variables contributing towards an establishment of a culture of teaching and learning in

schools. Observation and findings from both interviews and questionnaires were used (see chapter four) with an aim of obtaining valid and reliable differences in schools' performance in Grade 12; and this is discussed as follows:

One of the purposes of this investigation was to determine to what extent the sustained differences in academic performances of the learners from the three schools in the final Grade 12 examination could be ascribed to specific factors as they manifest themselves under different circumstances at the three selected schools. It was therefore hoped that by being able to identify the variables impacting on learner performance at the three schools, learner academic performance might be enhanced through a careful manipulation of these variables. However, it quickly became evident that the differences in performance of learners at the three schools were not related to the impact of clearly distinguished variables as what one would have liked to isolate in the investigation. What applied to the one school did not apply to another school and what was applicable to one sample population had little or no impact on other learners, teachers, parents or SMTs. The fact that it became very difficult to relate the reasons why one school appeared to under perform or outperform the other without being able to ascribe specific reasons for such performance might be linked to the fact that all three schools actually represented one broad community or area in general. The three schools were not that distinct from one another, neither were they that different in terms of teacher representation, community representation and managerial infrastructure. All three schools represented a single education department and were managed in terms of the same guidelines applied to all other schools that fell under the jurisdiction of that specific provincial department of education.

The following paragraphs below will attempt to justify and explain why, according to me, there appeared to be a difference in academic performance of learners in general at the three schools.

5.4.5.1 The complex uniqueness of each school summary findings

(a) School B

The explanations for the summary findings of each unique school's establishment of a culture of teaching and learning are too complex as mentioned previously, and not easy, but nevertheless each will be discussed here under. The complexity of the culture of teaching and learning and its variables under study made me assign School B as a benchmark, while School A and School C are both forming part of a comparison on this study under this chapter. The reason for such grouping was to explicitly attempt to bring forth the uniqueness of each school's context. Another reason is that School B appeared to have been an average rating, as I saw during my observation and also from participant's responses. For example, it is known for its Grade 12 final pass rate results to be around 50% over a period of five years. Again, School B, unlike the other two schools, has and is still being managed by the same school principal over a period of 20 years. To add to the above reasons, it can also be stated that the school is neither too old nor new as well as being not too small nor too big with learners' enrolment. The school is also situated between school A and C. The above reasons therefore urged me to consider this school to be assigned a control group, and what follows will be a discussion of School A and School C.

(b) School A

School A as described in the previous section, is situated in the area where the majority of families are still faced with poverty as it is in most disadvantaged communities. This is evidenced as stated previously by the data which produced some of the following results: poverty, overcrowded classrooms, drug abuse, unavailability of electricity, computers, media facilities as well as absence of modern buildings, and learner-teacher support materials (see Appendix 25, and par. 4.12.2 - 4.12.7). On this note I am convinced that School A, irrespective of being surrounded and dominated by negative factors is still academically performing better than School B and C. A question asked is: What makes this school a good school with better Grade 12 learner's final pass rate results for a period of five consecutive years? In an attempt to answer this question, I, through report findings (see Appendix 18, LTSM2A and LTSM2A responses) am

convinced that teachers, SMTs and learners improvise and also teach and attend lessons respectively during Saturdays and school holidays. In this school, the Grade 12 results are therefore influenced by the improvisation and commitment of the teachers, SMTs and learners, which was also said by the principal during one of our informal discussions when observing the school. The results of the empirical investigation (both the quantitative collection of data as well as the interviews conducted with learners) clearly illustrated that in most cases as reported (by learners, teachers, SMTs and parents) the teachers and managers of School A reflected a much higher level of dedication, commitment and professional attitude towards their tasks and function than what had been the case with School C. One could therefore come to a conclusion that if all other variables remain the same, scholarly dedication and commitment towards one's profession, task and functions still remain the most important factors influencing learner success at high schools with specific reference to the preparation of learners for the final Grade 12 examination. Various participants who took part in the investigation reiterated the commitment and dedication of the teachers working at this specific school.

On this note I am convinced that poor and negative conditions prevailing at School A appear to be less influential on the culture of teaching and learning at school. Therefore, teachers' improvisation, dedication and commitment in School A bring into fore its distinctive nature to other schools, as these factors confirm the development of the effective school. School A is thus regarded as a good school based on the highlighted explanation above.

(c) School C

School C is the smallest, most rural, high school in Makapanstad as mentioned in the previous section, with the lowest total number of less than 50 Grade 12 learners (see chapter four and all tables on comparison of total responses of School C learners). School C is rated as the poorest with regard to the Grade 12 pass rate results over a period of uninterrupted five years. It is ironic because when there are fewer learners per classroom, in most cases such a class is more easily manageable with individualised teaching, thus the possibility of improving the Grade 12 results. What was even more interesting in School C is that when I

visited the school at about 08:00 in the morning, learners (two boys and a girl) started fighting at assembly; that to me showed a lack of discipline and prevalence of bullying, thus a negative culture of teaching and learning. A question in this context is “why is School C obtaining poor Grade 12 pass rate results?” In an attempt to answer the question I am convinced, through evidence from the literature (see chapter four) that the morale at School C is low due to it being labelled as a “trap school” or Education Action School (EAZ). This school fell under EAZ because of a lack of morale as mentioned by one of the head of departments during an informal discussion, and this low morale could have been the result of the school’s composition.

Another reason could be that the school’s geographical situation observed by me is so dull, far away from all better resources and entertainment as compared to School A, and this also could affect the school negatively, thus a decline in a culture of teaching and learning. What has become a well-documented known phenomenon applicable to this school is that better and academically stronger learners are often lured away by bigger schools close to town and cities. They offer a wider range of subjects, activities and provide learners with more opportunity to pursue their goals and aspirations. Schools that could be classified as ‘School C’s in the context of this investigation, often lack a core of well-qualified teachers, better resources and more stable learner enrolment as mentioned by one teacher. The learners enrolled at such schools are often inclined to shift from school to school as their parents migrate from one area to the other in search of work, while the learners who attend the bigger city and township schools have a more stable learner and teacher population. The same applies to the teachers who teach at the classical ‘C category’ of schools listed for the purpose of this investigation. They often only remain at the school for a very short period of time and also often wish not to teach at such schools due to the isolation of the schools. This is evident with the principal of School C who has less than five years in that school.

I, therefore, think that teachers, SMTs and learners should be committed, dedicated and improvise in the teaching and learning situation (see Appendix 18, D1A and LTSM2A and Appendix 19, D1B responses). President Thabo Mbeki (in

Sowetan, 9 April, 1998) also supports the statement by saying "... we cannot lay all blame for our failure on society and past occurrences while we ignore our own responsibilities to teach and learn." Seven years later, President Mbeki in his speech on Freedom Day, 27 April 2005, emphasised that "... it is impossible to alleviate this poverty in rural areas within 10 years." This means that, since the alleviation of poverty, poor education in most of rural areas is going to take a long time, teachers, SMTs, learners, parents and all other stakeholders should not relax and blame the education system but be dedicated, committed and obedient to schoolwork like School A does, in order to improve a culture of teaching and learning. In other words, School C should also follow the example of what School A does in order to try to improve the Grade 12 final examination results.

In concluding the uniqueness of the above discussed schools, I am of the opinion that the strategies for closing achievement gaps stated below by Lasley II, *et al* (2002:22) will serve a purpose in attempting to improve a culture of teaching and learning "... extended professional staff development, reduced class size, identification of at-risk students, clear expectations for staff and students, establishing and reviewing annual achievement goals, increased parental involvement, additional use of instruction, increased community partnership, using multiple assessments and increased extra curricular activities ...". These strategies are in line with Scheerens (1992:80) when stating that "... all factors e.g. determination to achieve better results maximization of learning time and structured teaching are relevant but ... there is more chance of succeeding when there is a serious commitment to succeed." In other words, commitment and dedication to teaching and learning using the available variables could enhance a culture of teaching and learning in schools.

5.5 RECOMMENDATIONS AND IMPLICATIONS FOR TEACHER EDUCATION INSTITUTIONS AND EDUCATION DEPARTMENTS

This study revealed from both literature review and empirical investigation that different and integrated variables play a vital role in establishing a culture of teaching and learning in schools. Therefore the following recommendations are made in order to improve or promote a culture of teaching and learning in high

schools. These recommendations are clustered because they are derived from variables that are clustered into categories of commonalities (see chapter four).

5.5.1 TEACHERS' QUALIFICATIONS

The empirical investigation revealed that a large percentage of teachers (40%) who participated in the investigation were actually graduated at Bachelor's degree level while the rest were in possession of diplomas and even certificates (see table 4.3). This causes a general concern to the South Africans, that is the reason why I recommend that the government award more bursaries to teachers in order to improve their qualifications and this in turn will encourage them (teachers) to adopt a policy of furthering their studies in order to equip themselves with relevant knowledge which will in turn be used to improve the culture of teaching and learning. This is supported by Coutts (1996:117), when stating, "a great deal of learning will be on-the-job self-improvement and new development in education." Dalin (1993:21) writes, "... teacher competence is critical to success." Through this solution, opportunities for broadening knowledge and improving skills will enable the teachers to effectively communicate knowledge to learners thus improving a culture of teaching and learning, and in this context higher education institutions will admit learners who are ready to learn and develop various skills without compromising the quality of education, thus improving the economy of South Africa.

Another recommendation based on the teachers' qualification is that of introducing an outsourcing method where retired subject specialist teachers are re-employed in order to uplift the standard of teaching and learning in schools. NCES (1993:94) adds that "concern about the quality of education in the United States has focused interest on teaching qualification and student exposure to well-qualified teachers." It is not only in South Africa where the qualifications of teachers are of a concern even in other countries they do face this problem. Teachers need teacher development, pre-service and in-service training so as to be provided with scholarship and bursaries to study in the areas that need to be improved for teaching in order to improve the culture of teaching and learning in schools. Those granted with bursaries should sign a contract with the

Government for coming back to teaching after completion for a period of stipulated years, as it was done in the past, with the aim of improving quality of teaching and learning. There has been a huge improvement in the general upgrading of teachers' qualifications for the last 10 years but in the majority of cases where teachers have been undergoing in-service education, the programme and subject options mainly fell of the 'soft options' such as special needs education, education management and policy studies, life skills and sexuality education, curriculum studies and classroom assessment. It is true that one has to have a very holistic view of education in general to be able to improve the quality of teaching and learning in schools but the success at secondary schools depends mainly on the command teachers have of their subject specialisations and field of study. Good pedagogy will help very little to improve the quality of teaching and learning. It is a teacher's knowledge and command of his or her subject that will eventually restore the self-confidence of the teacher and improve the academic performance of learners in the subjects or learning areas. In-service teacher education should focus more prominently on 'problematic' subjects such as mathematics, English, accounting, general science, physical science (physics and chemistry) and biology.

Another recommendation is to introduce the method of "zig-zag" in schools as mentioned in *Sunday Times* (2 January, 2005:13), where experts from other schools are borrowed in order to teach in other schools where their services are needed as this can improve the culture of teaching and learning in schools, thus improving academic achievement of learners. This method was used in one of the schools in the Cape Province and it successfully benefited the school as the Grade 12 pass rate final results were improved.

5.5.2 GENDER COMPARISON

The findings indicate that male teachers are more than female teachers and this according to my opinion could hamper a culture of teaching and learning because some female learners might lack role models and also be discouraged to improve their qualifications in order to be the future leaders. Based on this point, I recommend that equity policy be equally and speedily implemented all over the

country of South Africa with an aim of employing equity in all South African positions, aiming at being fair to all teachers and other stakeholders.

5.5.3 TEACHING IN POWERFUL LEARNING ENVIRONMENTS

5.5.3.1 Modernity of schools (well-resourced schools)

With regard to the findings on well-resourced schools, it was found that the schools' structures are very old and not conducive to teaching and learning (see Appendix 8, item 4 and Appendix 20, SB1C responses). Based on this statement, I recommend the introduction of clustering of school subjects from different neighbouring schools. This means that teachers who have expertise in their learning area/subject are requested to group together Grade 12's at a well-resourced school and do the actual teaching, and in that way all the students in Grade 12 will benefit in that area. This solution could also help in encouraging other teachers to learn more and improve on their quality of teaching and learning.

This idea will enable learners to enjoy the benefits of expert teachers and schools which are more well-resourced in structure than theirs, as well as encouraging a sense of sharing and partnership, thus discouraging the spirit of negative competition but encouraging cooperative learning, thus improving the culture of teaching and learning in schools. Investing in one or two good schools with possible hostel facilities could also be a solution to children not getting the support and encouragement from home. This has been a very successful model in many previously privileged 'white' and private schools and good cultures of teaching and learning became established in urban and rural schools that build their environments on well-equipped hostels and learning facilities. There are many good examples in South Africa one could relate to, for example, many farming school communities still have excellent boarding schools and although the Department of Education has cut back on the subsidies earmarked for these schools, they still serve the communities very effectively. It would be a costly engagement but a much better investment for the learners.

5.5.3.2 Professionalism

The recommendation on “arriving late for school” is that the provincial government should introduce a transport system (see Appendix 7, item 8 and Appendix 9, item 12) in most of the disadvantaged schools in order to combat late coming, like it was done in former farm schools. This will enable both teachers and learners to be punctual, thus not missing lessons. This recommendation can only succeed if there is good partnership and a contact between the Government and the transport company owner in order to avoid unnecessary strikes. The Government should also speed up the implementation of an appraisal system in institution of learning as it is done in other government sectors – this might help teachers to work harder as they would like to be appraised, thus improving the culture of teaching and learning.

The importance of good school management has already been stressed in this final chapter. It is evident that good school discipline does ensure a better monitoring of learners and teachers to and from school. A lack of control of both teachers and learners has the opposite effect. Good teaching and learning environments cannot be built on poor school management. School management *per se* is not the responsibility of principals only but the task and responsibility of each and every management structure built into the schools system. Furthermore, there has to be mechanisms in place to deal with chronically underachievement. In-service training itself does not have the capacity alone to improve the professional development of teachers and decisions will have to be taken at certain stages to clear the system of incompetent teachers and managers.

5.5.3.3 Teaching approaches

Research findings in this study indicate that some teachers still use the traditional approach of teaching where learners tend to be passive whilst teachers do too much talking with an aim of finishing the prescribed syllabus. Based on these findings it is recommended that there should be an increased shift from the out-dated methods of teaching in order to enable learners to improve their academic

achievements, as they will be able to interpret, create and analyse their learning content. A constructivism approach, as stated previously, should be encouraged as one of the new approaches to teaching, as prescribed in OBE. This might improve the culture of teaching and learning in schools. This concern links to the development of a teaching scholarship within a school and the monitoring of the practice by principals, district officials and subject advisors. I have already stressed the importance of subject specialisation and the need in upgrading teachers' performance in terms of their subject knowledge and related teaching skills. It brings us back to the observation that schools that are achieving success are built upon a core of teachers willing and wishing to make a difference at those schools. Principals, SMTs and parents should attempt to adopt a policy of 'no tolerance' towards poor classroom teaching. Those schools that are achieving matric pass rates of 95% and beyond have over the years appointed and developed a core of competent and dedicated staff where learner success has become the pride of the school and the environment and this is still found lacking in many of the South African disadvantaged schools.

5.5.3.4 The use of computers and other equipment in schools

I have dealt with the importance of well-equipped and well-resourced schools in one of the previous paragraphs as a measure to ensure better teaching and learning in schools. It is necessary to focus on the importance of technology and computer literacy as a measure to achieve excellence in all schools. Research findings reveal that those high schools do not use computers, because there is no electricity (see Appendix 21, SB2A, Appendix 22, SB3B and Appendix 23, E1C responses) and this is a barrier towards the enhancement of a culture of teaching and learning in high schools. I therefore recommend that more fund-raising be put in place and speedy intervention by the government in order to firstly have electricity and then use computers effectively. This needs urgent attention here in South Africa so that the country should strive for equal financial and human resources in order to provide equal educational opportunities to all learners, thus enhancing a culture of teaching and learning. Owing to a lack of or access to computers, learners are denied the right to enhance their learning experience, thus no chances to be technologically sound and this is a barrier to

better job opportunities. The statement above is in line with what Heese and Badenhorst (1992:78) have mentioned “society dependent on technology for teaching and their use surely is necessary pre-requisite for good education.” However, one should utilise them with an aim of realising the outcomes of the lesson.

5.5.3.5 Adequate supply of textbooks to schools

The findings in the previous section show that there is insufficient supply of free textbooks from the government to certain disadvantaged schools (see Appendix 18, Ltsm1A, Appendix 19, Ltsm1B and Appendix 21, R6A responses). Based on this, I recommend that there should be an improvement of supply of adequate textbooks in South Africa. The Government should improve its capacity, finance, monitoring system, delivery service, and equal distribution of learner-teacher support materials in the province, as this could help in enhancing the culture of teaching and learning because both learners and teachers will be able to refer and get information from textbooks independently, thus improving the academic performance. This is supported by the *Daily Sun* (13 February, 2004:7) when stating that “some of the rural schools in the Vuwani region have still not received their exercise books and textbooks and some of their pupils are borrowing exercise books from students in other schools who received books as early as January.” The insufficient supply of free textbooks from the Government is according to Tshoane, Tleane, Vally and Jansen (2001:21) caused by “policy implementation failure in most disadvantaged schools.” This need to be improved by training the suppliers sufficiently in order to address this problem as it hampers the quality of education in the country.

5.5.3.6 Overcrowding in classrooms

The recommendation on “overcrowding in classrooms” is that the provincial and national government should double the efforts of building more classrooms for learners in order to improve a culture of teaching and learning in schools as learners will be attended to individually and also identify their academic barriers earlier, thus improving their school performance. Fraser (1994:1) previously

mentioned that “the classroom is a focal point for student interpersonal and educational development” (see Appendix 19, Ratio 1B responses). This is evident of too many learners as compared to the desks allocated to the classrooms. Policies from the Government are there to remedy the problems and what is needed is the implementation and time frames for distribution of resources. Secondly, multi-shifts in schools can be used where there are overcrowded classrooms, giving access to individualised teaching. This type of method was employed in Chile and Venezuela where time and the number of hours make no significant difference in student achievement. According to Bishop (1989:75) the performance of students in double session rural schools was superior to that of single session schools.

5.6 GENERAL RECOMMENDATIONS

- In order to provide quality educational opportunities, policy makers and the government should as a point of departure, be aware of the differences of learners’ family back-grounds, schools’ characteristics and also provide thorough training, time frames as well as monitoring policies and procedures which are going to be implemented. In other words, the government should restructure and reorganise the education system in such a way that services in life orientation, career guidance and counselling as well as other learning areas (subjects) are maximised and are also in line with both current societal, cultural and social background of learners. This will therefore improve the culture of teaching and learning, as there will be continuous flow of sufficient information relevant to learners, teachers and other stakeholders.

- Proactive approach to partnership implemented where higher education institutions, parents and community groups be in close partnership with schools with an aim of guiding and providing continuous support to teachers and learners. This could help in improving the quality of education in schools. Compron (2005:313) adds to the above recommendation by stating “to be successful we should establish professional development schools, i.e. PDS.” This means there should

be collaboration between education department, unions, teachers communities, schools and higher education institutions where the partnership personnel share decisions. To bring the above recommendation into operation, and be successful, there need to be joint planning and contributions from all the partners in the teaching and learning situation. In that context, competency can be achieved, as it requires contributions from both schools and communities as a whole. Teachers need to be team-based, collegial and also share their knowledge, not thinking of themselves, their learners and their classrooms alone but also of the community as a whole. One can therefore state that if there is a relationship between co-operation and accountability of different stakeholders, a culture of teaching and learning will be enhanced.

- Introduction of Telematic and online teaching in the disadvantaged schools could help in alleviating the problem of insufficient supply of textbooks only if electricity is supplied, because Telematic and online teaching is a philosophy of flexible teaching and learning that uses variety of methods and technology to ensure interaction of learners and teachers, both in disadvantaged and advantaged schools. On this note, Telematic and online teaching cannot be ignored when we want to improve the culture of teaching and learning in schools because that is where higher education institutions are going. The department of education should therefore put the following in place for effective teaching and learning to take place through Telematic and online teaching approach: provide adequate funding to the centres, network with other institutions and departments in order to share ideas, sufficient training be provided to staff members and also provide learners with relevant study materials that promote interactive teaching and learning.
- Introduction of cybernetic principle of planning be encouraged in the disadvantaged schools. This type of planning is used for improvement or corrective oriented action where assessment, feed back, reflection and encouragement are the central points. In other words assessment should

be continuous as stated in the National Curriculum Statement policy document and if implemented appropriately, this planning can be of beneficial to schools thus improving the culture of teaching and learning.

- Appraisal system approach be speedily introduced (see par. 5.5.3.2) where hard working teachers would encourage other teachers to competitively work harder thus improving a culture of teaching and learning in schools. This approach will help teachers to identify areas in which they need development and improvement of knowledge and skills. Appraisal system should therefore also be introduced in such way that it formulates the solution of the problem identified, resulting in an individualised training and day-to-day support of teachers by appraisers. If appraisal system is appropriately implemented e. g having: plan in place, trust, confidentiality and specified objectives, there will be that possibility that teachers' performance can be improved thus a better culture of teaching and learning.
- Well resourced after school centres be introduced or built in disadvantaged schools to help learners cope with homework helped by experienced expert teachers deployed from other best schools. These types of centres should be in such a way that they are multi-disciplinary and support learners in their holistic development e.g. looking at (them) learners in their totality. This assistance should be thoroughly supervised by the department of education. In this way, a culture of teaching and learning could be improved as these centres will be playing a role in promoting learners' optimal development in areas that they (learners) did not benefit much during normal school teaching time.
- All stakeholders need to be continually and thoroughly in-service trained for the development programmes, learning area (subject) content and skills as well as other specific roles related to school matters such as school policies and policy documents. The department of education officials during school holidays should monitor the training, as this will not interrupt the actual teaching and other formal school activities.

- Centres of excellence should be established in every Area Project Office (APO) of North-West province. These centres should be supplied with adequate learner teacher support materials with an aim of helping expert teachers to facilitate teaching and learning to learners from different schools. Such centres hold the advantage to communicate information and ideas among all participants who would engage in the activities of the centres. This will strengthen the full participation and flow of information between teachers and learners. These type of centres will therefore become open learning environments to those in need thus providing learners with adequate learning opportunities

5.7 LIMITATIONS OF THE STUDY

The results obtained in this study cannot be generalised to the whole population of schools in the North-West Province because the participants were only drawn from three high schools, which were purposefully selected. This is supported by Scheerens (2001:367) when stating that "... four studies is obviously too small a number to draw firm conclusions." The findings are therefore only a representation of a smaller population of three schools. The structured questions in the questionnaire also limit the generalisation of the findings to the broader population.

5.8 RECOMMENDATIONS FOR FUTURE RESEARCH

This research intended to investigate variables contributing towards the establishment of a culture of teaching and learning in high schools, but not all variables were intensively explored as they are unlimited, therefore, there is an urgent need for further research on the other variables contributing towards the establishment of a culture of teaching and learning in schools, especially in disadvantaged schools.

Secondly, further research needs to be conducted regarding the involvement of all stakeholders in the education of learners. This problem was revealed by

literature studies, in this study; in many occasions the stakeholders particularly parents in the disadvantaged schools are lagged behind.

Learners in high schools should be recommended and encouraged to enrol their subjects on similar grade e.g. higher grade, as it was done in the past, and this could correct the debate of questioning the education standards in the country as revealed by literature review in the preceding chapter two. A report revealed by Umalusi (2004:8) is in support of the above idea by stating that “areas of concern that require attention include: decline in higher-grade enrolment, decline in the level of the English second/additional language curriculum and language proficiency in the medium of instruction in South African schooling”.

Lastly, further research be done on computer integrated instruction looking into those areas that could assist in the construction of new knowledge by learners in the learning process by presenting information in a dynamic way, and also allowing for practical application, as well as to be on the same par with other technologically advanced countries.

5.9 CONCLUSION

In this research, variables contributing towards a culture of teaching and learning were discussed with a view to seeing their importance in improving a culture of teaching and learning in high schools. I therefore investigated the broad variables contributing towards the establishment of a culture of teaching and learning in schools, using literature review and empirical investigation. The literature review showed that the phenomenon of a culture of teaching and learning is complex and debatable, amongst the teachers, learners, parents and stakeholders. The cause of debate on this issue originates from the legacy of apartheid where disadvantaged schools in rural areas were inadequately financed, with demoralised teachers facing difficulties in teaching learners under unfavourable conditions. This does not mean that teachers should wander and relax when faced with this discouraging and frustrating problem. Instead the teachers should strive for efficiency and commitment by e.g. employing new approaches to teaching with an aim of developing a child holistically.

It is through these new approaches and committed to teaching with other factors that learners as tomorrow's citizens of this country will be fully equipped and prepared to improve the quality of education throughout South Africa, thus enhancing the culture of teaching and learning in schools. In other words, integration of variables is important in any teaching and learning situation if enhancement of a culture of teaching and learning need to be achieved. Recommendations and limitations of the study were made based on the research findings as well as suggestions for further research.

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APPENDICES

APPENDIX 1

P.O. Box 82270
DOORNPOORT
1 March 2003

Moretele Area Project Office
Makapanstad
0404

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

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

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

Thanking you in anticipation.

Yours faithfully

MRS M. SEDIBE

APPENDIX 2

Moretele Area Project Office
Makapanstad
0404

4 March 2004

Mrs M Sedibe
P.O. Box 82270
DOORNPOORT
0017

CONDUCTING EDUCATIONAL RESEARCH IN THE MORETELE AREA PROJECT OFFICE

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

Kind regards

DEPARTMENT OF EDUCATION
NORTH-WEST PROVINCE

APPENDIX 3

PO Box 82270
DOORNPOORT
0017

5 March 2004

Dear respondent

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

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

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

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

Thank you for your willing participation.

Kind regards

Mrs Mabatho Sedibe
Tel: 082-465-2456

**DEPARTMENT OF EDUCATION
NORTH-WEST PROVINCE**

MRS M. SEDIBE

APPENDIX 4

QUESTIONNAIRE FOR HIGH SCHOOL TEACHERS AND SCHOOL MANAGEMENT TEAMS

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

INSTRUCTIONS:

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

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

SECTION A: BIOGRAPHICAL INFORMATION

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

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

SECTION B

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

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

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

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

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

▪ Express your views regarding teaching in powerful learning environments.

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

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

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

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

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

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

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

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

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

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QUESTIONNAIRE FOR HIGH SCHOOL LEARNERS

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

INSTRUCTIONS:

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

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

SECTION A: BIOGRAPHICAL INFORMATION

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

			Office use only			
6	Number of siblings / brothers and sisters at home:		V9	<input type="checkbox"/>	12	
		▪ 1				1
		▪ 2				2
		▪ 3+				3

SECTION B

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

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

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

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

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

- Express your views regarding teaching in powerful learning environments.

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

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

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

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

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

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

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

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

QUESTIONNAIRE FOR HIGH SCHOOL LEARNER'S PARENTS

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

INSTRUCTIONS:

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

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

SECTION A: BIOGRAPHICAL INFORMATION

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

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

SECTION B

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

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

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

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

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

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

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

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

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

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

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

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

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

TEACHERS (v60)

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

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

LEARNERS (v54)

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

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

PARENTS (v44)

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

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INTERVIEWS: QUESTIONS FOR TEACHERS

1. Do you assist your learners with schoolwork?

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

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

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4. Do you experience some problems at your school?

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5. If yes, what are the causes?

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6. How can be they solved?

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

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8. If no, provide reasons for that.

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9. If yes, how are they involved?

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INTERVIEWS: QUESTIONS FOR LEARNERS

1. Do your parents assist you with schoolwork?

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

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

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4. What do you do at home after school?

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

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6. Do you experience some problems at your school?

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7. If yes, what are the causes?

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8. How can be they solved?

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

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APPENDIX 12

TRANSCRIPTIONS

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

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

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

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

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

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

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

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APPENDIX 13

TRANSCRIPTIONS

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

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

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

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

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

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

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TRANSCRIPTIONS

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

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

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

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

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

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

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

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TRANSCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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

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TRANSCRIPTIONS

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

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

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

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

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

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

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

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

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

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

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

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TRANSCRIPTIONS

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

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

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

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

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

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

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

Respondents: Yes.	Lab2C
Interviewer: So to which library do you go to, I mean to laboratory?	
Respondents: Outside.	Lab3C
Interviewer: There is a small laboratory, eh, well, I mean, do you have a...don't you do experiments?	
Respondents: Yes.	
Interviewer: Where do you get apparatus, apparatus are there, you have apparatus. All right, apparatus are there but not enough and the experiments are done outside, is that true?	A
Respondents: Yes.	A1C
Interviewer: Eh, Shii (quiet) according to your knowledge, are your teachers qualified? Number 1, number 2, eh, I'm asking, not, not you don't know neeh? Not knowing that you are uncertain about it "akiri" (okay). Now are they knowledgeable to teach the subject they are teaching, do they have knowledge?	
Respondents: Some do have knowledge.	
Interviewer: Some, some do have, eh, shii (quiet) do you think they are working together, working meaning that there is any team spirit?	
Respondents: No.	T1C
Interviewer: They have got some clashes in between. How can you help them not to have that? How can you help them? Eh using your own understanding, how can you help them to be one, to work together, Eh?	
Respondents: Re tlokga information (we don't have information)	
Interviewer: All right, it will be impossible because of interference, eh, what about the, the, the, the method that they are using when teaching, is it fine?	
Respondents: No.	
Interviewer: Why do you say so?	
Respondents: No answer.	
Interviewer: Some, so which one do you prefer, eh, I mean the method of teaching, which one do you prefer?	M
Respondents: Explanation method and summary.	M1C
Interviewer: Eh, the explanation one, summary, you want summary, eh. What	

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

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

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

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APPENDIX 18

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

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

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

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APPENDIX 19

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

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

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

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APPENDIX 20

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

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

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

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APPENDIX 21

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

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

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

APPENDIX 22

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

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

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

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

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APPENDIX 23

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

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

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

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

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