

**TEACHERS' VIEWS REGARDING THE INFLUENCE OF QUINTILE-
BASED SCHOOL CATEGORISATION ON THE CULTURE OF
TEACHING AND LEARNING IN NO FEE SCHOOLS.**

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DECLARATION

I, the undersigned, Zukiswa Sakati, hereby solemnly declare that the work contained in this thesis is entirely my own original work with the exception of such quotations or references which are distinctive of their own sources or authors. All the sketches and tables were produced by me with the exception of where I have acknowledged that they were taken from another source. This dissertation has not been submitted and will not be presented at any other University for an equivalent or any other degree award.

Signature and date

Zukiswa Sakati

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DEDICATION

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Abstract

The main aim of the study is to determine the views of teachers in the East London district on the influence of quintile-based school categorization on the culture of teaching and learning in No Fee Schools (NFS). The study is motivated by the high rate of underperformance registered by the NFS despite the huge amount of support and intervention directed to them. The study is located in the interpretive paradigm and hence used, was a qualitative approach and case study design. Purposive sampling technique was followed to identify participants. Twelve (12) teachers from three research sites, which are NFS, participated in the study. Data was gathered through observations, document analysis and one-on-one semi-structured interviews, respectively. In each school, a principal, a School Management Team (SMT) member and two Grade 12 teachers were interviewed as participants in order to enrich the study.

The study is underpinned by the Social Identity Theory (SIT) which is guided by the pursuit of evaluative positive social identity through positive intergroup distinctiveness, which is, in turn, motivated by the need for positive self-esteem (Tafjel & Turner in 1979). Thus, according to Hogg (2006), social identity is motivated by self-enhancement and uncertainty reduction, which causes groups to strive to be both better than and distinct from other groups. This theory afforded the researcher the opportunity to understand how teachers' personal identity and professional identities are influenced by the categorisation status of their schools as well as by their associates. This study revealed that the no fee categorisation status seems to affect the teacher identity and their professional identities which in turn appears to affect the culture of teaching and learning in NFS. This is indicated by data that some of the teachers in NFS seem to be in denial or feel rejected whilst some are proud and embracing teaching in these disadvantaged schools. The study further reveals inadequacy of the funding systems to address lack of resources in NFS means teachers have to provide for these in one way or another. One of the main findings of this study is that various strategies used by the NFS in trying to enhance the culture of teaching and learning in their schools produces differentiated results depending on teacher's attitudes, commitment, determination and hard work. The study also reveals that teachers from the same communities as the schools in which they work are more dedicated and willing to go an extra mile to plough back. In addition to this, teachers from similar environments seem to be driven by their backgrounds to help and support destitute

learners. Amongst the strategies used in schools, matric revision camp, cell phone policy and parenting of learners by teachers are the most effective in terms of enhancing culture of teaching and learning thereby improving matric results. Moreover, the study further divulges that some of the teachers in NFS are committed, motivated and hardworking despite the contextual factors found in these schools. Furthermore, learners in these schools tend to mirror their teacher's positive attitudes, hard work and determination towards their work which in turn they apply in their own studies. The study concludes with the findings that the teachers in underperforming NFS have to prove their worth to their associates in affluent schools or high performing NFS. Structural committees used at school levels have a positive contribution in the effective implementation of the intervention and support programs directed at NFS.

ACRONYMS

- SC School Categorisation
- QBSC Quintile-Based School Categorisation
- NSC National Senior Certificate
- NFS No Fee Schools
- NNSSF National Norms Standards Schools Funding
- SONA State Of the Nation Address
- DBE- Department of Basic Education
- SIT Social identity Theory
- Ofsted Office of the Standards in Education
- LTSM Learner Teacher Support Material
- NSNP National School Nutrition Programme

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Chapter 1

Background of the study

1.1 Introduction

One of the main goals in South African education is to enhance and restore the culture of teaching and learning in schools. Studies reflect that the culture of teaching and learning has mainly declined in South African schools (Ngidi & Qwabe, 2006); (Matoti, 2010). This decline seems to have adversely affected the standard of education as well as learners' academic performance. This has, furthermore, paved way for schools to be categorized, amongst others, as functioning versus dysfunctional, performing versus underperforming schools. Although school categorisation (SC) is a global phenomenon, its conceptualization seems to differ from country to country. Generally, SC is the classification of schools into standard groups based on various aspects, such as their academic performance in the national standard exit examination, leadership and management, availability of facilities, poverty levels of the community that the school serve as well as quality of teaching and learning (Cymru, 2015; Berkadia, 2014). Furthermore, the aims of categorising schools differ from one country to another.

Largely, the main aim of classifying schools is to ensure that the right, timely support and intervention secure the improvement in outcomes for all learners. SC also ensures an increased access to education by alleviating the financial costs of schooling for poor children and removing financial barriers to education (Mestry & Ndhlovu, 2014). Moreover, this categorisation of schools also seems to have an influence on the culture of teaching and learning in many different ways (Nkosi, 2011; Thwala, 2010). This study aims to investigate the teachers' views regarding the influence of quintile-based school categorisation on the culture of teaching and learning in NFS.

1.2 Background to the study

Countries worldwide are engaged in the categorisation of schools. For instance, in the United Kingdom (UK), schools are placed into one of the support categories based on their academic performance (Department for Education and Skills, 2006). The academic achievement of the pupils, specifically on their performance on national tests, is the key

determinant for the labelling of a school as failing (Department for Education and Skills, 2006). This academic performance of each school is then published in league tables. League tables are used to publish data on the attainment of pupils in schools in UK (Wilderman, 2011; DfES, 2006). They are then widely used by parents to compare the achievements of schools in their own areas (ibid). Parental choice among schools is then informed by annually published school performance (league) tables. This implies that the use of the league table rewards schools that are doing well and punishes poor schools. Conversely, this unfairly punishes poor schools because their learner populations are poor and educationally disadvantaged, hence lack most of facilities resulting to poor academic performance (Cobbold; 2010).

Similarly, in Indonesia, schools are categorised according to their levels of success in attaining national education. Their standards include, student average scores on standardised national exit examinations, possession of facilities, teacher qualifications, quality of teaching and learning processes and school management and class size (Berkadia, 2014). Amongst these tools, a nationally standardised test result is the main tool that is dominantly used to classify schools as successful in Indonesia, just like in UK. Most of the underperforming schools in Indonesia are found in disadvantaged areas (Berkadia; 2014). Likewise, African countries also categorise their schools, just like elsewhere in the world.

In Ghana, SC is a statutory requirement (Glennerster, Kremer, Mbiti, & Takavarasha, 2011). It is a regulation that schools be categorised based on the availability of facilities (Ajayi, 2011). These facilities include capacity to admit students, their historical selectivity as well as a concern for spatial variation by ensuring that each region contains at least one school from each category (ibid). The aim of SC in Ghana is to ensure that every child had access to high quality basic education. It also aims to provide educational facilities at all levels in all regions of Ghana and make them available to all citizens (World Data on Education, 2010). Lastly, it ensures adequate and timely supply of teaching and learning to schools. In ensuring this aim, Free Compulsory Universal Basic Education (FCUBE) programme was introduced (ibid). On the other hand, in Kenya there are three types of secondary schools that are recognized.

These three types of secondary schools include public, private and *harambe* (Onsomu, Mungai, Oulai, Sankale & Mujidi, 2004). Public schools constitute the largest proportion

of schools in the country, just like in South Africa (SA). Similarly, Kenya's categorises schools according to academic performance as well as poverty levels (ibid). Glennerster, Kremer, Mbiti, and Takavarasha, (2011) assert that SC aims at improving access and quality in education. Furthermore, it has led to the free primary education, reduction of fees in secondary education and vocational training schools. In all the public schools, community involvement in the financing and management of the schools take the form of participation in school committees (Onsomu, Mungai, Oulai, Sankale & Mujidi, 2004). In South Africa, like elsewhere in the world, schools are also categorized in various ways, that include geographical location (rural, urban and township), academic performance, as well as poverty rankings (Berg, Taylor, Gustafsson, Spaull, & Armstrong, 2011; (Rammala, 2009). This study only focuses on quintile-based categorization, which classifies schools in terms of their poverty levels.

Quintile-based school categorization in SA classifies public schools according to their poverty levels, largely for the purposes of the allocation of financial resources (Mestry & Ndhlovu, 2014). These quintile ranges from Quintile 1 - Quintile 5. All quintile 1 school are designated the poor of the poorest institutions while quintile 5 denotes the rich of the richest schools (Hall & Giese, 2009); (Mestry & Ndhlovu, 2014); (Thwala, 2010). Each school is assigned a poverty score using data from the community in which the school is located. The three poverty indicators utilized for this purpose are income, unemployment rate and level of education of the community, which are weighted to assign a poverty score for the community and school (Sayed & Motala; 2012). Thus, the catchment area in which low quintile schools are located has low income levels, high unemployment rate as well as high illiteracy rate. The study will focus on the low quintile schools that include Quintile 1-3 schools.

All schools categorized in the lower quintiles (1 to 3) were declared No Fee Schools (NFS) in 2007. NFS do not charge school fees, hence being called No Fee Schools (Dass & Rinquest; 2015). A school fee is an agreed amount of money that parents pay to schools, aimed at improving the quality of education of the learners (DBE, 2017). A learner cannot be excluded from participation in any official school programmes due to non-payment of school fees by the parent. Furthermore, a school may not retain a learner's report because the parent cannot afford to pay school fees (ibid). As a result, NFSs get the majority of the government's funding whilst schools in quintiles 4 and 5 receive a small

amount of funding from the government and are, therefore, allowed to charge school fees. Sayed and Motala (2012) argue that charging school fees further marginalizes already vulnerable segments of the population and reinforces existing inequalities. Wealthier communities are able to raise more funds, meaning the likelihood of a student attaining a certain stage of education becomes highly correlated with his/her family income levels (ibid). Learners from poor areas who are unable to afford the school fees are given the right to apply for a school-fee exemption (DBE, 2017). Moreover, school fees charged in Quintile 4&5 brings more private resources in the school system. This would then free the government to channel state resources to those schools in greatest need, such as NFSs. Consequently, it ensures that learners are not discriminated against because their parents are unable to pay the full school fees.

Previously, all schools could complement the state school allocation with the collection of school fees (Setoaba; 2011). Under the amended policy, schools declared to be NFS are entitled to an increased allocation by the state to offset revenues previously generated through school fees (National Norms Standards Schools Funding Act, 1998). Furthermore, NFSs are prohibited from charging compulsory fees, but are allowed to raise extra funds for the benefit of the school through donations and 'voluntary contributions'. Even so, the extra funds in NFS are limited since the majority of these schools are located mostly in poor areas. These inequalities are intensified by the ability or inability of parents to pay schools fees.

Most of the NFSs are geographically located in rural and township areas and are characterized by low socioeconomic status (Thwala, 2010, Bayat, 2010). These include low income areas, where most of the parents are both not working and depend in social grants. These areas are also dominated by low levels of education coupled with a high illiteracy rate, where most parents cannot read or write. This may imply limited parental support to children's education which is likely to result to low academic achievements by students (Matidza, 2003). Furthermore, these inequalities are compounded in the main by the unavailability of qualified teachers and other resources such as textbooks in some schools and unfavourable teacher-learner ratios, especially in township and rural schools, and public schools in general (Motala, 2006). This study will focus in NFSs in these areas. This is so because, according to Weeks (2012), the perceived breakdown of a culture of teaching and learning is most noticeable in the NFS. Literature claims that NFSs record

a high rate of academic underperformance even though the largest portion of government budget in education is spent on them (State Of the Nation Address (SONA), 2010). The culture of teaching and learning remains the main concern in NFS.

The concept of a culture of learning and teaching in SA is generally understood to refer to the attitude of all the role players (teachers and learners) towards teaching and learning and the presence of teaching and learning processes in schools (Kruger, 2007; Weeks, 2012 & Matidza, 2003). The following aspects of a sound culture of teaching and learning includes how all role players value the processes of teaching and learning; all practices reflect a commitment to teaching and learning; the resources needed to facilitate this process are available and the school is structured to facilitate these processes (Kruger, 2003). Most of these aspects are reportedly more visible in quintile 4 and 5 schools, former model C schools. Furthermore, a poor culture of teaching and learning in schools refers to a situation where proper teaching and learning has broken down.

Inappropriate teaching and learning may result in the poor culture of teaching and learning in schools. Christie (2006) notes that the school context, the quality of teachers and learners, as well as the surrounding socio economic conditions, are likely to influence the culture of teaching and learning. The culture of teaching and learning in rural and township schools is also more likely to be crippled by the lack of resources that are needed to ensure that teaching and learning continues uninterruptedly (Gardiner, 2008; Weeks, 2012 & Msila, 2014). Furthermore, disrupted authority relations between principals, teachers and students; irregular and broken attendance by students and often teachers; general demotivation and low morale of students and teachers as well as school facilities in a generally poor state of repair are also some other factors that contribute to the weak culture of teaching and learning in NFS (ibid). However, literature reportedly links culture of learning and teaching with academic performance (Befikadu, 2013; Kasantra, 2013 & Martha, 2009). This may imply that schools with a poor culture of learning and teaching are likely to have poor academic performance.

In addition, there are factors that seem to contribute to the low academic performance. These factors include large classes, lack of adequate physical space, shortages of trained quality teachers, school furniture, textbooks and other teaching and learning materials (Christie, 2006). All these factors may result to poor academic performance in no fee schools. For instance, in the Eastern Cape Province, in schools in the rural areas,

the culture of teaching and learning is hampered by the lack of tables and chairs in the classrooms, a situation in which teachers have to perform their duties with little or no resources (Okeke, Adu, Drake & Duku, 2014). Even though literature notes that almost 80% of schools in SA benefit from the No Fee policy (Thwala, 2010; Mncube, 2009); Gardner, 2008), these schools still seem to be struggling to achieve good academic performance. Hence, poor academic results in this province. It also seems that the declaration of some of these schools as NFS contributes to a decline in the general school performance.

The declaration of certain schools as No Fee Schools is linked with a massive decline of the general performance, including academic performance, in a number of public schools (Nkosi, 2011). It has been observed that as parents no longer pay school fees and other school costs such as transport and meals, some of them do not feel responsible for the education of their children as they did before the declaration of certain public schools (Setoaba, 2011; Nkosi, 2011). This is revealed by a decline of parental involvement and accountability in no fee schools, despite the fact that parental involvement is considered the most important remedy to many problems in education including academic performance (Fan & Chen, 2001). As such, Nkosi (2011) further claims that, mostly in NFS, certain parents are no longer obliged to supervise their children's homework, school attendance and punctuality, hence high levels of academic underachievement. Similarly, Maluleka (2014) asserts that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more. This idea that parental involvement has a positive influence on students' academic achievement is so intuitively appealing that the society, in general, and educators, in particular, have considered parental involvement an important ingredient for the therapy for many problems in education (Maluleka, 2014). Hence, parental involvement and home-school relations have a significant influence on the culture of teaching and learning.

Despite all that, there are some NFS in the same context that are characterized by parental involvement and responsibility (DBE, 2013), such that learners in those schools display good academic achievement. This is, therefore, in line with Christenson (2002) who claims that the theory that many parents are not interested in their children's education is a misconception. Many families want to help their children learn to read, but

are unaware of ways to go about doing so. Therefore, parental attitudes about education can greatly affect how children perform, even though it is also important to find a right balance of school involvement. However, this does not diminish the government's aim to open access to children coming from poor backgrounds as intervention programmes offered in NFS were extended.

The intervention strategies included scholar transport, national school nutrition programme and extra tuition classes. Various strategies are used by schools to effectively implement the intervention programme so as to enhance the culture of teaching and learning. Moss and Brookhart (2009) state that the ultimate goal of the teaching and learning strategies is to ensure that learner achievements are improved as well as tailored towards the school needs. Each school therefore comes up with the strategies to enhance the culture of teaching and learning by taking advantage of the intervention programme. These teaching and learning strategies include matric revision camp, extra tuition classes, twinning of schools and regular supervised tests and so on (Norviewu-Mortty, 2012). For instance, strategies such as extra classes for longer instructional time are made possible by the availability of free scholar transport, as most of learners have to walk distances longer than five kilometres. The matric revision camp is where all grade 12 learners stay at school (sleeping and eating in the designated classrooms) to prepare for the National Senior Certificate Examinations. These revision camps are also made possible by the availability of free meals in NFS. These are all endeavours to at least ensure that all those that enrolled and reached grade 12 are able to make it through.

Nevertheless, there is a debate whether access breeds success (Bartlett, 2015; Sullivan, 2002; SONA, 2010). For instance, the Eastern Cape Province, which is characterised by a high number of no fee schools, is reportedly performing below the national benchmark of 60% (Ncanywa, 2014; Tekete, 2012). For example, recently in 2015, only 56% of the learners made it through in grade 12 final NCS examinations (Daily Dispatch 6th January, 2016). Yet, government spends huge amounts of money to ensure that learners from poor backgrounds get access to quality education (Bayat, Louw & Rena 2014). Even though it is hotly argued that most of NFS in South Africa record a high rate of underperformance, which is linked with poor culture of teaching and learning, there is, however, little information about how the quintile-based school categorisation influences the culture of teaching and learning in NFS. Hence, this study seeks to examine the views

of the teachers' regarding the influence of the quintile-based school categorisation on the culture of teaching and learning in the selected NFS. It is based on this background that the following problem statement was formulated.

1.3 The problem statement

Literature reveals that in SA the majority of schools are categorised as NFS (SONA, 2010; DBE, 2012; Setoaba, 2011; Mestry & Ndhlovu, 2014). These NFS are mostly geographically located in rural and township areas which are low socioeconomic status communities. Moreover, these areas are characterized by high rates of illiteracy, poverty, poor health and high levels of unemployment. The aim of declaring these schools as NFS is to increase access to quality education to learners coming from these communities that are regarded as poor. This is so because certain sections of society seek to treat education as a commodity, whereas it is a basic need (SONA, 2010). Literature also identifies these No Fee Schools as underperforming (Mncube, 2009; Nkosi, 2011; Mail & Gurdian, 2014/ 11/26) despite the support granted to them such as non-payment of fees, school nutrition, scholar transport, and extra tuition classes in the form of winter and spring schools as well as Saturday classes. Furthermore, learner performance is related to the culture of teaching and learning and is mostly measured by the matric results in high schools (Berkadia, 2014; Befikadu, 2013; Martha, 2009).

Various debates (Bayat, Louw & Rena 2014; SONA 2010; Weeks 2012; Christie, (2006) claim that the majority of SA's NFS are essentially dysfunctional with low academic performance. There is, however, very little that is known about the influence of quintile based school categorisation on the culture of teaching and learning in no fee high schools. Hence, this study investigates, in depth, teachers' views regarding the influence of quintile based school categorisation on the culture of teaching and learning. It is based on this background and problem statement that the following research questions were developed.

1.4 Research questions

1.4.1 Main research question:

What are the teachers' views regarding the influence of quintile based school categorization on the culture of teaching and learning in NFS?

1.4.2 Sub questions

- How do teachers perceive their No Fee categorisation status?
- How does the No Fee categorisation status affect the culture of teaching and learning?
- What strategies do the teachers use to enhance the culture of teaching and learning

1.5 Objectives of the study

- To examine the teachers' perceptions of their No Fee categorisation status.
- To examine the effects of the No Fee categorisation status on the culture of teaching and learning.
- To explore the strategies used by the teachers to enhance the culture of teaching and learning.

1.6 Purpose of the study

The purpose of this study is to understand better the contribution of the quintile based school categorisation on the culture of teaching and learning in NFS.

1.7 Significance of the study

It is important to conduct this study in order to provide a conceptual contribution of quintile based-school categorisation on socioeconomic status of schools. This study will afford

schools an opportunity to make reflections on the strategies used by teachers to enhance the culture of teaching and learning in NFS. Furthermore, the findings of this study could be beneficial to the school stakeholders that include the principals, teachers, students and parents. Finally, this study will afford an opportunity for a view from below which is the schools from poor background talking about themselves regarding the influence of Quintile-based school categorisation on the culture of teaching and learning in their schools.

1.8 Delimitation of the study

This research study was conducted in three No Fee high schools; two rural which are well performing, whilst the other is underperforming in terms of the national benchmark of 60% on the NSC examinations. The third one is a township school, which has been performing well for the past couple of years in the East London Education District in the Eastern Cape Province. The study was limited to the participation of the school principals, School Management Team (SMT) member, and two grade 12 educators in each school. The study focused on the teachers' views regarding the influence of quintile based SC on the culture of teaching and learning in NFS.

1.9 Operational definitions of key concepts

School categorisation (SC):

According to this study, SC refers to the classification of schools by ranking them in terms of poverty levels and grouping them into sections or quintiles (Mestry & Ndhlovu, 2014) based on the catchment area of the school. The three poverty indicators utilized for this purpose are income, unemployment rate and level of education of the community, which are weighted to assign a poverty score for the community and school (Sayed & Motala; 2012).

Culture of teaching and learning:

Culture of teaching and learning refers to the attitude of all the role players (teachers and learners) towards teaching and learning and the presence of quality teaching and learning processes in schools (Weeks, 2014; Kruger, 2007; Weeks, 2012; Matidza, 2003).

No Fee School (NFS) :

These are schools that are annually declared by the Minister of Education at which parents do not have to pay school fees (Thwala, 2010). In this study, NFS refers to Quintile 1, 2 and 3 schools.

Quintile:

Categories or levels in which South African public schools are ranked for the purpose of resource allocation with the poorest schools being in Quintile 1 and the less poor being in Quintile 5 (Nkosi, 2011; Setoaba, 2011; Hall & Sonja 2013).

1.10 Literature Review

1.10.1.1 Theoretical Framework: Social Identity Theory (SIT)

This study is underpinned by the Social Identity Theory (SIT) by Henry Tajfel (1978). SIT is concerned with the group situation and starts from the assumption that social identity is derived primarily from group memberships. In this study, the schools studied belong to the low Quintiles, quintile 1, 2 or 3, which is the low status category in terms of socio-economic status. As such, they are referred to as NFS. This theory further proposes that people of the lower category strive to achieve the highest category identity, whilst high category people strive to maintain their identity. Thus, boosting their self-esteem; this positive identity derives largely from favourable comparisons that can be made between the ingroup and relevant outgroups. This implies that the NFS, being in the low status category by virtue of being in the poor areas, strive to, at least, perform better in terms of their matric results than the other NFS, or even the Fee paying schools in Quintile 4 and 5 in high socioeconomic status area. In the event of an unsatisfactory identity, people may seek to leave their group or find ways of achieving more positive distinctiveness for it. These include different strategies which may be adapted to this end and various conditions under which these are thought more or less likely to be used.

The consequence of the social comparison process will result in self-enhancing and self-improvement outcomes for self (Corcoran, Crusius, & Mussweiler, 2011). Thus, out of dissatisfaction of belonging in low category status, looked down upon NFS teachers may

enhance themselves in many different ways, starting from the teaching and learning strategies. Hinkley, Marsh, & Dennis (2002) believe that these are the identity protecting responses by members of the NFS. For instance, these teachers may take transfers to other schools belonging in the superior group to find positivity or change the negative connotation of a characteristic attributed to them, such as underperformance in the NSC examinations.

1.10.1.2 School categorisation (SC)

SC is a global phenomenon conceptualized differently from country to country. In UK, SC is based upon school's performance and standards, schools are placed into one of the four standard groups, which identify how well they are performing against the set of agreed measures (Berkadia, 2014; DfE, 2015). A colour coding system is used to categorise schools according to their performance. Thus red, amber, yellow and green colours are used. Even so, DfE (2015) asserts that, before the colour coding system can be used, it needs to be agreed with the school and the local authority. A categorisation colour indicates the level of support and those in the green category needing the least support and those in the red category needing the most intensive support (ibid). School categories are published in January on the local school website and each school receives a tailored programme of support, challenge and intervention based on its category. Similarly, Berkadia (2014) reported that schools in Indonesia are classified according to the performance. The aim of SC in Indonesia is also similar to that of UK. It also ensures that the right timely support, challenge and intervention secure improvement in outcomes for all learners. Indonesian school categorisation policy classifies schools into four categories of success, namely, potential schools, national standard schools, pilot international schools and international standard schools. Just like in SA, most schools in Indonesia are potential schools which are the lowest performing schools. And most of these schools are geographically located in low socio- economic areas.

On the contrary, Ghana's SC aims to ensure that every child of school age had access to high quality basic education. All regions of Ghana, by regulation, should all have the different categories of schools to ensure equal distribution of basic education facilities (Onsomu, Mungai, Oulai, Sankale & Mujidi, 2004). Kenya, on the other hand, categorises its schools both on academic performance and on poverty levels just like South Africa.

Academically categorised schools are classified as above average, average, and below average, based on their aggregate performance in the Kenyan Certificate of Secondary Education (Kimani, Kara & Njangi, 2013). Schools in Kenya are commonly evaluated using students' achievement data. This implies that teachers cannot be divorced from the schools they teach and academic results of their schools (Heck, 2009). SC based on poverty levels aims at improving access and quality in education.

South Africa uses a quintile system to categorise its schools into five socio-economic quintiles. The system categorises schools according to the poverty levels of the community surrounding in which the school is located (NNSSF, 2014). Schools in lower quintiles receive more money than schools in affluent areas. Thus, the quintile ranking of schools only considers the physical location of the school and does not take into cognizance the socioeconomic status of the learner. Hence, poor learners from low socioeconomic status areas do not get subsidized when attending schools in affluent areas (Haddow-Flood & Wiens, 2013). Furthermore, this quintile ranking is not without challenges. Some of the schools are ranked erroneously in the same area, leading to unequal allocation to schools serving the same community. Incorrect ranking, in part, has, therefore resulted to limited resources, inability to feed learners, school repairs and maintenance not being done and so forth. Consequently, this poses a deficiency in the very same school it was supposed to assist, thereby, affecting the culture of teaching and learning.

1.10.1.3 Culture of teaching and learning

In SA, culture of teaching and learning is not a new concept. According to some scholars (Zulu, Urbani, van de Merve, and van de Walt, 2004; Heystek, 2001), culture of teaching and learning refers to the attitude teachers and learners have towards teaching and learning and the spirit of dedication and commitment in a school which arises through the joint effect of school management, the input of teachers, the personal characteristics of students, factors in the family life of students, school-related factors as well as societal factors.

A culture of teaching and learning seems to have a definite influence on the performance of learners at any school. A positive culture of teaching and learning enhances performance while a negative culture of teaching and learning inhibits learner

performance (Weeks, 2012). The culture of teaching and learning is closely connected to the spirit and attitudes that prevail at a school. It reflects the manner in which teachers as well as learners approach educative tasks. It also refers to the level of seriousness, motivation, discipline, hard work and dedication with which the teachers as well as the learners are engaged in teaching and learning, respectively. Furthermore, the culture of teaching and learning is related to teacher and learner morale. Weeks (2012) suggests that reducing morale amongst teachers and learners erodes the culture of teaching and learning and results in poor examination results.

1.10.1.4 Strategies used by teachers to enhance culture of teaching and learning in NFS

Schools that are declared as no fee schools by the department of education are offered support and intervention so as to enhance the culture of teaching and learning, thereby, improving their academic performance. Damuah, (2009) asserts that intervention programmes introduced for all NFS were meant to boost their academic performance. These intervention programmes include, non-fee payment, free scholar transport, national school nutrition, winter and spring schools as well as Saturday classes. These schools can employ certain strategies to ensure the effective implementation of these intervention strategies, thereby, enhancing teaching and learning in their schools.

Mrali (2012), and Adam (2010), suggest that schools can employ the following school based strategies: twinning, awards, motivational sessions, regular class tests, extra tuition for all NFS and not only underperforming NFS. Furthermore, in a study conducted in Ghana the following teaching and learning strategies were used: regular supervised class tests, group studies, extra tutorial, debates and quizzes, expert tutors and teachers as well as multiple practice examinations (Norviewu-Mortty, 2012). However, Hinkley, Marsh and Dennis (2002) suggest that, for the well performing schools to maintain or improve their favourable position, they need to keep employing what makes them the best. This may include effective management practices to teaching and learning strategies.

1.11 Research methods and methodology

Cohen (2008) confirms methodology as describing research approaches and paradigms, while Creswell (2009); Okeke et al. (2014) define research methodology as the activity of choosing, reflecting, evaluating and justifying the way in which the researcher intends to conduct a particular research study.

1.11.1.1 Research approach: Qualitative approach

Qualitative research is concerned with the understanding of how a particular individual or group of individuals think, and the meanings they attach to their actions (Okeke & van Wyk, 2015). The researcher adopted a qualitative approach for this study, which encompassed feelings, experiences, social situations, or phenomena as they occur in the real world, and, therefore, study them in their natural settings (Berg et al., 2011) in perspective on what was already known (Mecer & Dawes, 2008). The essence of using this qualitative approach is its naturalistic-studying of real people in natural settings rather than in artificial isolation (*ibid*). This study, therefore, sought teachers' views regarding the influence of the quintile based school categorisation on the culture of teaching and learning in no fee schools.

1.11.1.2 Research Paradigm: Interpretive

In an interpretive approach to research, the researcher worked on the premise of the assumption that access to reality (given or socially constructed) is only through social constructions such as language, consciousness and shared meanings. Interpretive studies generally attempt to understand phenomena through the meanings that people assign to them and interpretive methods of research are "... aimed at an understanding of the context of the information system, and the process whereby the information system influences and is influenced by the context" (Walsham, 1993:4-5). In this study, the researcher used the interpretive paradigm.

The interpretive paradigm advances a view that data never speak for themselves (itself) but that the researcher assessed and interpreted data to construct meanings so as to establish understanding. Researchers use constructs such as culture, social context and

language to build their view of the world and that social reality is shaped through social interactions, as argued by Gibbons and Sanderson (2002). It also provides an opportunity for the voice, concerns and practices of research participants. Tshabangu (2015) states that an interpretive researcher, therefore, seeks to understand studied phenomenon through assessing the meanings that the participants attach to those social worlds. Thus, I looked for rich and detailed information of a qualitative nature through in-depth interviews, observations and interpretation of documents. An interpretive paradigm was relevant to this study because it focused on interpreting the views of the teachers regarding the influence of the quintile based school categorisation on the culture of teaching and learning in no fee schools.

1.11.1.3 Research Design: Case study

In this study, the researcher used a case study design. A case study is the detailed and thorough investigation of the case (van Wyke & Taole, 2015). According to De Vos (2005), case studies help the researcher connects the actions of individual people to the large scale social structures and processes. This means that a case study is the study of a phenomenon in its natural setting. The purpose of the case study is to probe deeply and analyse the phenomena used intensively to establish generalization about the wider population to which that unit belongs (Punch, 2011). In this study, a case study was used because the views of the teachers on the influence of quintile based school categorisation on the culture of learning and teaching in no fee schools were explored. The case in this study comprised of three no fee high schools.

1.11.1.4 Sampling and sampling procedure: purposive

According to Seaberg (2003), a sample is an element of population considered for actual inclusion in the study or a subset of measurement drawn from a population we are interested in. Sampling is made for the explicit purpose of obtaining the best possible source of information to answer the research question. In this study, purposive sampling was used. Purposive sampling entails that participants are selected for a specific purpose. Purposive sampling also involves a smaller number of respondents who are likely to give you the required information (Neumann, 2006). Trochim & Donnelly (2006) and Lumadi (2015) define purposeful sampling as the process of selecting samples that are rich with

information needed for the research and are fit for the study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the study (Cohen, 2007).

For the purpose of this study, three NFS were selected, two from a rural area and one from an urban area. These schools were selected on the basis that they are NFS. Once the schools had been selected, the respondents were then selected. The principal, SMT teacher and 2 grade 12 teachers were selected. The purpose for selecting the school principal was the fact that he is the accounting officer of the school who accounts on the school performance and who deals directly with the process of school categorisation and coordinates all the programmes implemented as a result of the school categorisation status. The SMT member has an overall responsibility to manage teaching and learning. The two Grade 12 teachers were selected because the culture of teaching and learning is linked to the academic performance of the school measured by the matric results. Thus, these teachers were likely to have more views regarding the influence of the quintile based school categorisation in the culture of teaching and learning than any other teachers in the school.

1.12 Data collection methods

Creswell (2007) describes data collection methods as the steps that involve setting boundaries for the study, collecting information through observation, interviews, documents and visual materials and establishing the protocol for recording the information. In this study multiple methods of data collection were used, namely: observations, document analysis and interviews to ensure data trustworthiness.

1.12.1 Observation

Observation is a way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting (Cohen, 2007). On the other hand, observation is not to report on individuals' performance, but to find out what kinds of problems in general are being encountered (Phillistine, 2005). Hence, Cohen (2007) noted that observation involves gathering live data from live situations. Mecer and Dawes (2008) point out that if the observer stays for relatively longer periods, people become less self-

conscious and gradually start behaving naturally. The researcher, therefore, observed time management punctuality in the selected schools. These include, the arrival of the scholar transport, meal served during lunch, teacher arrival, to check if food was served within the specified times. This enabled me to gather necessary in-depth information for the study.

1.12.2 Document analysis

This was another technique that was employed in this study. It entailed extracting information from the written sources like attendance registers, minutes of meetings and matric results' analysis schedules. The main focus here was to concentrate on all written communication that may provide information on the phenomenon of investigation. In this study the researcher reviewed the following documents: matric results of the past five years, learner attendance register, scholar transport school policy and school nutrition policy. This was a form of supportive evidence to the information that was received from the respondents as well as for triangulation. From some of these documents, the researcher was able to pick up the influence of quintile based school categorisation on the culture of learning and teaching. These documentary data are particularly good source for qualitative case studies because they grounded an investigation in the context of the problem being investigated (Merriam, 2001).

1.12.3 Semi-structured interviews

Gibson (2007) sees the semi-structured as one-on-one interviews and as a mode of obtaining information through direct interchange with an individual to gain knowledge the researcher seeks, while Elof (2007) sees them as a method commonly used in research project to corroborate data emerging from other data source. It is for this purpose that the researcher conducted one on one interviews with the participants and used a voice recorder so that interviews could later be transcribed. In this study, the principal, the deputy principal and two Grade 12 teachers for each school were interviewed. With the semi-structured interview method, it was free to intervene and seek "clarification or further explanation" from the participants for a better understanding of their views regarding the influence of quintile based school categorisation on the culture of teaching and learning in their schools (Yin, 2003). Moreover, during the process of interviews, I was able to ask

probing questions as the conversation developed repeat or rephrase questions to ensure that all the areas of interest to the study were covered.

1.12.4 Data analysis procedures

According to Glesne's (2015), data analysis is a process of searching and arranging data from the interviews and other research instruments, to be able to increase the researcher's understanding of the study and present what the researcher has discovered in clear terms. However, Feza (2015), as cited by (Okeke & van Wyk, 2015), defines it as a systematic organization and synthesis of data that involves the application of one or more statistical techniques. It, therefore, gives meaning to data collected during the research in a way that permits the researcher to answer the research questions. As noted by McMillan and Schumacher (2006), qualitative researchers integrate the operations of capturing, collecting, organizing, analysing and interpreting data and calling the entire process as presentation of data.

Thematic analysis was used in this study. The aim of thematic analysis is to uncover themes that are prominent and significant in the data (Feza, 2015). Alexander (2003) describes thematic analysis as identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, it frequently goes further than this, and interprets various aspects of the research topic. After the interviews, the recorded information was transcribed. Thereafter, data was organised and sorted out into themes emerging from the large quantity of participants' responses. This helped the researcher to identify similar patterns and gain more insight on the views of teachers about the influence of quintile based school categorisation in the culture of learning and teaching. The researcher identified themes and relationships between themes and put them into categories so as to identify trends in the data (Neuman, 2008).

1.13 Credibility and Trustworthiness

In qualitative research, the researcher mostly acts as a data gathering instrument. Thus credibility and trustworthiness is of utmost importance. According to Nieuwenhuis (2010), through different, ways researchers can enhance trustworthiness.

1.13.1 Using multiple data sources.

Using multiple data sources can help check the findings. In this study, the researcher used various data sources to collect data such as the following documents: past exam matric results, attendance register for teachers and learners, nutrition policy as well as scholar transport policy and transcripts of the interviews. This was done for the purpose of ensuring credibility and trustworthiness of data.

1.13.2 Verifying raw data

Once the transcripts were coded / created from the interviews, they were given to the participants to verify the correctness and accuracies between their views as expressed and reflected in the transcripts.

1.13.3 Stakeholder checks

Once the conclusions are drawn, participants were given a chance to comment on whether the researcher's interpretations are in line with their personal experiences that they tried to express through the interviews.

1.14 Ethical considerations and requirements

Ethically, conducting research requires researchers to actively interpret these principles for their individual projects and fitting these ethical guidelines to suit the unique contexts of their research. Sotuku & Duku (2015) consider ethics as beliefs about what is right or wrong, proper or improper and good or bad. Thus collecting data from people raises ethical concerns (Sotuku & Duku, 2015). In undertaking this study, the following ethical considerations were observed:

1.14.1 Gaining permission

An ethical clearance letter was applied for and obtained from the University of Fort Hare, and permission to carry out the study was also obtained from the EC Department of Education. The researcher then conducted the research study after receiving Ethical

Clearance Certificate from the University Research Ethical Committee and granted permission by the EC Department of Education.

1.14.2 Participants' right

The participants were allowed to exercise their right to be part of the research or not. Participants' right to privacy was respected and that of the school where the participants are working. Participants participated on their own free will and were informed that they had a right to discontinue with participation if they feel so at any point in time.

1.14.3 Informed consent

Sotuku and Duku (2015) state that nobody should ever be forced into participating in a research because participation must always be voluntary. The general nature of the study, its goals and procedures were discussed with the participants. Consent forms which briefly described the expectations of them as participants were issued. Permission was requested from the Department of Education, the principal of the school as well as the teachers before conducting the interviews.

1.14.4 Confidentiality and anonymity

Confidentiality means that identifiable information about individuals collected during the process of research will not be disclosed without their permission; hence the notion of confidentiality is founded on the principle of respect for autonomy (Neuman, 2008). All information obtained in this study was treated confidentially and would not be divulged to anyone. If names are to be attached, then the researcher used codes which were applied to research participants and the schools where the participants work. The researcher understood that it was unethical to be negligent in not protecting the confidentiality and anonymity of the information gathered from the participants.

1.14.5 Protection from harm

As far as reasonably possible, the researcher ensured that no harm came to the respondents. Sotuku & Duku (2015) claim that an ethical obligation rests with the researcher to protect subjects, within reasonable limits, from any form of physical

discomfort that may occur during the research work. On the other hand, Gay and Airasian (2003) state that harm could come in research by revealing the identity of the subject; questionnaires or interview guides will bear no names. The participants were made aware that this study would by no means reveal their identities, nor link responses with participants' identities, unless they give permission for that.

1.14.6 Maintaining professionalism

The researcher endeavoured at all times, throughout the study, to maintain professionalism. That was done through showing respect, compassion, integrity and unselfishness in the relationship with the participants. The researcher maintained a professional relationship with the participants.

1.15 Chapter outline

Proposed outline is indicated as follows:

CHAPTER 1: This is the introductory chapter that gave the background of the study, Statement of the Problem, Research Questions, Objectives of the study, Significance of the study, and Purpose of the study, Delimitation of the study and Definition of key terms.

CHAPTER 2: This chapter is divided into two sections, of which section one presented the theoretical framework of the study and then reviewed related literature on the influence of quintile based school categorisation on the culture of teaching and learning in no fee schools based on the research questions.

CHAPTER 3: This chapter outlined the research methodology of the study. It explained the research paradigm underpinning and guiding this study and design and procedures and instruments involved in data collection, credibility and trustworthiness, data analysis procedures and ethical considerations. Details of the research context and selection process of participants are provided. This chapter set forth the researcher bias and pre-understanding uncovered through the process of interviews and ethical considerations pertinent to the study.

CHAPTER 4: This chapter comprised of a detailed presentation, analysis of data through thematic analysis and interpretation of the data collected through semi-structured interviews, observation and document analysis. Here the display of data is organized and connections between the study's findings and existing literature are made.

CHAPTER 5: This is the final chapter of this study; it will focus on discussion of the findings of the study. The study will be concluded by offering recommendations which emanate from the discussion.

1.16 Conclusion

This chapter discussed the background of study, significance of study, delimitation, research questions, theoretical framework and methodology. The next chapter focus on reviewing the literature and theoretical framework related to this study.

Chapter 2

Literature review

2.1 Introduction

The purpose of this chapter is to present the related literature reviewed. It starts with interrogating the theoretical framework that helped explain the practices in literature as well as the data that were collected. Due to the limited availability of literature focusing on the major concepts related to this study such as Quintile-based school categorisation in SA, in particular, perceptions of teachers on their categorisation status within the South African context; this review also includes literature from Indonesia where an almost similar study was conducted. This literature is responding to the following research question:

2.1.1 Main Research question

What are the teachers' views regarding the influence of quintile based school categorization on the culture of teaching and learning?

2.1.2 Sub research questions

- How do teachers perceive their No Fee categorisation status?
- How does the No Fee categorisation status affect the culture of teaching and learning?
- What strategies do the teachers use to enhance the culture of teaching and learning?

2.2 Theoretical framework: social identity theory

Theoretical framework forms the underlying structure which can be compared to the construction of a new building wherein there is a foundation upon which the structure is built. This study is underpinned by Social Identity Theory (SIT) which is a theoretical

framework developed by Tajfel and Turner in 1979. According to Social Identity Theory, "social identity and intergroup behaviour is guided by the pursuit of evaluative positive social identity through positive intergroup distinctiveness, which in turn is motivated by the need for positive self-esteem" (Hogg & Terry, 2001). An emphasis is placed on intergroup competition over status and prestige, and the motivational role of self enhancement through positive social identity. In other words, a person's behaviour will be affected by their positive association with their in-group, when their self-esteem and/or status are elevated by that association. Thus, according to Hogg (2006), social identity is motivated by self-enhancement and uncertainty reduction, which causes groups to strive to be both better than and distinct from other groups.

SIT further explains that every group has some type of social status that gives value to its membership. This study deals with three secondary schools classified as No Fee schools with a low social status value. This social status gives it less value for the individuals that are members. Individual group members use the status from their membership in the group to gain self-esteem. The motivations to enhance self-esteem and gain higher status cause individuals to behave in ways that maintain the group and their memberships in the group. The better one's own group looks in comparison to other groups, the more status the group gains, and the more self-esteem it can provide for its members. This implies that fee paying schools (Quintile 4 and 5), which are the former model C schools, will confer a positive social identity, and, conversely, membership of groups consensually regarded as inferior (No Fee Schools) will confer a negative or unsatisfactory social identity.

The negative social identity may, under certain conditions, motivate the members of lower status groups to take collective action towards challenging the inferior status conferred to their group. Specifically, inferior group (NFS) members are more likely to strive for a positive social identity as a result of their "subjective" low status (Tajfel & Turner, 1979, p. 43). Consequently, inferior group members will employ various identity management strategies to achieve positive distinctiveness (Tajfel & Turner, 1979). The type of identity management strategy employed is determined by the inferior group members' perceptions of the legitimacy, stability and permeability of the intergroup context and these factors are known as socio-structural variables (Tajfel & Turner, 1979).

There are three primary identity management strategies that have been conceptualised within the SIT framework, namely individual mobility, social creativity and social competition. Tafel, (1974) asserts that the type of identity management strategy utilised will be determined by the perception of socio-structural variables. Thus (Tajfel & Turner, 1979) identity management strategies that are useful for inferior group members (NFS) in striving for a positive comparison outcome and for superior group members in maintaining a positive comparison outcome.

One of the strategies that can be used by inferior group members is individual mobility. Turner and Brown (1978: 204) state that individual mobility arises when "...an individual leaves or disassociates himself from his erstwhile group."

Said differently, it is when a person disassociates psychologically from their in-group as a consequence of a negative comparison outcome and joins, or tries to join the superior group to fulfil their need for positive distinctiveness (Tajfel & Turner, 1979). In this study, this is the teachers from the NFS living to the fee paying schools in affluent areas. Generally, for individual mobility to be possible there has to be permeable intergroup boundaries and the perception that the prevailing intergroup hierarchy is legitimate and stable (Tajfel, 1974; Tajfel & Turner, 1979). Under conditions where intergroup boundaries are not permeable, SIT predicts that members of inferior group may employ social creativity or social competition as identity management strategies (Tajfel, 1974; Tajfel & Turner, 1979). Thus, NFS may employ a variety of strategies to make the departmental intervention programmes yield a positive contribution in their schools so as to achieve better academic performance.

Social creativity is an identity management strategy that comes in various forms. Turner and Brown (1978) mentioned that lower status group members could, in order to achieve a positive social identity, compare themselves to the relevant superior out-group on new comparison dimensions. For example, No Fee schools may prefer to be compared to Fee Paying schools in terms of the performance status (matric results) rather than poverty (socioeconomic) status so as to achieve positive distinctiveness. Thus, an alternative within social creativity is changing the negative connotation of a particular characteristic attributed to the in-group. What is common between individual mobility and social creativity is that the intergroup status relations remain the same.

That is, the status might change for an individual when s/he employs individual mobility but the intergroup status relations remain the same (Tajfel, 1974). This, therefore, means teachers who moved to fee paying schools (superior group) in affluent areas but the status of the former school she migrated to remains the same as NFS.

Similarly, when social creativity is utilised, people change the comparison dimension, comparison group or change their values, yet the intergroup hierarchy remains unaltered (Becker, 2012). Thus NFS will change the comparison dimension of poverty or socioeconomic status to the one of school performance in the final National Senior Certificate examination, as it is evident that there are some schools in the low socio economic status area that perform better than schools in the affluent areas and, in that way, manage to boost their self-esteem.

2.3 School categorization

School categorization (SC) is a global phenomenon conceptualized differently from country to country. Despite the differences on how schools are categorized worldwide, the ultimate goal remains the same. In almost all the countries, the ultimate aim of SC is to identify the most schools that need help and give support and intervention to those schools in order to improve.

2.3.1 School categorisation- international

School categorisation (SC) is used worldwide by various countries to restore and enhance the culture of teaching and learning, and, thereby improves academic performance in poor schools (Liethwood, 2004). Generally, SC is the classification of schools into support groups based on the academic performance, leadership and management, availability of resources as well as poverty levels (Berkadia, 2014; Ajayi, 2011; Cymru, 2015; Mestry & Ndhlovu, 2014). Thus, categorisation is part of the wider evaluation of schools and, more specifically, a way of identifying what support is needed, rather than a simple mechanism for judgement.

Various countries have adopted different approaches of SC and implemented them in different ways with different outcomes. In international countries such as Indonesia,

school categorisation is based on the academic performance in standardised tests, whilst in UK self-evaluation and capacity to self-improve in relation to leadership and management, learning and teaching, as well as the level of support is also considered (Cymru, 2014). Categorisation of schools in both these countries aims to ensure that the right timely support and intervention secure improvement in outcomes for all learners. In Indonesia, the implementation of SC policy led to the introduction of innovative school programmes by the principals (Berkadia, 2014). It further involved all stakeholders in the decision-making process and focused on improving the student exam scores by developing a collaborative school culture where the teachers were motivated to work harder and parents were encouraged to monitor their children's learning. Thus, leading to the creation of a positive school climate in which teaching and learning take place.

Similarly, in UK, SC classifies schools in terms of their performance and a four level categorisation is used to measure school's performance (Cymru, 2014). School categorisation is used as a way of identifying schools most in need of support based on their academic performance, how effectively they are led and managed, the quality of teaching and learning and the level of support and intervention they need to do even better (Cymru, 2014). Based upon school's academic performance and standards, schools are placed into one of four standard groups which identify how well they are performing against the set of agreed measures (Kamper, 2008). The performance measures for secondary schools are based on examination results and this is also used to decide whether learners are eligible for free school meals. If the progress of the free school meal learners does not compare favourably to national performance, then the learners are not eligible for free school meal. This, then, has an impact on the judgement about their improvement capacity.

A colour coding system is used to categorise schools into red, amber, yellow and green and is agreed with the school and the local authority. A categorisation colour indicates the level of support a school needs. Schools in the green category need the least support and the red category schools need the most intensive support (Cymru, 2015). Schools in the red colour category are thus the low performing schools or failing schools, serving in the disadvantaged communities. Wilderman (2011) contends that schools in disadvantaged communities are poor and lack most facilities while they

consist of poor learner population who are educationally disadvantaged, hence poor academic performance. This, therefore, indicates that these schools need the most help and guidance to improve as there seems not to be enough done by the Office of the Standards in Education (Ofsted) and national government to monitor the system (Muijis, 2009). Nevertheless, Mahlangu, (2015) believes that socio-economic disadvantage is not an excuse for poor achievement in academic terms, even though it is undeniable that the relationship between poverty and underachievement is powerful. In support of this, it was reported that schools in green category (highly performing schools) increased from 236 in 2014 to 333 in 2015, whilst schools in red category (underperforming schools) dropped from 81 to 58 (BBC News, 2016). Every school category is published in January on the local school website and each school receives a tailored programme of support, challenge and intervention based on its category. UK is not the only country that categorises its schools, Indonesia too.

Berkadia (2014) describes a similar notion as in UK that school categorisation policy in Indonesia ensures that the right timely support and intervention secure improvement in outcomes for all learners. Schools are categorised according to their levels of success in attaining the national education as well as availability of facilities. Their standards include student average scores on standardised national exit examinations, possession of facilities, teacher qualifications, quality of teaching and learning processes, school management and class size (Berkadia, 2014). Berkadia further states that, amongst these tools, performance in national standardised test is the main tool that is predominantly used to categorise schools as successful in Indonesia. Schools are classified in terms of their academic performance into four categories, namely, potential, national standard, pilot international standard and international standard schools. Schools that achieve high performances mostly have more facilities than those that are in the lower categories. A potential school is the lowest category and is presumed to be the least successful, whereas an international standard school is the highest and most successful. After 2013 the pilot international and the international categories were re-categorised as national standard schools by the Indonesian Constitution Court (Ministry of Education and Culture (MoEC), 2013). Most schools in Indonesia are categorised as potential schools, which is the lower performing schools and are mostly geographically located in disadvantaged areas

(Berkadia, 2014). Likewise, African countries also categorise their schools in various ways.

Kenya constitutes the largest proportion of public schools, most of which were initiated through the self-help (Harambee) initiative and were later taken up by government (Onsomu, Mungai, Oulai, Sankale & Mujidi, 2004). Schools are academically being categorised according to academic performance as well as poverty levels. Schools are categorised based on their academic performance in Kenyan Certificate of Secondary Education above average, average and below average (Kimani, Kara & Njagi, 2013). This implies that schools are judged based on their performance in standardised students' assessment results. On the other hand, the poverty based SC classifies all the public schools with the main aim of increasing access to free education and improve the quality of education. Community involvement in the financing and management of the schools takes the form of participation in school committees (Onsomu, Mungai, Oulai, Sankale & Mujidi, 2004).

The introduction of free primary education and the reduction of secondary school and vocational training school fees have made a tremendous progress in promoting access to education (Glennerster, Kremer, Mbiti, & Takavarasha, 2011). However, there are bottlenecks in the system, such as ancillary costs of education, for example, school uniforms and distance to schools, especially secondary schools and that prevent many students from investing in education. Moreover, providing high quality education to all parts of the country remained a challenge (Muthwii, 2004). For instance, Muthwa (2004) states that the poor performance of students demonstrates some of the quality deficiencies in the education system. Furthermore, the rapid expansion in enrolment intensified problems of teaching and learning facilities, increased classroom congestion and raised teacher-pupil ratios. These problems led to high drop-out rates and adversely affected the educational quality.

2.3.2 South Africa's quintile based school categorisation

South Africa inherited a dual public education system in which historically advantaged schools (or former Model C) co-exist with township and rural or poor schools (Spaul, 2013; Rakabe, 2015). Former Model C schools are well resourced, have better

facilities and better qualified teachers and can augment state funding with school fees and produce better outcomes. Meanwhile, township and rural schools are economically deprived, rely entirely on government for funding and face restrictions in charging school fees, largely accommodate poor learners, have little or no education facilities, and generally produce sub-optimal results (Rakabe, 2015). Based on this a quintile system to categorise schools, this was then used to classify all public schools according to their poverty rankings or levels largely for the purposes of the allocation of financial resources (Mestry & Ndlhovu 2014; Maarman, 2009). This mechanism was introduced to alleviate the financial costs of schooling for poor children and remove financial barriers to education so that all children in SA can enjoy their democratic right to education (Thwala, 2010).

The quintile system divides all South African public schools into five quintiles, with poor schools having a low quintile ranking (1, 2 and 3) and better-resourced schools having a higher ranking (4 and 5) (Styn, 2011). The quintile ranking of the school determines the NFS of the school so as to ensure that the socio-economic status of the school is not an obstacle to achieving educational potential (Hall & Giese, 2009). Learners in NFS receive five times the state subsidy provided to richer schools (Rakabe, 2015). International studies found that school category and the geographical location are significant determinants of quality education. This implies that the geographical location in which the school is located has a negative influence on the quality of education of a school. Furthermore, Van der Berg (2007) and Yamauchi (2011) assert that, although resource provision has changed a great deal to redress the past equity issues, inequality in school quality still persists. Hence, SA's quintile system gives more funding to schools in low socio-economic communities than schools in affluent areas.

However, NNSF (2014) asserts that learners from socio-economic disadvantaged communities that attend quintile 4 and 5 schools known as fee charging schools are exempted from paying school fees upon application of school fees exemption (Thwala, 2010). There are reported cases though that those learners from poor areas are denied school fee exemption despite the fact that they applied and qualify (Dass & Rinquest). Parents who are denied school fee exemption may apply for appeal to the

head of the provincial education department (ibid). Table 2.1 for national poverty illustrates the national distribution of quintiles in SA per province.

Table 2.1: Actual provincial allocation per learner against National Targets

QUINTILE	NATIONAL TARGET	EC	FS	GT	KZN	LP	MP	NC	NW	WC
1	R1, 175	R1,010	R1,175	R1,175	R1,020	R950	R1,175	R1,175	R1,175	R1, 200
2	R1, 175	R1,010	R1,175	R1,175	R1,012	R950	R1,012	R1,012	R1,012	R1, 200
3	R1, 175	R1,010	R1,175	R1,175	R1,012	R950	R1,012	R1,012	R1,012	R1, 200
4	R583	R583	R583	R583	R583	R583	R583	R583	R683	R650
5	R203	R203	R203	R260	R583	R203	R153	R203	R203	R303

Table 2.1 shows that poor schools or learners are allocated relatively higher subsidies. In the EC and KZN, NFS (quintile 1 to 3) or learners are allocated at a level less to the no fee threshold of R1, 175. These schools are given R1010 whilst Limpopo seriously underfunds its NFS (Q1-3) by R950. In contrast, WC funds all its quintiles at a level way above the national threshold. Thus, the provincial education targets (PED) are the same, but the actual expenditure differs from province to province, even though poor provinces such as EC, KZN and Limpopo have the majority of learners in poorest quintiles. Bearing in mind that the WC has less NFS in its Province, yet more money is made available in this Province. One would, therefore, think that the Quintile system is a set up for an increasing underperformance of NFS as the three poor provinces well known of underperformance in the national matric examinations are now also under resourced, EC being one of them, and the one from which the study is conducted. However, Mestry and Ndlovu (2014) contend that schools serving poor communities should receive more funding than schools serving better communities. Hence, this statistic implies that poor schools and learners are persistently disadvantaged and will take much longer to overcome the barriers of the past, thus, prolonging the cycle of poor quality education. Yet, teachers and learners in NFS are expected to achieve at the same levels of teaching and learning as their acquaintances in affluent schools.

Mestry and Ndlovu (2014) contend that schools serving the poor communities should receive more funding than schools serving better off communities. This is based on the assumption that certain groups of learners need more resources than others as a result of economic advantage. This, therefore, means in SA almost 80% of the resources are used in poor schools so as to achieve equitable distribution of resources. Interestingly, this is in contrast with other countries such California where there seems to be no equitable distribution of resources as schools with more low income students receive less funding (Rakabe, 2015).

The Table below shows the Provincial Matric Pass Rates for the past three years, that is, from 2013 to 2015.

Table 2. 2: The Provincial Matric Pass Rates for past three years (2013-2015) (Stats SA, 2015)

Table 2.2: The Provincial matric pass rates for the past three years 2013-2015

Province	2013	2014	2015
Gauteng	87%	84.7%	84.2%
North West	87.2%	84.6%	81.5%
Free State	87.4%	82.8%	81.6%
Western Cape	85.1%	82.8%	84.7%
Mpumalanga	77.6%	79%	78.6%
Northern Cape	74.5%	76.4%	69.4 %
Limpopo	71.8%	72.9%	65.9%
Kwa-Zulu Natal	77.4%	69.7%	60.7%
Eastern Cape	64.9%	65.4%	56.8%

Table 2.2 shows the provincial pass rates for the past 3 years from 2013 to 2015. Table 2.2 indicates that the three poorest provinces (EC, KZN and Limpopo) with the majority of NFS or poor learners (see Table 2.1) are underfunded when compared to the rest of other provinces and experience poor national matric results. There seems to be a link between QBSC (resource allocation) and performance in the public schools. Rakabe (2015) supports this that resource allocation and performance of schools across and within provinces is significantly uneven, as shown above in Table 2.1 and Table 2.2. NFS are mostly found in the rural provinces of Limpopo and the Eastern Cape (EC) and are mostly geographically located in rural and township areas. The focus area of the study is in the province of the EC where EL district is found. The EC province is mostly characterised by the underperforming school and under-resourced which are mostly NFS.

Most of the NFS are characterised by various factors that negatively influence the delivery of quality education (Mahlangu, 2015.) According to du Plessis (2014), rural and townships areas are relatively underdeveloped, as a result, many of these communities and their schools are poor and disadvantaged in terms of lacking basic infrastructure for sanitation, water, roads and other transport, electricity and information and communication technology. Lack of these basic facilities affects the teaching and learning in a negative way. However, Jansen (2010) states that socio-economic disadvantage is not an excuse for poor performance, hence this study seeks to find out how, in particular, the high performing NFS's culture of teaching and learning is influenced by the QBSC. The study also intends to find out the school based strategies these schools use despite the challenges they experience as NFS.

For the improvement of academic performance, most of the schools are affected by inadequate educational resources in schools. Munda & Odebero (2014) view school's adequate educational resources, such as stable financial base, as a catalyst for activities that enhance improved academic performance in schools. Furthermore, schools with physical assets and infrastructure, such as libraries, laboratories and computers exhibit more positive educational outcomes, while indicators of inferior infrastructure and assets tend to be negative (Norviewu-Mortty, 2012). Thus, inadequate resourcing is blamed for poor academic achievement in NFS as socioeconomic background remains the key variable influencing achievements. Nonetheless, teachers and learners in poor schools are expected to achieve same levels of teaching and learning as their acquaintances in affluent schools. Consequently, schools serving disadvantaged communities can be expected to do less well on national tests than schools serving more affluent communities. Table 2.1 and Table 2.2 seem to be congruent with this statement. Even so, Stoll & Meyers (1998) suggest that it does not necessarily mean that schools serving disadvantaged communities are more likely to be ineffective, as claimed in school effectiveness research.

2.3.2.1 No Fee School Policies

In an attempt to eradicate poverty, increase access and improve quality of education, the following policies were implemented in NFS in addition to the above mentioned initiatives and developments:

- Introducing no-fee schools: In 2006, the Minister of Education declared all schools in the lowest two quintiles (i.e., schools with the poorest 40% of learners as measured by the socioeconomic conditions of the surrounding communities), as 'no-fee schools'. This policy was extended to schools in the third quintile in 2009 (DoE, 2006).
- Improving rural schooling: A National Framework for Quality Education in Rural Areas focused on improving the quality of teaching and learning in rural and farm schools (DoE, 2006b).
- Addressing backlogs in school infrastructure: The Accelerated Schools Infrastructure
- Delivery Initiative (ASSIDI) programme was introduced by the DBE to focus on building new schools and renovating existing ones.

2.3.2.2 Free Scholar Transport

The journey to school for a significant number of South African learners is characterised by long travel times, unsafe modes of travel and exposure to weather and traffic related dangers. In the process of delivering curriculum it has been established that some learners are deprived access to education in public ordinary schools due to the distance they have to travel to and from schools on daily basis (DoE, 2011).

A Scholar Transport Policy (STP) was then formulated to ensure and protect the rights of learners to access education as entrenched in the Constitution of the Republic of South Africa through a reliable and safe scholar transport system. The purpose of STP is to set out guidelines for the provision of scholar transportation services for learners

and ensure that all learners are punctual and arrive safe at school for effective learning and teaching to take place uninterruptedly (Setoaba, 2011). Any late arrival of learners in school whether through private or public scholar transport service, is disruptive to learning and teaching and to the overall performance of learners. It then becomes the responsibility of the school principal to ensure that the scholar transport is implemented effectively in the school. The principal has to ensure that teaching and learning takes place in the classroom every school day. Hall and Sonja (2011) contend that the principal through the help of the SMT and educators every year must identify learners who would not arrive in school in time more especially due to the distances they travel from home to school. In the event where the distance they travel per trip is more than 5km on daily basis a request must be made to the district office. Thus the school principal together with the educators have to ensure proper monitoring and implementation of the scholar transport so as to ensure a sound culture of teaching and learning exist in the school. In addition, the study conducted by Rogan (2006) the findings demonstrate that absenteeism, tardiness, fatigue, hunger and impaired concentration are all associated with walking long distances to school.

The provision of scholar transport is not without challenges. Negotiated arrangements with owners of buses and taxis fare seem not to be successful due to the routes and taxi fares they are offered by the government. The “taxi wars” and disputes over routes have affected the ability of the community and the school to arrange transport for its staff and its learners provides a possible explanation for the steady decline of transport to the school. There are still debates in parliament over maladministration and management of scholar transport fund. It has been reported that approximately 200 000 qualifying learners are still without scholar transport, walking long distances to and from school every day. Whilst other schools are experiencing these challenges others reported improvements. Myburgh, (2014) reported that in most cases, bus operators cite the non-payment of accounts as the primary reason for scholar transport disruptions, even though poor quality and non-roadworthy vehicles also play a direct role. Thus, teaching and learning is not enhanced with all the challenges faced. Myburgh (2014) suggests that vehicles found not roadworthy should be inspected and dismissed by the Department of Transport and Education

2.3.2.3 National School Nutrition Programme (NSNP)

More than half the learners at public schools in the country are from low-income families. Unable to afford lunch boxes, the majority of them would go to school empty-handed and go hungry during lunch breaks. Nothing can distract a learner in a classroom as easily as hunger and starvation.

The NSNP is a poverty alleviation strategy, conceptualized as a shared component of general education and health development, based on a conceptual framework for understanding how health and nutrition factors influence school achievement (DoE, 2010). It aims to contribute to the improvement of education quality by enhancing the learning capacity of learners through the provision of a healthy meal at schools, thus alleviating hunger (DBE, 2013). The following are the objectives of the NSNP:

- To contribute to the improvement of the quality of education by enhancing primary school learners' active learning capacity as well as their school attendance and punctuality through the temporary alleviation of hunger.
- To improve knowledge about nutrition, perceptions, attitudes and eating patterns amongst primary school learners, their parents and teachers through education as part of the general education curriculum or through other primary school education feeding initiatives.
- To enhance broader development initiatives, particularly, in the areas of small business development, economic empowerment and combating poverty.

Nutrition education also provides teachers with resource materials to support curriculum and to make every school a healthy school. In Louw, Bekker and Wentzel–Viljoen's (2001) international study on evaluation of effectiveness and efficiency of school feeding, one of their findings was that, if the programme is effectively implemented, its benefits would outweigh the investment made by the government. Results from their study also indicated gains in areas of concentration span, punctuality, school performance and alleviation of temporary hunger, thus improving the culture of teaching and learning in schools. Furthermore, it indicated that school

feeding contributed to household food security and that it was not seen by teachers as an infringement on learning time or as requiring too much time.

In their efforts to improve access to curriculum materials, the DOE (2010) has introduced interventions aimed at improving educational quality in schools, especially literacy; these included:

- The Quality Improvement, Development Support and Upliftment Programme (QIDSUP), started in 2005. This focused mainly on the provision of resources to support learning and teaching and improve learner competencies in literacy and numeracy.
- The Foundations for Learning Campaign (DoE, 2008a), which the Minister of Education, at its launch, said “is a call to schools and communities to focus on reading, writing and calculating.”
- The National Reading Strategy (DoE, 2008b), which focused on increased access to books and providing support to teachers through resources and techniques to promote a love of reading.

2.3.2.4Learner Teacher Support Material (LTSM)

Learner Teacher Support Material (LTSM) is key for effective curriculum delivery. It is regarded as the tools that assist in providing teachers with a syllabus, as well as methods of curriculum delivery (Hutchinson & Torres, 1994). LTSM supports the interaction between teachers and learners, with the aim of improving learner performance (World Bank, 2008; Fleisch, Taylor, Herholdt & Sapire, 2011). The following assertion by the Regional Coordination of English Academy of Oudja (2009:201) further explains and highlights the importance of textbooks for curriculum delivery:

Textbooks reflect the objectives of the language programme, the kind of syllabus used, the skills being taught, and the methodologies being espoused, and also the function as a “mediating object” between the teacher and the learner. They represent the

foundation of school instruction and the primary source of information for both students and teachers (www.api.ning.com).

Given the importance of textbooks, it is imperative to ensure that they are effectively used in order to facilitate the provision of quality teaching and learning in classrooms. Czenierwicz, Murray and Probyn (2000) note that a range of resources are needed to ensure learner achievement of knowledge, skills, and values, as well as enabling learners to make their own meaning and understanding. However, the use of LTSM varies from teacher to teacher, and the decision regarding which LTSM to use is informed by teachers' attitudes and values (Moulton, 1997). This means that the effective and efficient use of LTSM for curriculum delivery requires innovation and creativity from the teacher, to make lessons interesting and fun for the learners. Acquisition of knowledge and skills will then become an uncomplicated process.

Textbooks are an important part of classroom life, as they provide a framework for teaching and learning. Nicol and Crespo (2006) indicate that teachers spend hours preparing their lessons, by interacting with textbook material to determine grade-specific texts and effective ways to present them. According to Lockheed and Verspoor (1991), textbooks and other learning resources are regarded as important for effective teaching and learning, and for the achievement of learning outcomes. The research conducted in different countries, including South Africa, has shown that there is improvement in learner performance when textbooks are made available for all learners in every subject (Lockheed and Verspoor, 1991). However, Grossman and Thompson (2008) and Loewenberg-Ball and Cohen (1996) believe that the effective use of learning materials depends on the way in which teachers use the materials for effective teaching and learning. Teachers play an important role during the teaching and learning process. Loewenberg-Ball and Cohen (1996) indicate that the teaching and learning process involves the teacher, the learner, and LTSM. In this process, the teacher takes the leading role as the mediator in the transmission of the learning content to the learners. Thus, the teacher has the responsibility of ensuring that the learning content meets the needs of the learners by organising and selecting texts from various materials and resources, in order to make the learning meaningful. Learners are thus reliant on the teacher for guidance and support to interpret the learning content through the LTSM.

2.3.2.5The Secondary School Intervention Programme (SSIP)

The SSIP targets learners in grade 10-12 from underperforming schools and provides these learners with extra lessons which are conducted on Saturdays and during school holidays. These include Winter and Spring holidays. The programme specifically targeted learners from the underperforming NFS that achieve a pass rate of below 60% in the Senior Certificate examinations. This programme offers support at grade 12 level in 10 subjects. This strategy extended to Mathematics, Science and Technology (MST) (DOE, 2010).

2.3.2.6Mathematics, Science and Technology (MST)

The MST strategy aims to deliver quality Maths, Numeracy, Science and Technology, CAT and Information Technology (IT) Education to all learners in the General education and Training (GET) and Further Education and Training (FET) bands. The strategy also aims to increase the participation and performance of learners in MST subjects, focusing on black, female and special education learners. The strategy further aims to improve the management and resourcing of MST subjects in NFS. The following section discusses Teachers' perceptions on their categorisation status.

Despite the rollout of school categorisation policies, there are also reported cases of its ineffectiveness such as poor financial management, poor communication, inadequate funding allocations as well as poor management of learning centres (Hall & Giese, 2009; Twala, 2010; Nkosi, 2011). Rakambe (2015) and Motala (2006) note that despite the legislative and policy imperatives to distribute resources equitably, poor schools in poor regions experience structural resource shortages. Furthermore, Thwala (2010) highlighted that approximately 80% of the school enrolment population in SA forms the number of learners in no fee schools. This is a situation which could compound the current educational problems of large classes, lack of adequate classrooms, equipment and trained quality teachers, shortages of school furniture, textbooks and other learning materials. This provides an indication that failure to forecast and prepare correct budget projections by the authorities has the potential to undermine the culture of learning and teaching in no fee schools (Hall & Giese, 2009). Yet teachers and learners in No Fee schools are expected to achieve the same levels

of teaching and learning as their peers in wealthier quintiles. All these lead to poor academic performance in no fee schools as there seems to be a link between student academic achievement and resources. According to Okeke, Adu, and Drake in the rural areas of the Eastern Cape Province, teaching and learning is hampered by the lack of tables and chairs in the classrooms, a situation in which teachers have to perform their duties with little or no resources, hence poor academic results in this province. Thus, teachers still have to contribute their own resources to make teaching and learning work.

The following section discusses structural factors in the transformation of No Fee Policies.

2.3.3 Structural factors in the transformation of No Fee School Policies (enhancing access to education)

According to the National Planning Commission (2011), ordinary public schools are fundamental drivers of socio-economic development: if their funding and performance are inadequate or inequitable, the goals envisioned in the National Development Plan (NDP) cannot be realised. The NDP proposes to increase learner literacy and mathematics achievement levels, as well as to improve learner retention and completion rates to 80% by 2030 (NPC, 2011). The success of these policies could have far-reaching reforms and interventions, including increased parent involvement; teacher training and re-skilling; improved curriculum; school management and accountability; and, most importantly, redirecting resources (human, infrastructure and funding) to areas with the greatest needs. It is the responsibility of the Minister of Education to ensure the distribution of essential school resources by following appropriate legislative frameworks. According to SASA (1998), the National Education Policy Act, NNSSF, the National Policy for an Equitable Provision of an Enabling School Environment and the recently published norms and standards for school infrastructure, the Minister of Education must ensure an enabling learning and teaching environment by providing basic learning and teaching support infrastructure. These policies also oblige the Department of Basic Education to prioritise schools in the poorest quintiles. Thus, reaching the NDP targets will thus require good effective

school leadership practices as bureaucracy may affect the transformation of No Fee school policies

- Effective school leadership practices

Leadership practices also play an important role on the kind of culture of teaching and learning in NFS. Most educational leadership academics have studied the dynamics of successful school leadership that leads to effective schooling and high achievement of students. Duke, Tucker, Salmonowicz and Levy (2006) have observed that the lack of effective leadership in schools lowers students' achievement because the absence of quality leadership often results in ill-adapted school organisation and programmes. It also leads to unstable and difficult staffing, students' negative attitudes to academic work and discipline, an unhealthy school system and climate, and the non-cooperation of parents and community. The consequences of failed school leadership are grave. This seems to explain the significance of shifting the debate on effective schools from unique school effectiveness characteristics and school improvement mechanisms to more pragmatic and integrally, efficient educational leadership traits, which enhance students' learning and achievement.

Effective leadership sets the direction and influences members of the school to work together toward meeting school goals. Principals can accomplish this essential responsibility by providing individual support, challenging teachers to examine their own practices, and securing models of best practice. Additionally, effective principals develop and depend on leadership contributions from a variety of stakeholders, including teachers and parents (Liethwood, Louis, Anderson and Wahlsrom, 2004). As key instructional leaders, principals share their leadership with teachers to promote reflection and collaborative investigation to improve teaching and learning. Subsequently, teacher leaders lead change from the classroom by asking questions related to school improvement, and they feel empowered to help find the answer (Reason & Reason, 2007).

In practical terms, principals talk to teachers, provide staff development, and support lifelong learning about teaching and learning (Blase & Blase, 1999). They also create opportunities for teachers to work together and share teaching practices with one

another. What they tend not to do, however, is to exhibit directive leadership styles (Mendel, Watson, & MacGregor, 2002). Consequently, principals are not the only instructional leaders in a school.

In sharing leadership, principals collaborate with teachers to evaluate issues related to curriculum, instruction, and assessment. As part of this collaborative process, teacher leaders provide valuable insight and ideas to principals as they work together toward school improvement. Principals who tap into the expertise of teachers throughout the process of transforming their schools and increasing the focus on learning are more successful. And a valuable byproduct for principals who collaboratively focus on instructional leadership is that they are less likely to burn out (Marks & Printy, 2003).

Amongst others, instructional leadership provides direction, coordination, supervision (Crowther, Kaagan, & Ferguson, 2002; Glatthorn, 1990) and resourcing for improving teaching and learning. Whatever the school principal does in the school to help change or sustain practices that would improve student learning, is referred to as instructional leadership by Halverson, Grig, Prichet and Thomas (2005). Instructional leadership is intertwined with managerial leadership. Whereas instructional leadership focuses mainly on direct initiatives that would directly influence teaching and student learning, the managerial leadership rather emphasises the responsibilities of maintaining facilities, ensuring student discipline and the usual running of school administrative affairs (Jazzar, 2004). Hoyle (2006) complements Jazzar (2004), who views the managerial role of the school leader as that which inspires and empowers the personnel through the appropriate use of resources for the welfare of all. Both Jazzar and Hoyle agreed that the managerial functions of the school leader must serve or enhance his or her instructional role. In fact, they emphasised the instructional leadership role of the school leader, and saw it as a major determining factor in enhancing the culture of teaching and learning, thereby, leading to academic improvement.

Certain key themes or practices emerged from the literature on effective school leadership. These are perceived as leading through: cherished personal qualities or attributes of the school leader, strong instructional leadership with integration of

cultural, community values, individual principal's management and collective leadership skills and the promotion of professional learning communities. The next section discusses the effects of QBSC.

2.3.4 No Fee school categorization on Teacher Identity (Impact)

In Indonesia the policy of SC reflected an impact on the improvement of quality of teaching and learning process, as well as on practices involving all stakeholders in the decision-making process. Principals' leadership practices were also influenced by the new categorisation status of the school (Berkadia, 2014). Principals showed new improved efforts directed at improving school culture suitable for the school's new status and realising the school vision and the culture of teaching and learning in the school. School achievement was stressed as one of the results of their collective efforts. An improved commitment to quality teaching and IT integration in teaching were also effects of the introduction of the policy on the teachers' instructional practices (ibid). The other impact that was identified was the development of the teachers' role as facilitators. Furthermore, the introduction of the school categorisation policy had made students to focus on learning more conscientiously in all of the taught subjects. Regarding this matter, in their study, Pont, Nusche, and Moorman (2008) found that teacher quality and classroom practices were closely related to student learning. Thus, the benefits can be summarized to include the following: longer instructional time, improved concentration, improved behaviour and better attendance.

The categorisation of schools according to the poverty levels of their catchment area resulted in the redirecting of resources such as human, infrastructure as well as funding to areas with the greatest need (Hall& Sonja, 2009). Brown (2006) and Fredriksen (2007) outline that the non-payment of schools fees in NFS is one of the benefits of QBSC. This non fee payment which enhances access to education was extended to other benefits such as free scholar transport, national school nutrition programme as well as extra tuition classes (Nkosi, 2011). It is from these benefits that the effects of school categorisation will accumulate. This emphasises the existence of the following advantages associated with the NFSP implementation, which is the results of the QBSC.

The government have made efforts to bring down the barriers and to deal with inequality in the provision of education through subsidies (Republic of South Africa; 1998b). Specifically, this has been through school-fee exemption for students from poor backgrounds attending fee paying schools, as stipulated in the School Act of 1996, and no-fees school (NNSF, 2006). The purpose of these policies has been to try and ease the financial burden of education on poor families and to promote equitable access to quality education for all. The quintile system is used to implement this to determine the allocation of expenditure per pupil to schools. All public schools are assigned to a quintile based on the poverty level of the surrounding community and the physical condition, facilities and population of the school.

Schools are subsidized and funded according to poverty levels of the surrounding area. Thus, schools located in poor areas get more funds than schools in affluent areas. Brown (2006) and Fredriksen (2007) contend that the QBSC brought education to the most vulnerable children and reduced the number of out-of-school children. Therefore, it promoted the level of literacy within a country by making education accessible for all children, both poor and rich. Chatani-Rizvi (2006: 2) adds that “The fee abolition brings the world closer to achieving the Millennium Development Goal of universal education by 2015.” On the other hand, Fredriksen (2007: 39) argues that “QBSC contributes greatly towards equity and rights to education and more broadly, to poverty reduction.” Thus QBSC supports a government’s commitment to fulfilling a state’s constitutional obligation of providing education to its people (RSA, 2006). Data from the Department of Basic Education shows that 77.2% of public students attended no-fee schools in 2015. For example, Malawi and Mozambique experienced a major success in making education available to the vast majority of school-aged children after abolishing school fees in 1994 (Fredriksen 2007). These countries increased the schooling opportunities for their citizens, particularly for the vulnerable children, especially the poor.

Furthermore, Nkosi (2011) argues that being declared NFS also means more money for the poor schools as it was established that many NFS receive allocations that are far above the amounts their schools previously raised from the levying of mandatory fees. Meanwhile, Matidze (2003) feels that the allocations from the department were insufficient to address the needs of the NFS as they experience a lot of backlog with

many things, starting from the infrastructure to the stationery. In addition, the declaration of schools into NFS means less administration workload of collecting school fees by teachers in schools where there are no administration clerks. Thwala (2010) concludes that it gives both teachers and learners ample time for teaching and learning activities on the curriculum delivery issues rather than on the collection of school fees.

2.4 Views of No Fee School categorization status

In a study conducted by Bekardia (2013) in Indonesia, teachers of the lowest category schools view categorisation policy as based on the facilities the schools had. A school in the highest category had more facilities than schools in the lowest category, hence belonging in the higher category. Teachers perceived teaching in low poverty schools as easier because these schools are believed to be in a better workplace environment, have more resources and better prepared students. On the other hand, teachers from high poverty schools said that the pressure is too high, especially regarding the academic performance based policy and that outsiders' perceptions of their schools hindered their ability to recruit new teachers. Teachers from lower category schools are being judged and undermined by teachers from the highest category. There are no new teachers who are interested to join lower category schools; as such there is a shortage of well trained teachers especially for Maths and Science in these schools (Nkosi 2011). Teachers feel that the categorisation status of their schools impacts their personal status in terms of the way they are viewed by other teachers and the community. Other teachers perceived the lower category status of their schools as the teachers' status inside and outside the school (ibid). Teachers teaching in lower categorized schools are undermined by teachers of higher category schools. Lower category status teachers are reportedly rejected in groups to share in meetings or whatever they do or say is rejected. These teachers suffer from both active and salient rejection from their associates (Arreto & Ellerners, 2003). People may react to rejection by becoming rejecting. Day, Kingdom, Sammons, (2006) claim that teachers in all schools need support for their commitment, energy and skills over their careers if they are to cope with the immense emotional, intellectual and social demand.

Teachers' views on their categorisation status may be better understood when one understands the quintile systems used within the South African education system at present. According to Fleisch (2008) and the SA Human Rights Commission (2006), South Africa seems to have an uncoordinated official education system mirroring the problems within the education system and the economy. These problems provide ample evidence that the SA education system seems to cater for the elite and the White and Black middle class (about 20% of the population), which provides an education comparable to that offered to middle class children worldwide (Taylor, 2006). Conversely, the majority of schools are not equipped for success and are barely functioning. These institutions fall within a system that serves the majority (over 80%) of the South African working class and poor children (Thwala, 2010). Educational quality in historically black schools constitutes 80% of enrolment and is thus central to educational progress that has not improved significantly since political transition (Van der Berg, 2005:1).

The above statements suggest that the identities of teachers in NFS are shaped differently from their counter-parts in more affluent schools. Resource equity and other contextual factors seem to be main determinants influencing the professional identity of teachers teaching in these schools. With the advent of democracy in South Africa in 1994, the country faced the alarming task of reshaping its educational system, and with it, its teachers. Comprehensive educational changes were introduced and teachers were faced with the challenge of redefining both their personal and proficient identities. The aforementioned statement is encapsulated by the view of Msila (2007) that education is never a neutral enterprise; it is closely linked with identity formation and is, at its core, a political act that is greatly affected by life outside the classroom.

QBSC was triggered by political opinion and the main goal was to match and improve the quality of education, especially in previously disadvantaged South African Schools. Eradicating the imbalances and inequities of the past was a step towards the right direction, especially for teaching and learning, resource equity and infrastructure (Nkosi, 2010). But as for how does one erases the images caused by inequalities and inequities in the minds and hearts of teachers, how does one reshape an already entrenched teacher identity? How does the QBSC system and ever changing and shifting educational landscape further impact teacher identities, and to what extent

does all of this eventually impact the quality of education, especially in NFS? QBSC provides a suitable plethora to address these questions and to investigate the extent to which QBSC influences teacher identity, thereby influences the different dimensions of the culture of teaching and learning.

The specialised aspect of teacher identity reflects social and policy expectations of what a good teacher is and the educational ideals of the teacher (Day and Kington (2008). It is, thus, of vital importance that the way society interprets what a good teacher is and policy expectations of what a good teacher is have a positive impact on the professional identity of the teacher. This is so because one's competent identity affects the "sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness" (Day, et al., 2006). So, depending on the extent to which one's professional identity is impacted by the quintile ranking of the school, one would expect that a teacher's preparedness to provide quality teaching will also be influenced. Thus, teachers in NFS are expected to lack willingness, preparedness, and commitment to work. Subsequently, a teacher's "sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness" will either be positively or negatively influenced (Day, et al., 2006, p. 601).

Friedman and Kass (2002) take into account the contextual and the broader school context, as well as relational aspect, which play an important role in the work of a teacher, when talking about teacher self-efficacy. The influence which school context has on the professional identity of teachers is very important in this study because this in a way is influential on the culture of teaching and learning. Friedman and Kass (2002: 684) describe a teacher's perception as an ability to perform required professional tasks and to regulate relations involved in the process of teaching and learning and perform organizational tasks; become part of the organization and its political and social processes. On the other hand, Cruz and Arias (2007) focus on teachers' perceived ability to affect student outcomes, taking into account context when referring to teacher self-efficacy. In this regard, a positive attitude and good working condition might encourage teachers to be more efficient.

Working conditions in schools is another aspect which might influence the perception idea of teacher's professional identity. According to Javaid (2009), teachers' working

conditions include the physical and material resources such as classrooms and classroom space and the appropriate number of class size, electricity and running water, availability of enough furniture; and teaching and learning materials, libraries, science laboratories etc. However, for Javaid (2009), teachers' working conditions go beyond physical and material resources, they also include the opportunity to participate in decision making, opportunity for promotion, to gain recognition, and have access to decent housing as well as appreciable incentive packages, aside regular remuneration. It is thus expected that the working conditions of teachers will vary from school quintile to school quintile, or from school to school, hence its influence on teacher's perception will vary. Teachers in wealthy school quintiles (5), for instance, will be teaching in working conditions more conducive to teaching and learning while teachers in NFS teach in difficult conditions.

The working and living conditions have a huge impact on teacher morale and motivation and thus their classroom performance, especially in NFS (Javaid, 2009). The key factors are general classroom conditions, workload (number of pupils and working hours), management support, location, living arrangements and distance to work. Housing and travel are the two critical issues affecting teacher morale and motivation in virtually every country. Finding decent accommodation in rural areas is a major headache for most teachers who teach in NFS. Travel to work tends to be a much bigger problem for rural teachers (Javaid, 2009).

Teachers working in conducive environments such as light workload in terms of class size and number of teaching hours, good relationships amongst themselves and with students and good leadership from principals, are likely to be motivated to have job satisfaction (Adelabu, 2005; Bennell, 2004; Mathew, 2005). Lack of physical and material resources in NFS school also contributes to teacher job dissatisfaction, which can then lead to attrition" (Agezo, 2010: 1). In a study conducted by George and Mensah (2011) in Ghana on the perceived causes of teacher dissatisfaction in Sekondi-Takoradi districts, they cite large class size and lack of sufficient teaching and learning materials as among those factors that impact negatively on teacher motivation and satisfaction. Constant changing of school curriculum and the number of years of schooling frustrate teachers and reduce their motivational level (Bennell & Akyeampong, 2007).

In South Africa, according to Thwala (2010), school principals and teachers at NFS were relieved not to have the stressful task of pressurising parents to pay school fees. This NFS categorisation status meant no more administrative workload of collecting school fees. Thwala state that the declaration would give teachers and learners more time for teaching and learning activities rather than the collection of school fees. Furthermore, being declared NFS, teachers felt, it means more money to their schools as it was established that many NFS receive financial allocations that are far more above the mandatory fees. However, many other teachers felt that the allocations from the department were insufficient to address the needs of the NFS.

Motivation as one of the constructs of teacher professional identity is defined as a set of interrelated beliefs and emotions (Kelchtermans, 2009). These beliefs and emotions drive and influence behaviour (Martin and Dowson 2009; Wentzel 1999). Several authors further specified the influence of motivation on behaviour: motivation is what jerks, endures and focuses behaviour (Sinclair, Dowson & McInerney, 2006). Sinclair et al. (2006) claim that teachers' motivation underpins teachers' occupational commitment. These authors only made an assumption that an increase in teachers' level of motivation will lead to more occupational commitment and that a decrease in teachers' level of motivation will lead to less occupational commitment. In addition, motivation is conceptualises by Velez (2007) as an inspiration or encouragement of a person to do his or her best. It is the behaviour needed in order to achieve anything in life; without it, a person would give up at the first sign of adversity (Velez, 2007). Thus, teachers working in trying conditions like the one in the NFS need to be more motivated. When teachers from NFS are not motivated, they tend to be in denial of the actual state of their schools.

However, a different perspective of motivation defines motivation as the forces that lead to the arousal, selection, direction, and continuation of behaviour (Snowman, McCown and Biehler, 2009). Teacher motivation is a concept that assists one in understanding why teachers behave the way they do. Teacher's motivation to teach is "a complex construct easier to define than to understand" (ibid). "Motivation is not observed directly but rather inferred from the teacher's behavioural indexes such as verbalisations, task choices, and goal directed activities" (McCown & Biehler, 2008: 569). Thus, how teachers speak, conduct themselves and so on and forth it is

expected that the behavioural indexes of teachers will be influenced by the quintile ranking of their school. The level of motivation and their teaching will be influenced by teacher's conceptualization of their schools. Thus, how their view of their school categorisation status is will influence the way they do things or behave.

There are three main modalities of teacher's motivation, namely, intrinsically motivation, extrinsically motivation and altruistically motivation (Roness (2011: 629). Intrinsically motivated teachers are focused on teaching and the activity related to the job itself. The inherent satisfaction or the joy of teaching is viewed as the driving force. The extrinsically motivated teachers focus on the benefits of teaching, such as salary, vacations or other external rewards connected to the job. Finally, the altruistically motivated teacher views it as a socially worthwhile and important job, and has a desire to be part of young peoples' growth and development (ibid).

It is also evident that in their attempt to address these inequalities and imbalances through QBSC, the National Department of Education reportedly forgot about the lifelong scars and insecurities. Meanwhile, these are inequalities and inequities that teachers had, and still have, on the identities, have an impact on how teachers perceive themselves because of this and how these factors influenced their teaching practices.

The above paragraph thus suggests that categorization of schools based on poverty does not only impact learners in one way or the other, but also impacts teacher identities. This is because teachers are located and teaching in schools that are differently ranked. One would expect that teachers in different ranked quintile schools will have different life experiences, because of influencing factors such as resource equity, poverty and wealth, socio-economic status, academic performance of learners and teacher's quality etc. This also implies that the approach and attitude of teachers towards teaching in different quintile schools will be different; hence, their contribution to the quality of teaching will be diverse.

Jenkins, Reitano & Taylor (2011) believe that teaching in disadvantaged areas is often a paradox as each teacher can perceive the experience differently, depending on his or her priorities. Rural teachers' perceptions can range from total commitment to their

students, schools and communities to a sense of personal and professional isolation. This can lead to teachers wishing to stay for some time or conversely, desperately trying to transfer out to preferred areas where they anticipate they will experience less isolation, both personally and professionally (ibid). This seems to be in with the SIT (Tafjel and Tunner, 1979).

The No Fee categorisation status declared to all NFS ensures that the socio-economic status of the school is not an obstacle to achieving educational potential (Hall & Giese, 2009). As such, learners in NFS receive five times the state subsidy provided to richer schools (Table 2.1.1). The pronouncement by the Minister of Education, Dr. Naledi Pandor, to declare some schools into no fee schools generated a mixed bag of reactions within the entire education fraternity. According to Naong (2009:70), the policy on the declaration of certain schools into no fee schools came as a reprieve for the poverty-stricken sector of society, as well as to eliminate constant headaches for school governing bodies regarding fruitless attempts to address gross abnormalities of trying to collect school fees from parents. Some sections gave this declaration their full support whilst others argued that the new regulation will lead to the dropping of standards. Notwithstanding these contrasting views, an overwhelming support was given to the declaration of certain schools into no fee schools. Thus Fredriksen (2006: 4) succinctly refers to this policy as an indispensable measure to maintain the momentum towards education for all.

The next section discusses the culture of teaching and learning.

2.5 Conceptualising the culture of teaching and learning

The term culture of teaching and learning refers to the attitude of educators and learners towards teaching and learning, and the spirit of dedication and commitment in a school which arises through the joint effort of school management (Zulu, Urbani, Van der Merve, & Van de Walt, 2004; Weeks, 2012). The input of educators, the personal characteristics of learners, factors in the family life of learners, school-related factors as well as societal factors (Van de Walt, 2004; Weeks, 2012) all play a role. This implies the commitment, willingness, preparedness and determination of teachers to perform their duties, whereas, for learners, it means their commitment,

preparedness and determination to learn and to be taught. Davidoff and Lazarus (1997) cited in Heystek (2003) stress that the most important thing is the attitudes of teachers and learners towards teaching and learning, which refers to the disposition of educators and learners towards, or the interest they show in the teaching and learning activities in, the school. Thus, positive attitudes towards teaching and learning tend to lead to the creation of a positive school climate in which teaching and learning can take place. According to Kwayiba (2015), in this situation, where learning is made exciting, where teachers and learners are supported and where there is a shared sense of purpose, a sound culture of teaching and learning is ensured.

The 'spirit of dedication and commitment' of teachers and students (learners) refer to a personal pledge, engagement or undertaking of those involved, to the task at hand, that is, for teachers to teach in a competent professional manner, and for students (learners) to devote their time and energy to their schoolwork (Kwayiba, 2015).

Personal characteristics refer to the intrinsic characteristics of the student (learner) such as his attitude and motivation to study, his values that influence learning, his intellectual ability as well as emotional make up, including things such as self-discipline and willpower to study regularly (Weinert & Kluwe, Dlamini, 2004)

Factors in the 'family' and 'living environment' refer to the factors in the home environment of the student (learner), for example, poverty, living conditions, literacy of parents, parental involvement, family values and composition of the family. These factors have a direct impact on the pupil and influence the culture of learning (Msila 2014).

School-related factors with an influence on a culture of teaching and learning include, among others, classroom climate and management, the professional conduct of the teachers, leadership of the principal, discipline and general school climate. According to Javaid (2009), societal factors refer to the macro factors, namely, economic, demographic, socio-cultural, technological and political factors which have a direct or indirect influence on the community, the school, the teacher, the family and the learner.

Literature reveals that the culture of teaching and learning in South African public schools take two forms that include the sound or good culture of teaching and learning

as well as poor culture of teaching and learning (Spaull, 2013; Weeks, 2012; Mtsweni, 2008). Generally, the sound culture of teaching includes the following features: the focus is on achieving a shared vision, and all stakeholders understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved. Lack of shared vision hinders the culture of learning and teaching in schools (Khoza, 2012). Teachers and staff believe that all students can learn and meet high standards. While recognising that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students feel respected and connected with the staff and are engaged in learning. They are offered an ambitious and rigorous course of study. There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions. There is a sense that all have a responsibility to educate students, not just teachers and school staff. Families, businesses, social service agencies, and community colleges/universities all play a vital role in this effort. The next section discusses the state of culture of teaching and learning in NFS.

2.5.1 State of Culture of Teaching and learning in No Fee Schools

The majority of public schools in SA are categorised as NFS and are mostly geographically located in the rural and township areas (Grant, Jasson & Lawrence 2010). Most of these NFS record a high rate of underperformance as a result of many reasons, amongst others, weak management and instructional leadership, disrupted relations between principal, teacher and learners. Hoadley (2010) states that most of the NFS suffer through low time-on-task and content exposure, poor curriculum coverage, low teacher-expectations and insufficient use of textbooks and all of this erode the opportunity to learn. These shortcomings in teacher practice are all, to some extent, a function of instructional leadership. Rakabe (2015) contends that school management, for example, has an important role to play in procuring textbooks and additional texts to provide teachers with pedagogical tools and to ensure that these textbooks are effectively used and retrieved at the end of the year. Even teacher content knowledge may be responsive to instructional leadership as principals cultivate a professional approach amongst their staff. Furthermore, the phenomenon

of excessively large classes in South African NFS is another problem and is often a matter of school management. Large classes combined with too many “free” periods for teachers often occurs when school principals do not understand how to deploy teachers effectively within the timetable (Bhorat & Oosthuisen; 2008). Consequently, these, at the end, largely contribute to the poor culture of teaching and learning in NFS.

Many South African schools, particularly township schools, face particularly difficult circumstances (Christie, 2006). Many schools deal with violence, gangs and substance abuse on their premises as well as outside. They deal with the effects of HIV/AIDS, which they and their communities find hard to acknowledge. They deal with the effects of poverty and unemployment on their communities. Schools cannot solve these problems themselves, hence they rely on police to assist them as well as local services. On the other hand, in rural areas there is active involvement of SGBs in the discipline and the protection of learners. Their main problem is the illiteracy of the majority of parents who are unable to assist their children with homework.

Even though most of No Fee Schools are linked with a poor culture of teaching and learning and underperformance, literature states that some schools in the same context are able to obtain and maintain a good academic performance (Christie, Butler & Potterton, 2007; Dlamini, 2004; Harris, Chapman, & Muijs, 2004). This study investigated the teachers’ views regarding the influence of QBSC on the culture of teaching and learning.

2.6 Strategies used by teachers to enhance culture of teaching and learning

Various schools have adopted different approaches and strategies to enhance and improve the culture of teaching and learning. In the UK, especially in England, schools have been subjected to high levels of central government intervention (Chapman & Harris, 2004). This has especially been the case for schools with low levels of academic attainment. This, according to Cmryu (2015) is intended to incorporate a blend of pressure and support in an attempt to drive up standards of the lowest

attaining schools. In South African schools, the following approaches and strategies are used.

2.6.1 Building strong relationships/ Generate positive relationships

Creating a well-managed school with a good culture of teaching and learning depends more than anything else on the quality of the relationships that teachers forge with students (Chapman, 2004). Staff-student relationships influence everything - from the social climate to the individual performances of students. When students feel liked and respected by their teachers, they find more success in school, academically and behaviourally (Bruney, 2012). Conversely, when interpersonal relationships are weak and trust is lacking, fear and failure will likely start to define school culture. Weeks (2012) believes that building strong relationships needs to be a whole school priority. This implies that teachers need to have time to talk to their students in and out of the classroom. The goal should be for every adult in the building to maintain a high rate of positive interactions with students and to show genuine interest in their lives, their activities, their goals and their struggles.

The quality of relationship between the staff and also between the staff, students and parents, on the other hand, also proved to be important (Chapman & Harris, 2004). Deteriorated relationship over time results in the poor culture of teaching and learning within the school characterised by low expectations and a high degree of mistrust. Thus, opportunities for more positive relationships have to be developed to enhance the culture of teaching and learning in schools.

2.6.2 School management and internal accountability.

Most of South African schools lack internal accountability systems required to meet external accountability conditions (Taylor, 2008). Internal accountability refers, in one sense, to the extent to which the institution is coherently focused on teaching and learning, maximizes time for these activities and organizes its internal systems around improving instructions. Taylor (2008) further suggests that there should be a clear and concerted focus on a specific, limited number of factors such as tightening up attendance, the time table and a specific and intensive teacher reskilling focused

around how to run a classroom, plan seating, run a time table and use resources. This is inclusive of SMT members controlling and monitoring of syllabus coverage by the teachers. Schools must have a tool for monitoring and that should be done consistently.

Without a principal who manages school resources efficiently and ensures that teachers arrive at school on time, cover the curriculum and assess at an appropriate level, any policy intervention will achieve limited success. Teachers need to be accountable to principals and principals to parents and the department. Christie, Butler & Potternton (2007) advise that there should be enforcement of standards through appropriate sanctions, where required. Chapman & Christie state that when a school can formally expect sanctions for poor student outcomes, improvement initiatives are imposed by a higher authority as the ultimate sanction can be the closing down of a school. Accountability devoid of consequences is not accountability; hence measures to enforce accountability must be put in place in schools by SMTs.

2.6.3 A focus on central task with a purpose, responsibility and commitment

The first thing that the principals need to do is to establish and maintain a climate in the school which values teaching and learning as the central tasks of the institution, success, which is reflected in learner performance. According to Mestry and Ndlovu (2014), in SA, most of the no fee schools results on national senior certificate (NSC) show clearly that the teaching and learning in most secondary schools is lacking - their central task is not of sufficient quality to produce good student achievement. Clearly the central task in schools is evidenced in good student performance, it is not simple to achieve. Literature shows that schools that focus on the central task define this in terms of hard work and achievement coupled with structuring their time and curriculum coverage to meet this. Their focus is on real work which gives a sense of purpose and motivation. Taylor (2008) suggests that Heads of Department should be used on the strength of their subject expertise, and they must provide opportunities for teachers to improve their subject and pedagogic knowledge, through individual and small-group mentoring. They should establish peer support groups, and commissioning in-service

training from teachers within the school, from external service providers or from district level subject advisors.

2.6.4 Building the community

According to Chapman (2004), building community in areas where schools are located encourages teachers to be part of the community. Teachers should participate in community activities such as attending meetings, funerals, and graduation ceremonies. Chapman further goes on to state that parents too must be visible at their children's schools by attending meetings and extra mural activities. Schools should be the resource of the community whereby community is able to come into school to talk to teachers, to use the facilities and to see the school as a resource for them and their children. In so doing, schools gain support, loyalty and sense of ownership when working closer with their communities as the parents get involved in school life. NDP, 2030 argues that performance tends to improve when parents are actively involved and take an interest in the affairs of the schools. Fujito (2016) contends that social, sporting and charitable events offered some points of entry for parents, but evening classes and community meetings were also used to encourage parents to view the school as an important resource for the local community.

2.6.5 External Support

External support is another strategy found to be important in enhancing the culture of teaching and learning as well as improving schools in disadvantaged areas. Schools can generate external support through the creation of external networks that facilitate the generation of ideas and dissemination of good practice. Drawing from the study conducted by Chapman & Harris (2004), local education agencies were found to be providing support for school improvement by acting as a resource for professional development, helping schools and giving intensive early support to schools.

Schools at different locations and stages of development require different strategies, not only to enhance their capacity for development, but also to provide a more effective education for their students (Hopkins, 2001). Thus, strategies to enhance and improve the culture of teaching and learning in schools need to fit the culture of the particular

school. Hence these strategies will differ from school to school. Therefore, schools may need to implement strategies that best meet their school needs and their context.

2.7 Conclusion

This chapter dealt with theoretical framework and reviewed literature on the influence of quintile-based categorisation on the culture of teaching and learning in NFS. From various studies, the effects of quintile-based school categorisation on the culture of teaching and learning were discussed. Literature reviewed revealed that working in lower categorized status school has an influence on both teacher identity and their professional identity thereby influencing the culture of teaching and learning. QBSC influences how these teachers are viewed inside and outside their respective schools. The review of literature also revealed various strategies teachers use in NFS to enhance teaching and learning. The literature further revealed that the strategies used in schools produces differently results in each school. However, there is limited literature on teachers' views regarding the influence of quintile-based school categorisation on the culture of teaching and learning, hence the need to fill in this gap.

The following chapter focuses on research methodology used in the study.

Chapter 3

Research methods and methodology

3.1 Introduction

The aim of this chapter is to outline the research methodology and methods used in this study, the rationale behind choosing them as well as limitations involved. A qualitative research approach was used in this study to gather, record, and analyse data. Research paradigm, research design as well as data collection methods appropriate for this study are explained below. Furthermore, a clear description of the sampling techniques, sample size as well as ethical considerations employed as the blueprint for the data collection and its analysis are described to ensure the achievement of the research objectives.

3.2 Research paradigm: Interpretive

The concept 'paradigm' is defined by various writers according to their specific context since there is no single cut and dried definition of it. Terre Blanche, Durrheim and Painter (2006) define a 'paradigm' or 'world view' as the perspective that provides a rationale for the research and commits the researcher to particular methods of data collection, observation and interpretation. Following from the nature of the research problem and research questions, the study was guided by an interpretive paradigm.

An interpretive paradigm is a research culture with a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research (Taylor & Medina; 2013). This implies that a paradigm is a pattern, structure and framework or system of scientific and academic ideas, values and assumptions. Similarly, Denzin and Lincoln (2011) describe a paradigm as a systematic set of beliefs and methods that provide a view of the nature of reality. Willis (2007) concurs and defines a research paradigm as a world view, a general perspective and a way of breaking down the complexity of the real world. It is concerned with the arrangement of conditions of collecting data and analysing the data aiming at combining relevance to the research study. Alexander (2007) points out that a paradigm is a theoretical model within which the research is being conducted, and

organizes the researchers' view of reality (though they may not be aware of it). The following are identified by Maree (2007) as the functions of the research paradigm: it defines knowledge of how the world works, how knowledge is extracted from the world and how one is to think, write and talk about his knowledge. It also defines the types of questions to be asked and the methodology to be used in answering, what is to be published and what is not, as well as the meaning and the significance of the research findings. Therefore, a research paradigm is the overall plan for the research study. Creswell (2014) opines that there is a need to adopt a paradigm for an academic research because it is an encircling system of unified practices and values that outline for the researcher the nature of their inquest. Hence, this study is located within the interpretive paradigm.

An interpretive paradigm, as noted by Maree (2007), is based on the notion that researchers use constructs such as culture, social context and language to build their view of the world and that social reality is shaped through social interactions. Interpretivists also provide opportunity for the voice, concerns and practices of research participants. Thus, this study is based on the teachers' views and experiences regarding the culture of teaching and learning in their schools. What people know is always negotiated within cultures, social settings and relationships with other people. Creswell (2014) goes on to say that interpretive researchers reflect an interest in contextual meaning, rather than generalized rules, hence, instead of surveying large groups, qualitative research focuses on small groups. In other words, researchers look for rich and detailed information of a qualitative nature through in-depth interviews, observations or interpretation of documents. Furthermore, Morrison (2007) reaffirms the view of the interpretive paradigm as an attempt to understand individual interpretations of the world around them.

Punch (2011) notes the following as premises for the interpretative paradigm: people make decisions and act in accordance with their subjective understanding of the situations in which they find themselves; people's actions are based on their interpretations in which the relevant situations are taken into account; and social life consists of interaction processes rather than structures and, therefore, constantly changes. Based on these premises referred to above, I, therefore, find interpretivist paradigm relevant for this study as I seek to understand in depth the teachers' views

regarding the quintile-based school categorisation on the culture of teaching and learning in their schools from their own view point. Individual views are, therefore, considered significant and of value in this study. The researcher depended on their background and experiences to get the rich data (Creswell, 2014; Taylor and Madina, 2013). I engaged in in-depth interviews with the principals, SMT members and grade 12 teachers in exploring the influence of quintile based school categorisation on the culture of teaching and learning in their schools so as to gain a better understanding of their perceptions, experiences and live reality. The next session explores the research approaches used in this study.

3.3 Research approach: Qualitative

On the basis of the paradigm given above the study follows a qualitative research approach. Denzil & Lincoln (2011) state the aims of qualitative researchers as to gather an in-depth understanding of human behaviour and the reasons given for such behaviour; this study aims to do exactly that. Creswell (2014) states that qualitative research is a process whereby researchers build up a complex holistic framework by analysing narratives and observations when conducting the research work in the natural habitat. However, Leedy and Omrod (2001) broadly describe qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification. Qualitative researchers investigate the how and why of decision making, not just the what, where, and when (Creswell, 2014), hence, qualitative research focuses on smaller samples. Creswell further goes on to say that qualitative research provides illumination and understanding of complex psychosocial issues which are most useful for answering humanistic 'why?' and 'how?' questions.

This indicates that qualitative research is inherently multi-method in focus. In other words, qualitative research consists of an investigation that:

- Seeks answers to a question;
- systematically uses a pre-determined set of procedures to answer the question; collects evidence;

- produces findings that were not determined in advance; and
- produces findings that are applicable beyond the immediate boundaries of the study.

In this case, focus was on teachers' views regarding the influence of quintile based school categorisation on the culture of teaching and learning in their schools. A qualitative approach was used in this research because it is only the information on the particular cases that will be studied (Trepper & Frenklin, 2012). In addition, this study seeks to understand a given problem or topic from the perspectives of the local population. Moreover, this study seeks to secure a deeper insight of how teachers view the influence of quintile based school categorisation on the culture of teaching and learning in their schools, as it seems very few studies have been conducted on this subject so far.

The following are the advantages of a qualitative approach, as stated by Fischer (2005): it produces more in-depth, comprehensive information and also seeks an understanding of the entire situation. Thus, it enables qualitative researchers to capture the richness of the data as it involves an in-depth understanding of human behaviour and the motives that govern the behaviour. Taylor and Medina (2013) further note that the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It also provides information about the "human" side of an issue, that is, the often, contradictory behaviours, beliefs, opinions and relationships of individuals. In this study, the qualitative approach was appropriate because I wanted to discover the teachers' views regarding the influence of the quintile based school categorisation on the culture of teaching and learning in No fee schools. This was done through asking questions that seek to solicit how teachers view the influence of quintile based school categorisation on the culture of teaching and learning in their school. I used semi-structured / open ended interviews to provoke the data from the teachers as well as observations and document analysis to triangulate. The interaction with the participants enabled me to gain valuable data that is useful in understanding their circumstances and perceptions regarding the influence of quintile based school categorisation on the culture of teaching and learning in their school.

Qualitative research, however, has some disadvantages, such as the fact that the subjectivity of the inquiry leads to difficulties in establishing the reliability and validity of the approaches' data. It is also difficult to prevent or detect the researcher included bias and the scope due to the in-depth comprehensive data gathering.

In order to ensure validity and avoid subjectivity, the researcher remained non-judgmental throughout the study process and reported what was found in a balanced way. McMillan & Schumacher (2001) state that qualitative method follows no strict rules. However, researchers are cautioned that the research is not allowed to be mindlessly inventive. Qualitative research should be done artfully, but it also demands a great amount of methodological knowledge and intellectual competence (Ibid). The research designs used in the study are discussed in the following section.

3.4 Research design: Case study

Since the study is interpretive, the most appropriate research design needed to gather data is the case study. Maree (2007) and Gray (2009) define the research design as a blueprint or outline for conducting the research study in such a way that maximum control is exercised over factors that could interfere with the validity of the research results. However, Hua and David (2008); Babbie and Mouton (2013); De Vos, Strydom, Fouche and Delport (2013) concur and define a research design as a strategy that moves from underlying philosophical assumptions to specify the selection of respondents, the data gathering techniques and data analysis used to obtain answers to the research questions guiding the study. This, therefore, helps researchers to plan and implement the study in a way that would help them to obtain the intended results, thus increasing the chances of obtaining information that could be associated with the real situation. In other words, research design can be seen as the logical plan or master plan of a research that throws light on how the study is conducted. It shows how all of the major parts of the research study such as the samples or groups, measures, treatments or programmes, work together in an attempt to address the research questions. Research design is similar to an architectural outline.

In line with the qualitative research, this study followed a case study design. Gummesson (2000) believes that a case study is an in-depth investigation into a specific and relatively small area of interest. Mwingi (2000) concurs with Gummesson that a case study is a method that allows the individuality of each case to come out as a persuasive voice. In line with the above argument, Cohen et al. (2007) state that a case study is an approach that uses in-depth investigation of one or more examples of a current social phenomenon. As a result of their robustness, case studies combine data collection methods such as archives, interviews, questionnaires and observation (Huberman & Miles, 2002). In support of this, Cohen, Manion & Morrison (2007) view a case study as “a process by which a researcher observes, describes, explains and views the operations and functionality of an individual person, an event, or social activity, or group of cases.” According to these authors, it is an approach that uses in-depth investigation of one or more examples of a current social phenomenon in its natural setting. This involves the collection of detailed data that are rich in content and involves multiple sources of information such as interviews, observations as well as document analysis from the research participants’ viewpoint (emic perspective). Cohen et al., (2007) state that a case can be an individual person, an event, or social activity, group or institution. In this study the case is three NFS.

In their argument Cohen et al., (2007) emphasised that the selection of cases in a case study is extremely important because researchers who do case studies focus on the “significant few rather than the insignificant many.” Hence, the identification of the three No Fee Schools as cases for this study was based, firstly, on their categorisation status, secondly, on their location (one in rural and the other in township) and, lastly, on their academic performance in terms of matric results in the past three years (one successively underperforming and the other two high performing). Students in urban areas have better academic achievement than their rural counterparts (Owoeye, 2011). Therefore, schools were selected as cases mainly on their categorisation status.

In this study, the case study design, therefore, gave an in depth detail on the views of teachers regarding the influence of the quintile-based school categorisation. Twelve teachers were interviewed which included the three school principals an additional three SMT members and six Grade 12 teachers. The research sites were their schools.

Sometimes I would go to the schools to conduct interviews and get only two teachers, despite the time agreed upon. I would then have to go back at the time when they would be available or at times I had to wait for them to come back from the class.

On the contrary, (Yin, 2009) claims that a case study is prone to problems of observer bias, especially if it relies on an individual's memory since it is not easily open to cross-checking. Also, the results obtained from a case-study cannot be generalised except where other researchers see their application (Nisbet & Watt, as cited in Cohen et al., 2007). To counteract these possibilities, I remained vigilant in terms of choosing knowledgeable respondents and appropriate instruments so as to obtain data which captures the meaning of what the study is all about. In line with the protocols of a case study design, a combination of methods was used as follows:

- i) Observations
- ii) Document analysis
- iii) Semi-structured interviews

The next section will discuss data collection techniques.

3.5 Data collection techniques

A number of suitable data collection methods were used in this study. The data collection plan divulges sources of data and the role played by the researcher during data collection procedures (Khoza, 2012). Creswell (2010) avers that data collection plan comprises the sequential steps taken in the collection of data. The plan is of utmost importance since it enables the researcher to organize the logistics and the procedures to be undertaken in collecting data over time (ibid). The study made use of observations, document analysis as well as interviews (semi-structured interviews) as its data collection techniques (Khoza, 2012). The interviews are the prime source of data collection in this study. For data collection, I started by administering observations, followed by review of documents and, finally, conducted semi-structured interviews. These techniques followed this sequence so that whatever was observed and discovered during the analysis of documents was cleared during the one on one

interviews. All the three techniques aimed at accessing data on the influence of quintile based school categorisation on the culture of teaching and learning in NFS.

3.5.1 Observation

Cohen (2007) defines observations as a way of gathering live data from live situations by watching behaviour, events, or noting physical characteristics in their natural setting. Observation is not a report on individuals' performance, but to find out what kinds of problems in general are being encountered (Phillistine, 2005). These observations assisted me to find out challenges and strategies schools use in so far as enhancing the culture of teaching and learning in their schools is concerned. Mecer (2008) points out that if the observer stays for relatively longer periods, people become less self-conscious and gradually start behaving naturally. Regardless of that, I spent five days in each school for observations. Kuhn (2005) emphasizes that observations can be either direct or indirect. Direct observation is when you watch interactions, processes, or behaviours as they occur, hence I saw the need to visit the selected school to observe some issues. Strydom (2006) suggests that observations can be overt, where everyone knows they are being observed, and can be covert, where no one knows they are being observed, and the observer is concealed. The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed whereas the overt has a disadvantage in that participants may modify their behaviour when they know that they are being observed (Abongdia, 2013).

I used the overt type of observation for the purpose of transparency and ethical related issues. All educators were made aware about the research observations that took place. However, I paid five visits in each school and hovered around from morning before the school started to the time the school came out. I, therefore, observed punctuality, time management, teacher-learner relations as well as loitering during tuition time in the selected schools. These include, the arrival of the scholar transport, teacher arrival, contact time in class, meal serving time that is if food was served within the specified times. These observations were done over a week in each school from Monday to Friday. Mondays and Fridays are reportedly the most popular discretionary leave days (Sawchuk, 2008). The school principal is responsible for managing

discretionary leave and potential misuses on Mondays and Fridays (DBE, 2014). This enabled me to gather necessary in-depth information about the influence of quintile based school categorisation on the culture of teaching and learning in NFS.

Observations are useful to researchers in many ways as they provide the researcher with ways to check for nonverbal expressions of feelings, determine who interact with whom, grasp how participants communicate with each other and check for how much time is spent on various activities (Kawulich, 2005). In this study, observations provided me with an opportunity to see the teacher-learner relations, how they communicate with each other, punctuality of scholar transport, teacher transport, time spent on assembly, on meal feeding, on tuition and so on. Thus, these observations improved the quality of data collection and interpretation as I got the feel for how things were organised and prioritised as well as how people interrelate with each other. The table below shows how the observations were used in this study.

Table 3.1 Observation list

Focus	Purpose	When	How many times
Scholar transport arrival & departure	Punctuality	Mornings & Afternoons	5 days
Teacher transport arrival & departure	Punctuality	Mornings & Afternoons	5 days
Meal serving times	Time Management	Lunch Hour	5 days
Teacher-learner relations	Relationship	Throughout the day	5 days
Loitering/ Gallivanting	Class/period attendance	During tuition time	5days

The research question that was addressed by the observations was:

- How does the school categorisation status affect the culture of teaching and learning?

Observations were undertaken for five days in each school (research site) from 07h50am to 15h00pm. Table 3 shows a list of aspects that were the main things observed in three schools namely, arrival and departure time for scholar transport and teacher transports, Meal serving times were also observed. Relations between stakeholders were also observed that is inclusive of learners, teachers and parents. All these aspects were observed to see if the schools were able to manage and honour their tuition time properly. Learner teacher relations were also observed to see if learners and teachers were able to relate to each other very well.

The next instrument that was used is the document analysis.

3.5.2 Document analysis

The main focus here is to concentrate on all written communication that may provide information on the subject of investigation. These documents are particularly a good source for qualitative case studies because they ground an investigation in the context of the problem being investigated. According to Terre Blanche *et al.* (2006), documentary sources can include letters, newspaper articles, official documents, and books that can be suitable and useful in all forms of qualitative research. Leeds (2001) describes document analysis as a detailed and systematic examination of documents on a particular organization for the purpose of identifying pattern or themes. For this study, the primary documents reviewed by the researcher included the matric results analysis schedule for the past three years that is 2013, 2014 and 2015, teacher attendance register and Grade 12 learner attendance register, scholar transport policy, school nutrition policy. As explained by Gray (2004), in exploring organisational records, reliability can be improved as the data is compared with other sources. In line with this, the documents were used to verify data gathered in interviews and served as references and supportive evidence to correlate the information received from the teachers for the purpose of validity. From these documents, I was able to get the evidence of the information that was gathered in the interviews with regard to the influence of the quintile based school categorisation on the culture of teaching and learning.

It has been argued that the studying of existing documents has an advantage of being reviewable repeatedly and, therefore, it helps the researchers to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage (Maree, 2007). In support of the above notion, Yin (2003) posits that documents used in case studies are the most important because of their explicit role in any data collection to corroborate and augment evidence from other subjects. Furthermore, Terhoeven (2009) opines that documents are of importance as a source of rich data because they do not intrude or alter the setting in ways that the researcher might. I used document analysis as a way of accessing secondary data. The table below shows how the document analysis was used in this study.

Table 3.2 Documents Analysed

Document	Purpose of Analysis	Period
Matric Results	To check academic performance	1 day
Teacher register	Punctuality and rate of absenteeism	1 day
Grade 12 Learner Register	Punctuality and the rate of absenteeism	1 day
Nutrition Policy	To check adherence to times stipulated	1 day
Scholar transport Policy	To check adherence to times stipulated	1 day
Grade 12 teacher's Timetable	Allocation of teachers periods	1 day
Grade 12 Learners Timetable	Allocation of periods	1day

These documents helped me see how the culture of teaching and learning is influenced by the quintile based school categorisation. The question to be addressed was:

- How does the No Fee categorisation status affect the culture of teaching and learning?

Analysis of documents was undertaken on available documents that were given to me. These entailed learner attendance registers, teacher attendance registers and matric results for the past three years that is 2013, 2014 and 2015, nutrition school policy and scholar transport policy, Grade 12 timetable, Grade 12 teachers' time table. All the three schools did not allow me to leave with the documents. I was allowed to view the documents inside one of the manager's office in the presence of the manager. I then took notes. This was done in one day per school. In other schools, some documents were not available. The next instrument used was the interviews.

3.5.3 Interviews

After reviewing documents, I conducted interviews as one of the data collection methods. Interviews, as defined by Creswell (2014), refer to a two-way conversation between the interviewer and the interviewee which can be used to gain information, ideas, beliefs, views and opinions about the phenomenon under study. In this study, teachers were interviewed to find out their views regarding the influence of quintile based school categorisation on the culture of teaching and learning in their schools. Interviews were appropriate for this study and enabled me to gain in-depth data from the primary participants on their views regarding the influence of quintile based school categorisation in their schools. I selected interviews because they provide information that is inaccessible from observations and documents. Therefore, teachers' views can be clearly understood if described and explained, instead of observing them. Furthermore, I selected interviews because they enabled a one-on-one, face-to-face interaction with the participants. I was able to probe initial participant responses for further clarity of issues, which was to ask why or how. This helped me to get rich data with regards to the influence of quintile based school categorisation on the culture of teaching and learning in their school. Facial expressions also helped me to see the reality on the ground, and through gestures, I captured the emotions expressed by the teachers.

Leedy and Omrod (2013) note that the use of open-ended questions and probing gives participants an opportunity to respond in their own words, rather than forcing them to choose from fixed responses as quantitative methods do. Open-ended questions have the ability to evoke responses that are:

- meaningful and culturally salient to the participant;
- unanticipated by the research; and
- rich and explanatory (ibid)

With the semi-structured interview method, it was free to intervene and seek “clarification or further explanation” (Yin, 2003) from the participants for a better understanding of their views regarding the influence of quintile based school categorisation on the culture of teaching and learning in their schools. During the process of interviews, I was able to ask probing questions as the conversation developed, repeat or rephrase questions to ensure that all the areas of interest to the study are covered. According to Patton (2008), probes are used to deepen the response to a question, increase the richness and depth of responses, and give clues to the interviewee about the level of response that is desired. On the contrary, Terre Blanche *et al.* (2006) warn that an excessive use of probing questions makes the respondents feel intruded upon, thereby, diminishing the likelihood and the willingness to enter into a deeper exploration of the issues. I used probing questions when there was an indication that the respondents have become comfortable with the interview situation, thus, not to threaten respondents with too many probing questions and, thereby, blocking the easy flow in the answering of questions. These interviews provided me with the first-hand information as a way of enhancing the credibility, trustworthiness and the conclusions that can be drawn from the study (Maree, 2007). These semi structured interviews were conducted with the principals, SMT members and Grade 12 teachers of all schools under study.

In semi structured interviews it is essential to develop an interview schedule in advance. According to Terre Blanche, Durrheim, Painter (2006), an interview schedule is the instrument which contains a list of key topics and perhaps subtopics framed in question form to ensure that the right questions are asked with regard to the study.

These questions were guided by the research questions of this study so as to meet the objectives of the study. In this study, the principles of a good interview schedule were followed closely, as suggested by Neuman (2006). This enhanced the quality of my instrument because I ensured that:

- the questions were clearly worded and unambiguous, so the teachers had no difficulty in understanding them;
- the questions were not double-barrelled, that is, no two or more questions joined together to create confusion for the respondents;
- most of the questions were open-ended to allow for flexibility and probing in more depth; and
- the questions were not sensitive or personal and have no double negatives to restrict willingness and understanding from the respondents.

Despite the principles I followed, Patton (2008) makes it clear that “No matter what style of interviewing is used, and no matter how carefully one words interview questions, it all comes to naught if the interviewer fails to capture the actual words of the person being interviewed.” Based on this, I used a combination of voice recordings and note-taking (field notes) to record the data during the interviews. The use of a voice recorder was decided upon by the individual respondents. Greenfield (2002) suggests that even though voice recorder use in interviews aids in making the documentation of data independent, it must be done after at least the first five minutes of the interview in order not to make respondents edgy, and to create a relaxed atmosphere. This advice was followed to ensure that all respondents were relaxed.

As part of my note taking, I made use of direct observation while listening attentively as the interviews were unfolding, by looking for changes in body language including laughter, hand movements, eye contractions, gestures, tone of voice, facial expressions, and so on. These observations were found necessary because they helped me to harness some of the contextual factors that are not verbalised. This strategy of note-taking was done in a manner that did not obstruct the process of the interview; hence this form of observation took place in a natural and normal way,

according to Fowler (2002) advice. However, since in a qualitative study the researcher serves as a data collection instrument, I was aware of problems associated with the interview, in general, and the semi-structured interview, in particular, in order not to take them for granted. It is argued that the construction of an interview schedule may be biased by the interviewer's view of the world (Fowler, 2002) and that transcribing from words to text will inevitably lose data from the original live interview situation, hence there is a potential for distortion and the reduction of complexity (Cohen Manion& Marrison, 2000) .

To overcome these forms of bias and distortion, I followed the recommendation that the interview must not be analysed for content only but must also include some aspect of discourse analysis (act to show how certain discourse is deployed to achieve certain effects) so that possible hidden meanings created during the interview could be highlighted (Fowler, 2002). Based on this, I made every effort in formulating the interview questions to keep them as objective as possible and I carefully analysed data to limit bias which can influence the study. The next session will deal with how interviews were conducted.

3.5.4 Conducting of interviews

Even though interviews were conducted in schools, an effort was made such that these interviews do not disturb tuition. The time slots that were planned were not used due to the fact that teachers were very busy with revision as it was during the time of National Senior Certificate (NSC) examination. The interviews were conducted in the mornings during teacher free periods. Each interview session lasted between 30-45 minutes.

Some of the participants did not agree to be voice recorded and the researcher did not do it. The atmosphere was conducive for interviews as participants were forthcoming with their contributions.

3.6 Sampling the research sites and the respondents: purposive

Sampling must be done whenever one can gather information from only a fraction of the population of a group or a phenomenon which one wants to study. Ideally, one should try to select a sample which is free from bias (Greenfield, 2002; Johnson & Christensen, 2008; Gay, 2008). Leedy and Omrod (2005) argue that qualitative researchers tend to select a few participants who can best shed light on the phenomenon under investigation, rather than sample a large number of people with the intent of making generalizations. In other words, sampling is made for the explicit purpose of obtaining the best possible source of information to answer the research questions.

Since the researcher could not interview the whole of this population, a representative sample had to be obtained. The study used purposive sampling which is a form of selecting purposefully to permit inquiry into and understanding of a phenomenon in depth (Patton, 2002). With purposive sampling the researcher recognises that there may be inherent variation in the population of interest (Greenfield, 2002). The researcher attempts to control this by using subjective judgement to select a sample that the researcher believes to be a representative of the population. Purposive sampling can lead to very good samples, but there is no guarantee that it will be successful (ibid). Its success depends on two assumptions that:

- the research can identify in advance the characteristics that collectively capture all variation.
- the chosen sample will correctly reflect the distribution of these characteristics (Greenfield, 2002).

In purposive sampling, information-rich cases are those from which one can learn great about issues of central importance to the purpose of the study (Cohen et al., 2007). In purposive sampling, which is often a feature of qualitative research, the researcher handpicks the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being

sought. In this way, they build up a sample that is satisfactory to their specific needs. As the name suggests, the sample has been chosen for a specific purpose. In selecting the site and the participants, the study applied purposive sampling because they were seen as instances that were likely to produce valuable data. I selected teachers who have experienced phenomena related to the study and who were willing to open up about those experiences. Another reason for selecting this method is the fact that purposive sampling through human instrumentation increases the range of data exposed and, therefore, maximizes the researcher's ability to identify emerging themes that took adequate account of contextual conditions and cultural norms (Gray 2004). The use of purposive sampling provided me with the most useful data which was useful in gathering and evaluating the influence of quintile based school categorisation on the culture of teaching and learning in NFS. For the purpose of this study, sampling was done in two levels, namely:

- Sampling the research site
- Sampling the respondents

3.6.1 Sampling the research site

For this study three NFS were selected, two from the rural area with high rate of illiteracy, unemployment and poverty and the other one from the township area with high rate of unemployment, poverty and drug abuse. The researcher had chosen these research sites because she has observed a kind of difference in the culture of teaching and learning that exists in them even though they are all NFS. The purpose of this study is to explore the contribution of quintile based school categorisation on the culture of teaching and learning from the teachers' viewpoint

3.6.2 Sampling the respondents

For this study, the sample size involves the principal, SMT teacher and 2 grade 12 teachers from each NFS in the East London Education District. The reason for selecting the school principal is simple: because he is the accounting officer of the school who is accountable for issues of school performance and who deals directly

with the matters of school categorisation in the school level and also coordinates the programmes implemented as a result of the school categorisation status. The SMT member is selected because of his or her overall responsibility to manage teaching and learning. The two grade 12 teachers are selected because the culture of teaching and learning is linked to academic performance of the school measured by the matric results (Berkadia, 2014; Martha, 2009; Befikadu, 2013). Thus, these teachers are likely to have more information about the influence of the quintile based school categorisation on the culture of teaching and learning than any other teachers in the school. The next session discusses how the research instruments were tested in a pilot study.

3.6.3 Negotiation of entry

This is the most important practical stage in the process of planning for research project. A research project needs one to get permission or approval of stakeholders and meet criteria for accessibility. Seeking access is important because legislation (Data Protection Acts of 1984 and 1998) seeks to ensure that personal information will not be abused. Moreover, it is important that one get access from organizations, in effect, gatekeepers, and it is important to understand the reasons why they will not open the gate to anyone. There are reasons for gatekeepers to do so, such as the fact that the information held is confidential, promises have been implied or given, and research takes up staff's time and often requires space like a desk for the researcher.

I completed research ethics forms from the University of Fort Hare's Faculty of Education Research Ethics Committee and the ethical clearance certificate was issued (see Appendix A1). The Eastern Cape Department of Education was requested for permission to conduct research in schools in the province (see Appendix A2). I also wrote to the principals of the three NFS to seek permission to do the research in their schools (see Appendix A3). Contact with prospective participants was sought through face to face. Participants were also provided with a cover letter which clearly described the research and its purpose and its anticipated contribution to the field of quality in teaching and information about protecting of rights, confidentiality and the voluntary nature of the study (See Appendix A4). After aspects of gaining entry were considered, equally more important principles of ethics were ensured.

3.7 Data analysis

Data analysis is described as a systematic organization and synthesis of data that involves application of one or more statistical techniques. It therefore, gives meaning, structure and order to data collected during research in a way that permits the researcher to answer the research question (Gay, 2006). As noted by McMillan and Schumacher (2006), qualitative researchers integrate the operations of capturing, collecting, organizing, analysis and interpreting data and call the entire process data analysis. Thus, this gives the researcher an increased understanding of the study and what the researcher has discovered in clear terms.

Thematic analysis was used in this study. Van Wyk and Taole (2015) describe thematic analysis as identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic (Broom, 2004). After conducting the observation and analysis of documents and administering interviews, I transcribed the data. After transcribing the data, I categorized it into themes. Lefebvre (2005) notes that categorisation is the process in which ideas and objects are recognized, differentiated, and understood. I then grouped the data into specific themes, namely, thematic analysis. Van Wyk and Taole (2015) note that thematic analysis helps identifying of important information in the data and categorising it as important information should relate to the research questions and should describe the phenomenon under study. The themes were based on the research questions. I put the emerging themes together as the findings of the study and this enabled me to establish the teachers' view regarding the influence of the quintile based school categorisation on the culture of teaching and learning in their schools.

3.8 Trustworthiness

This study is qualitative in nature and, as such, issues of research credibility and trustworthiness were adhered to. Trustworthiness refers to the demonstration of integrity and competence in qualitative research by adherence to detail and accuracy to assure authenticity and soundness of the research (Twycross & Shields, 2005). The

trustworthiness of the qualitative research methodology of this study relates to the planning implementation of the research design. Hancock (2002) proposes a model for assessing trustworthiness of qualitative data. The model includes the following: truth value, credibility, applicability and data completeness.

3.8.1 Truth value

This asks if the researcher has established confidence in the truth of the findings for the subjects or informants and the context in which the study was undertaken. In qualitative research, truth value is usually obtained from the discovery of human experiences as they are lived and perceived by informants. Researchers need to focus on testing their findings against various groups from which data was drawn. In this study, the researcher selected participants who were directly involved in the school as teachers. The researcher asked few participants to help with the verification of collected data.

3.8.2 Credibility

A qualitative study is considered credible when it presents accurate description and interpretation of human experiences that people who also share that experience would immediately recognise the description. To ensure the credibility of this study, hard notes were taken to keep data and unclear questions reframed for respondents to understand.

3.8.3 Data completeness

In order to ensure trustworthiness in the study, the researcher interpreted the responses of the respondents properly and allowed respondents to critique the report. All records were kept as hard notes. The researcher included all pieces of data in the report. The procedure followed in piloting was carried out also when collecting data for the main study. In this study trustworthiness was ensured by piloting the instrument before undertaking the main study. According to De Vos (1998), pilot study is the pretesting of a measuring instrument consisting of trying it out on a small number of persons having characteristics similar to those of the target group of respondents.

3.9 Ethical Considerations

A basic guideline is that the researcher should make sure that no individual suffers any adverse consequences as a result of the study and will also be attentive to maximizing positive outcomes of the research process (Fowler, 2002). The researcher took cognisance of this guideline during the course of the study. Collecting data from people raises ethical concerns (Sotuku & Duku, 2015). Thus, in undertaking this study, the following ethical considerations were observed:

3.9.1 Confidentiality

Confidentiality entails informing respondents that the information given is solely for research purposes and will not be exposed to any other person. I ensured confidentiality and that the information made public will neither include the name of the respondent, nor make it possible for the information to be linked with a particular respondent. Jamson (2007) defines confidentiality as an explicit or implied guarantee by a researcher to a respondent in a research whereby the respondent is confident that any information provided to the researcher cannot be traced back to that respondent. The respondents were assured that their responses would be treated with confidentiality and that they have a right to privacy and freedom of expression. This, according to (Harwood, 2006), helps respondents to be honest and give information freely without any fear of being linked to it, hence I assured my respondents of confidentiality.

3.9.2 Anonymity

Anonymity is a stronger guarantee of privacy and respect (Sotuku & Duku, 2015); hence it is essential that the participants remain anonymous throughout the study, even to the researchers themselves (Trochran, 2006). The names of the respondents will not appear on the research instruments or the data hence interview guides bear no names. I informed my participants not to give me their names, so, in this case, pseudo names were used to promote privacy and anonymity. This was done to ensure that the principle of anonymity is upheld. For schools, the names were Funda, Lize and Uncuthu. The participants were made aware that this study will by no means

reveal their identities, nor link responses with participants' identities, unless they give permission for that. Pseudo names for participants were also used.

3.9.3 Protection and welfare of participants

The researcher has an obligation to protect the respondents from physical or mental harm. Harwood (2006) claims that ethical obligation rests with the researcher to protect subjects within reasonable limits from any form of physical discomfort that may occur during the research work. The study should not present a risk that is higher than what the person would encounter during the course of their normal lifestyle (ibid). All interviews were conducted at places where the respondents felt safe which, in this case, was their schools. For instance, venues were identified by respondents as to where to conduct the interviews.

3.9.4 Informed consent

Participants should be informed of all aspects of research that might be reasonably expected to influence their willingness to participate in the research. They should also be informed about what it is that they are volunteering for as well as a brief description of the purpose of the research. Sotuku and Duku (2015) opine that nobody should ever be coerced into participating in a research because participation must always be voluntary. I wrote letters of consent to all the participants and delivered them myself to all the respondents. Through these letters, respondents were informed of all aspects of the research such as the brief description of the purpose of the study. They were also informed that participation is voluntary and the information gathered from them would be a matter of concern between only me as a researcher and the supervisor. For instance, the use of the tape recorder was first discussed with the respondent concerned and most of respondents did not agree to be recorded.

3.9.5 Rights to withdraw from investigation

Sotuku and Duku (2015) pronounce that nobody should ever be coerced into participating in a research since participation must always be voluntary. Therefore under no circumstances should the researcher force participants to participate or

continue unwillingly with the study I adhered to these principles throughout the study by avoiding risks, debriefing and informing participants of their right to withdraw from the study. Each time I interviewed a participant I checked if the participant was still willing to participate in the study.

3.9.6 Debriefing of participants

After data collection participants must be given all the information they need. Salkind (2000) states that the easiest way to debrief participants is to discuss their feelings about the work immediately after the session; telling them the result of the study. The researcher should also discuss with them their experiences of the research process so that unintended or unanticipated effects can be monitored. I showed the respondents the field notes as a way of confirming that what was written on the note book of the researcher was exactly the same thing as what they said. I ensured that I rectified everything that might have arisen in the minds of participants immediately.

3.9.7 Release or publication of the findings

Huysamen (1993) feels that it is desirable to present the findings to subjects as a form of recognition and to maintain future good relationship with the community concerned. Data and findings of the study will be reported without altering any information. Also, the findings of the study will be honestly reported to the educational research community in conference proceedings and journal articles. I also assured the respondents that the information is only to be used for the sole purpose of the investigation and would not be given out to anyone.

3.10 Conclusion

This chapter discussed the research methods and methodology that were used when embarking on this research study. The research paradigm, approach and design used were outlined and the subjects focused on were also identified. In addition, data collection instruments were discussed, that is, the interviews, observations and document analysis. Issues of ethical considerations and data analysis were also discussed. The following chapter deals with presentation of data and analysis.

Chapter 4

Presentation and analysis of data

4.1 Introduction

The aim of this chapter is to present the data and its analysis on the views of the teachers regarding the influence of quintile-based school categorisation on the culture of teaching and learning. As indicated in the earlier chapters, quintile-based school categorisation reflects on the classification of schools into standard groups based on the poverty levels of the community that the schools serve (Mestry & Ndhlovu, 2014; National Norms and Standards of School Funding, 2014). Data presented in this chapter were collected through a qualitative approach, and qualitative data techniques were employed. These include semi-structured interviews, observations as well as document analysis. The data was organized in accordance with the three research questions and has been classified according to a set of interview questions as well as the emerging themes identified over the close reading of transcripts. Data presented in this chapter were responding to the following research questions:

- How do teachers perceive their NFS categorisation status?
- How does the NFS categorisation status affect the culture of teaching and learning?
- What strategies do the teachers use to enhance the culture of teaching and learning?

This chapter is structured into two sections, namely, a detailed description of the research sites and the participants; presentation and discussion of data findings that were established through thematic analysis. With the assistance of the theoretical framework, the following are the themes and sub themes that were established:

- Teachers' views on their No Fee categorisation status.
- Effects of the No Fee categorisation status on the culture of teaching and learning.

- Strategies used by teachers to enhance the culture of teaching and learning.

4.2 Presenting the profiles

This section presents the profiles of the research sites involved. It will explain the three schools that were used, namely Funda, Lize and Uncuthu secondary schools. These were the pseudo names used for the three schools. Furthermore, this section will also provide the biographical and social profiles of the respondents.

4.2.1 Profiles of research sites

Table 4.1: Profiles of research sites

School Name	Quintile	Location	Learner Enrolment (Past Three Yrs.)			Staff Establishment (Past Three Yrs.)			Grade12 Class size (Past Three Yrs.)			Past Three years' Matric Results			Average Pass Rate
Funda	2	Rural	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	
			545	579	594	19	20	21	68	67	68	96.2	89.7	62	82.6
Lize	2	Rural	650	582	560	23	20	19	121	87	99	53.6	41.6	57	50.7
Uncuthu	3	Township	587	610	671	21	22	23	96	116	130	100	91.5	100	97.2

Table 4.1 shows three research sites that participated in this study. For ethical reasons, pseudo names for participating schools were provided as Funda, Lize and Uncuthu. All the three participating schools fall within No Fee categorisation status. In other words, these schools do not pay school fees; they depend on government funding (Hall & Giese, 2009). All the three schools start from Grade 8 to 12. The geographical location for both schools in quintile 2 is the rural areas whilst quintile 3 school is in the township.

With regards to the learner enrolment and staff establishment, Table 4.1 shows that two schools (Funda and Uncuthu) out of the three schools had an upward trend in learner enrolment and staff establishment. On the other hand, Lize showed a downward trend in both learner enrolment and staff establishment. The decline in the learner enrolment has a direct influence on the school's staff establishment (Norviewu-Mortty, 2012; DBE, 2010). In 2013, Lize were allocated 23 teaching posts but in the subsequent years the learner enrolment declined and the school establishment dropped. Meanwhile, data revealed that in Uncuthu and Funda, the staff establishment increased with the increase in the learner enrolment from 2013 to 2015. The learner teacher ratio is reportedly 35:1 in South African schools (Kimani & Bhorat; 2014). Table 4.1 indicates that in the past three years, all the three schools, on average the learner teacher ratios was 29:1 falling below the national teacher learner ratio of 35:1. Kimani & Bhorat, (2014) asserts that low learner teacher ratio increases the likelihood of attaining some secondary education.

With regards to the matric pass rate and the class size Table 4.1 shows that, out of the three schools, Uncuthu had the biggest class size with **130** learners, whilst Lize had 99 learners followed by Funda with 68 learners. Jones (2012) in Cape Times 10 August reported that lower values of learner teacher ratio and class size are associated with more interactions between teachers and learners resulting in better quality education. The learner ratios for all the three schools were within the national standard of 35:1. Although Uncuthu had the biggest class size in the three schools, Uncuthu remained the best performing school with the average matric performance of 97.2% in the past three years, proving the perception in the literature wrong that larger classes have lower attainment (Bhorat & Osthuizen, 2008; Jones, 2012; Eamon, 2005).

Table 4.1 indicates a decline in the matric pass rate in all the three schools from 2013 to 2014. From 2014 to 2015, Funda matric pass rate continued to decline even though the class size was smaller and learner teacher ratio was the same as the two other schools. The teacher learner ratio in Funda remained at 29:1 for the past three years irrespective of the changes in the matric pass rate. Lize performed below the national benchmark of 60% for two successive years, 2014 and 2015, even though it has experienced a steady improvement from 41.6% in 2014 to 57% in 2015. Lize is still performing at the unacceptable low levels. Mrali (2012) asserts that all schools that perform below 60% are referred to as underperforming schools. All these schools follow a compulsory Matric Intervention Programme (MIP). MIP is the programme designed to increase the yield in the number of candidates going through grade 12 in a year by introducing further learning strategies and opportunities, known as 'intervention opportunities' (Eastern Cape Department of Education, 2000:1; Mrali, 2012, Damuah ,2009). Even though Funda does not fall in the MIP the continuous decline in the matric pass rate seemed to increase each year from 96, 2 % in 2013 to 89, 7% in 2014 and 62% in 2015.

Literature reports that most of the NFS record a high rate of underperformance (Bayat, 2014, Weeks, 2012). Even so, it is noticeable that these two NFS, Uncuthu and Funda proved the perception wrong as they have been performing well in the past three years. All the three schools, Funda, Lize and Uncuthu, were purposively sampled and comprised four participants, respectively. The participants' profiles are as shown in the next section.

4.2.2 Profiles of the participants

A total of 12 teachers were interviewed, 4 participants in each school, made up of the principal, the SMT member and 2 grade 12 teachers.

Table 4.2: Profiles of the participants

SCHOOL NAME	PARTICIPANT	GENDER	AGE	MARITAL STATUS	POSITION	QUALIFICATIONS	UNIVERSITY SPECIALISATION	GRADE & SUBJECTS TAUGHT	TEACHING EXPERIENCE	TEACHING EXPERIENCE IN CURRENT SCHOOL
FUNDA	PRINCE	Male	52	Married	Principal	BA ,HED	Biology & Afrik	Creative Arts	25	25
	GERALD	Male	53	Married	HOD	MSc, HED	Maths & Science	Physics 10,11,12	33	18
	PEDRO	Male	34	Married	Teacher	MCom ,PGCE	Accounting & Economics	Business Studies 10,11, 12 & EMS 8,9	6	4
	POPPY	Female	42	Married	Teacher	B.Ed. (Hons)	Geography & English	Geo 10,11,12 & English 12	15	15
LIZE	THANTI	Male	50	Married	Principal	BED (Hons)	Economics & English	Economics 12	29	15
	THOKO	Female	49	Married	HOD	STD	Economics & Bus. Management	Bus. Studies 10, 11, 12. Economics 10,11,12 LO 8	30	18
	THAMI	Female	43	Married	Teacher	STD	History & Xhosa	History 10,11,12 Geo 10, 11 Technology 8 & 9	21	10
	THOTHO	Female	40	Married	Teacher	BED (Hons)	Home Economics	Hospitality 11,12 Maths Lit 10,11,1	13	8
UNCUTHU	PRINCESS	Female	59	Married	Principal	MEd, HED	History & Geo	Tourism 12	32	32
	EDWARD	Male	34	Single	HOD	MSc ,PGCE	Maths & Science	Maths 10,11,12	8	8
	GUSH	Male	45	Married	Teacher	BA (Hons), HDE	History & Xhosa	History, 10,11,12 SS8,9	20	12
	BETTY	Female	46	Single	HOD (ACTING)	B.Ed.(Hons)	Accounting & Bus. Stud	Accounting 10,11,12	22	15
TOTAL=3	12									

Table 4.2 presents the profiles of the teachers from the three schools who participated in the study. The total number of teachers who participated in the semi-structured interviews was twelve, as indicated in the table. Out of the twelve participants eleven participants taught Grade 12. Only Prince from Funda taught Grade 8.

With regards to gender and age and marital status, Table 4.2 shows that, out of twelve participants interviewed, half of them were males and the other half were females. Thus, gender balance was struck in the study. Out of the twelve participants, four were above the age of 50 years, six were above the age of 40 years and two young male teachers were below the age of 40 years. The fact that the majority of the participants had ages above forty years suggests that they are well acquainted with the demands of teaching and learning as well as improvising under difficult circumstances (Mrali, 2012). Princess from Uncuthu was the oldest teacher at 59 years of age and a married female principal followed by Gerald who was 53 years and a male HOD. Out of twelve participants, ten participants were married, whilst only two young man were single.

With regards to position, qualifications and teaching experience, according to Table 4.2, all the participants are professional qualified teachers with the highest level of education as Masters. Apart from the three principals, there were also four HODs in the sample. All the participants had more than ten years' teaching experience except for the two young male teachers who had a teaching experience of less than 10years. Gerald from Funda had the highest teaching experience of 33 years whilst Edward had only six years teaching experience. Interestingly, both of them were HODs for Science and had the highest level of education, MSc. Therefore, data revealed that age and teaching experience has no correlation with position. It is also important to note that Uncuthu and Funda had participants who had achieved postgraduate qualifications. Whilst at Lize there were no participants with a master's degree. Lize is the one that had matric results that declined from 2013 to 2015 and, as such, had to follow MIP because of its persistent problem of underperformance. According to Taylor (2003), one of the factors that contribute to a good matric pass rate is the academic competence and proficiency of educators to teach matric students. Furthermore, Table 4.2 revealed that Uncuthu had more participants with Master's degrees in the SMT, which could facilitate its leadership and management more than the other two schools. This could be an advantage for them to effect a change in school performance.

Literature seems to be in agreement with the data collected from these schools, that there is a strong correlation between better qualified teachers and student achievement (Goe, 2007; Goe, 2008; Rice, 2003). Data from Table 4.1 and 4.2.1 seem to agree with this perception.

With regards to university specialisations and subjects taught, the majority of the participants taught one or two of their university specialisations. Out of the twelve participants, ten taught their university specialisation whilst only two teachers, the principals of Uncuthu and Funda, taught different subjects from their university specialisation. Table 4.2 shows that Prince from Funda specialised in Biology and Afrikaans; but taught Creative Arts. Princess from Uncuthu, on the other hand, specialised in History and Geography but taught Tourism. Prince and Princess had out-of-field teaching as they lack content and pedagogical knowledge which is likely to affect teaching quality (Kola& Sunday, 2015; Hirsch, 2006). Du Plessis (2015) argues that out of field teachers' need of sufficient pedagogical content knowledge tarnishes their self-esteem and confidence. Teachers faced with lack of content and pedagogical knowledge use many different strategies to make use of many resources to develop themselves.

With regards to teaching experience and number of years teaching in the current school, Table 4.2 indicates that ten of the participants had more than ten years teaching experience. Only the two young male teachers from Uncuthu and Funda had less than 10 years teaching experience; interestingly, data revealed that all the three principals from the three schools had more than twenty years teaching experience. On the whole, at least all the participants from the three schools had the necessary teaching experience to effect a change in the school performance (Mrali, 2012). Even though Rivkin, Hanusheck and Kain (2005) found that teachers' teaching experience and educational qualifications were not significantly related to students' achievement, all the respondents were individually interviewed. It is also important to note that the participants were drawn from different school environments (i.e. rural and township) that were purposively sampled. Pseudo names were used to protect their identity and also for ethical purposes. The discussion now moves to the findings that came up during the interviews.

4.3 Presenting data and discussing findings

This section presents the themes and sub themes that were established from the analysis of data collected. With the assistance of the theoretical framework underpinning the study and informed by the literature provided in chapter 2, the following themes emerged from the study:

- Teachers' views on their No Fee categorisation status;
- Effects of the No Fee categorisation status on the culture of teaching and learning;
- Strategies used by teachers to enhance the culture of teaching and learning.

4.3.1 Teachers' views on their categorization status

This section will discuss teachers' feelings towards their "No Fee" categorisation status. The participants interviewed expressed diverse feelings about their categorisation status. The following sub-themes emerged from the data across all three schools, namely:

- Denial
- Rejection
- Embracing and Proud

4.3.2 Denial: "Them not Us"

Some of the participants refused to associate themselves with the categorisation status of their schools. Data from the interviews indicate that all the participants from Uncuthu and Funda distance themselves from the status of their schools. They felt that the status of their schools does not include them, does not talk to them and has nothing to do with them, but the catchment area, the parents and the learners and the school. Out of the twelve interviewed participants, six from different schools did not

even know the categorisation status of their school. Surprisingly, two of them were SMT members. They claim it has got nothing to do with them.

Pedro from Funda explained that:

“It doesn’t mean anything, it does not affect us, it doesn’t concern us...I think it affects the parents or the learners from this community. People say incompetent, lazy teachers are employed in NFS.”

Whilst Thotho from Lize reaffirmed that:

“People say we are underqualified, incompetent and lazy to teach in these schools. I do my part as a teacher, its learners who are lazy not us; on top of that I stay in Beacon Bay suburbs, I’m not poor.”

Edward from Uncuthu stressed that:

“We are the best in town, top performers in the District. Our learners are no different from the learners attending school in former model C schools; we even beat some of these former model C schools in matric results.”

From the statements above, it is evident that these teachers are in denial about the reality of the situation in their schools. They do not want to own the categorisation status of their school. The fact that the categorisation status of their schools makes them to be weighed down by others makes them to deny being affected by the status. Emotions play a key role in the construction of an identity. This feeling of denial was associated with negative emotions about intergroup interaction as well as decreases in current self-esteem. Emotional exhaustion prevents educational professionals from functioning effectively (George, Louw & Badenhorst, 2008).

Uncuthu teachers have even changed the dimension of comparison to the one that boost their self-esteem. This seems to be in line with the Social Identity Theory (Tajfel and Turner, 1979). Even though schools are categorized based on their catchment area, teachers cannot be divorced from what is going on in their schools. During the observation week I spent in these schools, learners did not have textbooks and

teachers did not take up their classes on time or there was no food and learners were gallivanting outside with no teacher paying attention to them. Doesn't that affect the teachers? The kind of treatment these teachers get from their associates is indeed unacceptable and unbearable.

Sustaining a positive sense of effectiveness to subject, pupils, relationships and roles is important to maintaining motivation, self-esteem or self-efficacy, job satisfaction, and commitment to teaching and learning (Henry, Osborne and Salzberger-Wittenbeg 2003). Henry, Osborne and Salzberger-Wittenbeg (2003) claim that if people find themselves weighed down by another person's emotions they will be inclined to react with denial. The participants stressed that the categorisation status does not define who they are, as claimed by many other teachers, especially from affluent schools. Hence, it encourages these teachers to go on denying inhibiting or repressing their emotions.

4.3.3 Feeling Rejected

Participants from NFS feel rejected by their associates from affluent schools and the department of education in the way they are treated compared to affluent schools. Rejection occurs when an individual is deliberately excluded from a social relationship or social interaction. Data collected from the interviews indicated that there is some kind of rejection experienced by the participants from all these three schools. This is what participants from these schools explained:

Pedro from Funda pronounced that:

"Teachers from affluent schools do not even want to attend meetings with us, or if they come they leave before time. They undermine everything that includes us even if it's from higher authorities such as District Office". They do not even write the common examination papers set for all of us. They claim that the standard of the paper is too low for them and that they will set their own exam paper."

Gush from Uncuthu reaffirmed that:

“We were told that we are not good enough after investing much of our time pursuing our goal of improving learners scores in examinations...we don’t need anything from them anymore, because they do not want to see or know our hard work and efforts. Every year we improve our results but still treated differently from affluent schools.”

Thanti from Lize expressed that:

“There is nothing we do for the Department of education that is satisfying to them no matter how much we sacrifice to make things right and better. Our work is always questionable whilst Former Model C schools are free to do whatever they wish. If we improve matric pass rate, we are followed and told we are suspects of cheating. I no longer care nor bothered anymore because we are always judged and labelled.”

People may react to rejection by countering it with their own rejection as a defence mechanism (Fischer-Yoshida, 2015). Teachers in all schools need support for their commitment, energy and skill over their careers if they are to deal with the enormous emotional, intellectual and social demands and as they work towards building the internal and external relationships demanded by ongoing government reforms (Day, et al., 2006). Teachers feel that they are being judged harshly and labelled.

From the statements uttered by the participants, it is clear that some of the teachers suffer from both active and salient rejection from their associates either from affluent schools or the same NFS and the department. People experience emotions in response to events that affect individuals in their groups when reminded of their common identity with these individuals (Arreto & Ellemers, 2003). Teachers try to influence how others see their social identities by rejecting categorisation status that they do not endorse, and affirming identities that they find subjectively meaningful (Arreto & Ellemers, 2003). In response to this, lower status groups concentrate on the characteristic that make them different and unique, which in this case is learners academic achievements. This seems to be in line with the SIT as Turner and Brown (1978) mentioned that lower status group members could, in order to achieve a

positive social identity, compare themselves to the relevant superior out-group on new comparison dimensions, which in this case is academic performance.

4.3.4 Embracing and Proud

The data from the interviews revealed that there were two groups of participants who seemed to embrace and are proud to work hard in such an environment. The following are the two categories:

- Sons of the Soil- Daughters of the Land
- Teachers coming from similar environment

4.3.4.1 Sons of the Soil - Daughters of the Land

Amongst the participants interviewed, there were two participants, Prince and Princess from Funda and Uncuthu, respectively, who seemed to be proud to work in poor schools. These two participants also happened to be the principals of these two schools. The dedication, attitudes, passion, commitment and personal interest they shared from doing their work gave me a glimpse that they were the son and daughter of the soil of their communities, even before I was made aware of that. They are ploughing back to their community and are determined to raise more children like them.

Princess from Uncuthu reported that:

“From the time I took over the post of principal ship, I knew I will raise all children of my community to get educated. I am a motivation in this community. Everybody knows my family especially my mother. She was selling fish at this school, thus I don’t have a bright background but my future is bright only because of education. I organize bursaries, career exhibitions, expo and motivational speakers to motivate the learners.”

Whilst Prince from Funda said:

“When these learners think they want to drop out, I call their parents who are always not keen of coming to school for such cases. When they do not come I go and fetch them and bring them back to the classroom. I organize tutors from the neighbouring universities for extra tuition. Every year I buy a full school uniform for a most needy performing learner. It works, they all strive to be the best especially in the lower grades.”

Data revealed that these two participants plough back to their communities and go an extra mile, especially when Prince from Funda reported that he fetches those who want to drop out of school from their homes. Princess from Funda reported that what makes her more proud is to be the so called ‘change agents’ of her community. When probed further about what she meant about being a change agent she reported that she sees herself as one of the initiators of development in their own community. “I am ploughing the seed of education back to my community by ensuring that the less fortunate are not deprived an opportunity of receiving education. I am regularly motivating them with my experiences and background.”

It is evident from the above statements that being a son or daughter of the soil alone motivate these teachers to work hard for their communities. It also seemed to give them an advantage of knowing the learners and their backgrounds better. Other than Prince and Princess, there were two other teachers who were also from the communities where they work. It is important to note that these participants were from Uncuthu and Funda schools. It is also important to note that all the four participants are part of the SMT in their schools, even though two other teachers are not senior teachers. When they were probed further as to how they got to be in the SMT they both reported that they were co-opted into the SMT because of their dedication, hard work and the personal interest they showed for their work and community. Even during the interviews these teachers showed enthusiasm, positive attitude, personal interest, sense of ownership, coupled with commitment and dedication. They were determined to produce more successful people from their communities. All these positive traits would definitely take these two schools to greater heights. Uncuthu and Funda are always achieving good matric results, that is why these teachers are proud. Their hard work pays off.

4.3.4.2 Teachers coming from similar environment

Other than the sons and daughters of the soil, interviews revealed that there were other participants who come from the similar environment as the area where the school is situated. They reported that they are happy and proud to work in poor schools. Out of the 12 interviewed participants, 3 of them reported that they were free and eager to perform their job without complains. They reported that the conditions are similar to where they also went to school. Interestingly, all the interviewed participants from Uncuthu were happy and excited to work in their school, while 3 out of the 4 interviewed at Funda shared the same feeling. The other one came from a different environment. Meanwhile, almost all interviewed teachers in Lize did not report much of that interest shared by the two other participants from Funda and Uncuthu schools. There was only one interviewed teacher in Lize who was a bit happy to be in her school. This is evident from these responses.

Gush from Uncuthu said that:

“There is nothing more rewarding than knowing and seeing the evidence that you’ve made an impact on someone’s life or multiple lives. I paid R4500 for registration fee for a learner who was admitted at one of the universities. As teachers, we should not seek for rewards and praise. Sometimes, we cannot physically see the appreciation and impact you’ve made but just know that it’s there. This reward on its own should drive you to want to be the best teacher you can be for yourself, your school community, and your dear students.”

Pedro from Funda declared that:

“I feel like I am given the opportunity to show my capabilities /experiences / competencies of working with nothing and bring something out of it. I’m enjoying it here because I am coming from the same background, my high school was exactly like this in terms of lacking resources but my teachers were able to produce me ‘a powerful teacher’ (smiling face filled with pride) so I am also

determined to produce mathematicians and scientists in these learners. Each day I feel blessed when I look at the work we have done here...I feel good to be part of this winning team...I see us as the assets of our school. I teach maths and everyday it's a Maths day...morning classes."

From the statements above, it is evident that some of the teachers are driven by their backgrounds, experiences, passion or love they have for the profession to do exactly what was done to them in order to be successful. Edward explained that Maths was fostered to him in the early hours of the day "and that's exactly what I am doing to them." These teachers show the will power, positive attitude and determination to make things possible. Positive attitude towards teaching and learning leads to the creation of a positive school climate (Weeks, 2012). Furthermore, these sentiments indicate that even though the surrounding socio economic conditions are likely to influence the culture of teaching and learning in these schools, these teachers still show willingness and determination and are hardworking and passionate, prepared to go an extra mile. Rensburg, (2010) contends that professional commitment displays the kind of a person and worker one is and functioning with honesty. They are optimistic and see poverty as an instrument for success.

Both groups of these teachers are the assets in their schools. Their knowledge of the culture and background of the learners and the community gives them an advantage over other teachers. If only all teachers would use their teaching experience to spark their inner creativity because it is there, even if they haven't discovered it yet.

4.3.5 Stressful Satisfaction

During the interviews it was evident that even though the majority of the participants felt that working in poor schools is stressful and challenging they still get satisfaction from the good results they produce at the end of the year. The lack of resources and parental support make things even more stressful to these teachers. This is what participants said:

Poppy from Funda said:

“We do not want to be left behind and labelled as underperforming or dysfunctional school but getting good results is very difficult and stressful with the lack of resources and parental support we are faced with everyday. If we had everything just like in affluent schools it was going to be very easy for us too, I’m telling you. Good results seem to be the only way to prove ourselves and get satisfaction. You can’t believe it when im telling you that during exams we teachers stay here at school with these learners until mid-night and sometimes we sleep here in their mattresses. But come January when they release the matric results we get over the moon because we get good results out of our hardwork”

Whilst Edward from Uncuthu said:

“As much as it is not easy to produce these good results from these learners what satisfied me is knowing that I have made a difference in a child's life; that happy look on their face when they get successful at the end of the year. It really makes me satisfied and happy for I enjoy making a difference in one’s life. I am proud to provide these children with a loving and a firm environment...I once took one learner and went to stay with her. We simple give them love and support them and they give us result...We buy them small things, to motivate them and sometimes even bring them lunch or even smile to them It works, it gives us good matric results at the end because they (learners) start to trust us... Once they trust us then they start to open up, teaching and learning becomes easy then.”

Thotho from Lize said that:

“We also tried and got disappointed. They just not motivated and we can’t study for them. Their parents too seem demotivated like them (learners) ”

Despite how difficult and stressful the situation seems to be for these teachers especially teachers from Uncuthu and Funda, they still intensify their efforts and

ensure that their learners get good results at the end of the day. They change the dimension of comparison from the socioeconomic status of the school's community that they cannot change to academic performance that they can work hard and change. According to the SIT this is their way of boosting their self-esteem. They employ certain strategies to achieve positive distinctiveness (Tajfel & Turner, 1979). They reported that giving the learners love and care seems to work for them as learners start to trust them. This strategy of giving them love help get them sober and focused at all times. The data collected seems to be in agreement with (Berkadia, 2014; DfE, 2015) which indicates that the aim of the categorisation policy in Indonesia and UK is to ensure that the right timely support, pressure and intervention secure improvement in outcomes of all learners. This is evident in Uncuthu and Funda matric performances, even though both schools still had to do lot of hard work to be where they are. On the other hand participants from Lize seem to be more affected by the lower categorisation status of their school than the other two schools, as Lize still falls on the MIP (category of underperforming schools). They seem not to be able to reach to their learners. In fact they seem not to be motivated as teachers which makes it difficult for them to be able to motivate their learners.

4.3.6 Effects of categorisation status

The No Fee categorisation status declared to all NFS ensures that the socio-economic status of the school is not an obstacle to achieving educational potential (Hall & Giese, 2009). As such, learners in NFS receive five times the state subsidy provided to richer schools (Table 2.1.1). In addition to the non-fee payment granted to these schools, is the support granted to NFS was extended in the form of intervention strategies. These are inclusive of Free Scholar Transport, NSNP, Extra Tuition classes. Despite all these interventions, some of the NFS reported that they seem to experience challenges whilst others are enjoying some benefits.

4.3.6.1 Benefits explored

Data shows that there are three sets of benefits that the participants see as arising from the categorisation of schools. The participants interviewed commented on the

benefits of being declared as NFS. Amongst the benefits they mentioned were the following:

- Access breeds success
- Mobility is Possibility
- Feeding the Needy for Improved Concentration and Focus
- When we see we remember

4.3.6.2 Access breeds Success

This is a debate that has been going on for long, whether the huge amounts of funding for no fee declaration which has increased access for many poor children brings success at the end of it all (Rakabe, 2015; Bayat, 2014). The support granted to NFS in the form of intervention strategies seems to have enhanced the teaching and learning in some of the NFS. Data from the documents reviewed augmented with data from the one on one interviews indicate that, amongst the three schools dealt with, at least, two of them, Uncuthu and Funda, had been doing very well. Table 4.1 shows the average matric pass rate for each school where Uncuthu records an average pass rate of 97.2%, whilst Funda is at 82.6%. It is important to note the success of Uncuthu, where, for two years, all the Grade 12 learners passed. This is what the participants had to say in this regard.

Edward from Uncuthu expounded:

“Teaching is a noble profession; it needs teachers who are selfless. We have a team of teachers here in my school that we call a winning team. Once it starts we know for sure that it will finish. Once they step into our school consider them passed...These results are our hard work and dedication. We are doing it for the love of our work and these children. Our systems guarantee pass here...there’s a teacher who paid R4000 registration fee for one student who was very good and admitted at Stellenbosch University, next year he will attend her

graduation. She was not the first one; we have produced Accountants, Lawyers, Doctors and Engineers to mention but a few.”

From the documents perused, there is evidence that access in these two schools did breed success. Even so, it is important to note that money alone does not bring success (Rakabe, 2015), but data revealed that sacrifices, support, love and motivation do. Success is as a result of a joint effort by the teachers, parents and learners and the society at large working together towards a shared vision. The systems schools use to ensure the effectiveness of the implementation of the support given to these schools is remarkable. Education is a societal matter (OECD, 2013). The next theme is on the strategies used by teachers to enhance the culture of teaching and learning.

4.3.6.3 Mobility is Possibility

This theme emerged from all respondents from the three schools as one of the major effects of school categorisation in NFS. All the participants reported that the fact that these learners are transported from the long distances which they used to walk made it possible for their schools to enhance teaching and learning. Funda School had a larger number of learners who use scholar transport followed by Lize and then Uncuthu School. This is what

Pedro in Funda pronounced:

“Scholar transport is one of the fundamental benefits to our school...We use to teach tired learners who travelled long distances before they get to school, we are now able to have both morning and afternoon classes for the grade 12 class.”

Likewise, teachers in Uncuthu, Edward and Gush concurred that:

“We had to fight for the scholar transport in our school after two of our girls were raped. Ever since then our learners are safe and late coming also dropped culture of teaching and learning improved in

terms of learners coming late and absenting themselves. For grade 12 its morning classes from Monday to Friday.”

This is an indication that sometimes learners who qualify to be transported are not always transported until the school authorities stand up and fight for the rights of their learners. Data revealed that the scholar transport does not only promote the culture of teaching and learning in schools but also the safety of the learners and prevent the violation of their rights. The stance taken by Uncuthu also shows good relations between the teachers, learners and the parents. It also revealed the unity and the harmony that exists between the stakeholders of this school.

On the other hand, teachers from Lize shared a different sentiment that the case of late coming has not been totally solved by the scholar transport, as most of their learners are walking and still come to school late. Hall & Sonja (2011) suggest that the principal, through the help of the SMT, should identify learners who do not arrive early at school, especially if it is due to long distances they travel. He further mentioned that, even in the case of the few using scholar transport, their transport brings them late sometimes, or does not bring them at all. When probed further as to why the transport would not bring them sometimes, the teacher reported that some of the taxis or buses used for scholar transport are not roadworthy. Sometimes some buses breakdown and they do not have an alternative transport, so learners go back to their homes. Myburgh (2014) suggests that vehicles found not roadworthy should be inspected and dismissed by the Department of Transport and Education.

During observations I witnessed the late coming of learners, for example, one of the buses full of learners came very late due to the fact that the other had a mechanical problem. The bus had to go back again and fetch the second load. Therefore, this has a negative implication on the culture of learning and teaching, compelling the learners to have to come late or do not come to school at all because of the problems of scholar transport, which is meant to enhance the culture of teaching and learning. Schools should be in charge of the effective implementation of scholar transport in their sites. Data revealed that Uncuthu and Funda had marshals observing their buses in the pick-up points in the mornings so as to be able to identify very early the reason for late coming (DBE, 2011). The marshal is a parent who has a child in this school who

volunteered to monitor the transport in the morning and afternoon when the school comes out.

Worth noting, however, is teacher transport, even though it does not fall in the benefits of the categorisation status. It is of importance to mention what I witnessed about teacher transportation whilst doing observations in the three schools. Late coming of the teachers is also one of the main things that negatively affect the culture of teaching and learning in schools. With regards to teachers in the rural schools, Funda and Lize, their club transport was coming in groups, almost at the same time just before the school starts. Interestingly, both principals of the two rural schools came alone in their own cars. Whilst in Uncuthu, which is a township school, the majority of teachers came late in almost all the five days observed. Each of them came in their individual cars. It is, therefore, understood that the clubbing by the rural teachers is either influenced by the long distance they have to travel every day so as to save fuel or by the good relations and understanding that exist between them. Much as the clubbing by these teachers reduces their cost of travelling and promotes good relations amongst them, if they would arrive late at school then this adversely affects the culture of teaching and learning in these schools. The principal and the SMT need to intervene and give a ruling. Also, with the cases of the principals, it is understood that principals are the accounting officers that should always be ready to attend to urgent management matters in the district office should the need arise, without disrupting the school.

4.3.6.4 Feed the Needy to Improve Concentration and Focus

The free meals are made available to learners to alleviate poverty in schools through the NSNP. This programme aims to contribute to the improvement of education quality by enhancing the learning capacity of learners through the provision of a healthy meal. Lahey & Rosen (2010) claim that malnourished students showed lower results than the adequately nourished students.

All the three schools had free meals served at lunch time from 11 o'clock to 12 o'clock in all the five days spent on observation. Respondents from all the three schools regarded school nutrition as a benefit that has contributed to both low rates of absenteeism and learner achievements (Ross; 2010). Respondents from the three

schools unanimously agreed that this programme resulted in the increase in learner attendance, improved behaviour, better academic performance and improved concentration. For instance, this is what some of the participants said:

Poppy from Funda claimed that:

“Ever since the introduction of school nutrition, the school enrolment escalated and the rate of absenteeism dropped in our school.”

Whilst Edward from Uncuthu pointed out that:

“We give the needy ones some food to take home and their academic achievement shows an improvement. Discipline is no longer a major problem, we use to hold meetings after another meeting for disciplinary hearing which disturbed us from our classes.”

This was reinforced by Prince from Funda who stated that their results started to improve because school nutrition made it possible for their school to feed their learners whilst engaging them in extra classes for longer instructional hours than expected. The data seem to agree with the research findings of (Brown, Beardslee, Prothrow-Stith; 2008) which have also established a link between nutrition and behaviour. Studies have found that access to nutrition can enhance a student’s psychosocial well-being, improve concentration, reduce aggression and school suspensions, and decrease discipline problems.

4.3.6.5 When I see I remember

Given the importance of Learner Teacher Support Material (LTSM), it is imperative to ensure that they are effectively used in order to facilitate the provision of quality teaching and learning in classrooms. Learning and teaching support material means a variety of learning and teaching material used in the classroom (Riet, 2012). These range from teachers and learners created resources such as wall charts, workbooks, textbooks, e-books, readers, stationery, science kit, dictionaries etc. Without LTSM, teaching and learning is not possible (O’Neill, 1982). In regards to this theme, all

respondents from all the three schools complained about the shortage of textbooks or non-delivery by suppliers.

Prince from Funda said this in this regard,

“We do not have a single textbook for all the gr10 learners in this school as a results teaching and learning in this grade is compromised.”

Princess from Uncuthu added:

“Ever since the department took over the procurement of textbooks from schools the crisis of late delivery to non-delivery started.”

Whilst Thoko from Lize emphasized that

“Writing notes and making photocopies is time consuming and a waste of time and limited resources that we have in our school. Only if learners’ textbooks could be delivered on time learner performance would be improved. These learners understand better when they see what you are talking about.”

Different participants from all the three schools echoed their experiences and challenges with regards to LTSM, in particular, textbooks. They claimed that lack of textbooks in their schools hinders proper teaching and learning. When the respondents were probed further about their textbook retrieval systems, they reported that, despite the systems they use, learners still do not bring the textbooks back. Participants from Funda reported that the only way that seemed to work for them was withholding reports for all learners who did not return their textbooks. But that one also had legal implications as it is a violation of learners’ rights to get feedback on their assessment and the department of education instructed the school to release all learners’ reports withheld due to non-submission of textbooks. This indicates that the schools are limited in what they can do to retrieve textbooks from the learners when they have lost them. In the meantime, they reported that when learners do not return text books they also do not give them for the next grade, even though this hinders

teaching and learning. O'Neill (1982) asserts that learners learn differently, and that the uniqueness of each learner implies that learners cannot be treated the same way. The unavailability of textbooks in schools is a very serious problem that limits learners from learning in their own way and it leads to low learner achievements.

On the other hand, participants from Uncuthu unanimously agreed that their textbook retrieval system makes things better for them, after a long time of suffering from unreturned textbooks by learners. They further explained that this system is included in the school policy and known and signed for by all parents. Teachers claim that this is one policy that is not kept in the shelves but is always repeatedly communicated to all stakeholders all the times in their school. It is a rule signed by all parents that at the end of each term all learners bring the textbooks they were issued at the beginning of the year for inspection and checking. This allowed teachers to know in time which learners have lost their books and do follow up immediately. A learner that is found with a missing textbook is then told to replace it in time other than being found in the last term when she or he is supposed to go to the next grade. This rule gives teachers enough time to follow up on all learners who have lost their textbooks.

Gush from Uncuthu elucidated by stating that:

“The LTSM stamp that we use allows us to write the name of the person who first owned the textbook thereby making us to know the expected life span of the text book.”

The three schools seem to use different strategies of retrieving textbooks from the learners (Czerniewicz, Murrays & Probyn, 2000), which seems to work differently for them. Lize's strategy of not giving learners textbooks for the next grade promotes a high failure rate and hinders teaching and learning (Riet, 2012). It also violates the constitutional right of the learners to access free education. The rule that says “one learner one textbook” does not exist for learners of these schools, whilst, on the other hand, the policy used by Uncuthu seems to work well for them, as such, all their learners had textbooks. Every learner becomes responsible for the textbook issued to them.

4.3.7 Challenges experienced

Participants also reported some challenges they experience due to the categorisation status of their schools:

- Creating something out of nothing
- Lack of parental support

4.3.7.1 Creating something out of nothing

Generally, teaching in economically disadvantaged communities demands more on teachers. And not all teachers are willing and able to sacrifice. From the three schools involved in this study, all the participants from Uncuthu did not complain while one at Funda and all from Lize whined of long hours spent at work. The participants reported different reasons, such as fundraising for whatever that the school cannot afford from their funding, as well as long instructional hours to increase contact time or for revision purposes. Other teachers from Uncuthu stated that they even sacrifice their own resources for the sake of changing lives. However, Lize participants complained that affluent schools do not spend their time or resources on school matters. This is what Princess from Uncuthu said:

“The school fund is always not sufficient if not deposited late for the school needs. Therefore we are always forced to fundraise so that we can cater for other school needs that were not covered”.

Thanti from Lize emphasized that:

“We spend longer hours than other teachers in affluent school because our fundraising events demands so”. We have to look after the safety of our learners as well until late each time we are fundraising, yet the fundraising brings limited funds for the school.”

When the respondents were probed further as to what they use the fundraising money for, they explained many things that the school does with fundraising money. These

include buying photocopying papers, food for the learners, cleaning material as well as paying for the scholar transport for the learners attending extra tuition classes on Saturdays and Sundays. They reported that to motivate the learners they have to take from their pockets. They also reported that they, sometimes, have to use their own monies to buy photocopying papers just for teaching and learning to take place. Research evidence in North West Province by Legotlo, Maaga, Sebego (2002) has shown that lack of resources is a common problem in South African public schools. This lack of resources creates disadvantages for learners as it hinders learning.

Prince from Funda explained:

“When the nutrition budget gets finished before time teachers pop out money or bring 12, 5 kg Mealie meal or samp or morvite cereal each to cater and enable those needy learners who take medication to do so. The Learner Support Agent (LSA) has the list of learners who take treatment.”

Therefore, it is evident that sometimes teachers from poor schools have no choice but to use their own resources to rescue and assist the learners and the school. This further enhances teaching and learning, because when there is no food and or photocopying papers for the learners and other things, it is impossible for proper teaching and learning to take place. In other schools, school policy prohibits fundraising during the school day. These schools view it as disruptive to teaching and learning. Thus, teachers are forced to be providers and wear different caps of being parents, psychologists, nurses, and so forth. Where there is a teacher and a learner, teaching and learning must take place.

Teachers reported that they spend too much long time at work as a way of trying to improve and enhance the culture of teaching and learning. Fundraising was the main thing that all participants from Funda and Lize mentioned, even though they claimed that it assists their schools to a limited level. This is so because their community is poor and fundraising is limited to small amounts. Most of them further claimed that the time spent on fundraising events could have an impact on their poor results. Amongst other things Lize teachers mentioned, was the time they should spend with their families, monies they spent on buying food for learners and other stuff.

Remarkably, all participants from Uncuthu agreed that they do not use teaching and learning time for fundraising activities. They reported that each parent pays R100 beginning of the year towards fundraising. They stressed that 08h00 to 15h00 is for teaching and learning only. Major fundraising activities are done with former students and do not involve their learners.

4.3.7.2 Lack of parental support and involvement

Lack of parental support or involvement was reportedly amongst the challenges teachers had to face every day in NFS. Parental support entails learners' assistance on scholastic achievement, offering academic guidance and provision of resources on school related tasks and managing and emphasizing educational activities to their children (Leithwood, Louis, Wahlstrom, Anderson, Mascall, & Gordon, 2010). This theme emerged from all the respondents as one of the challenge they are faced with in their schools, which also accounts for low learner achievement levels. Teachers claimed that this is as a result of lack of parental involvement due to the declaration of these schools as NFS. The entire respondents from Lize reported that

“Parents stopped their responsibility of checking their children’s school work. Even when we invite parents to school regarding their children’s progress, they never come.”

Whilst Poppy from Funda said:

“Because of lack of parental support, we divide ourselves as teachers and parent our grade 12 learners ourselves.”

Interestingly all the respondents from Uncuthu said almost the same thing that their policies:

“... force the parents to come to school when they are needed, and it is like that. A learner who knows that their parents will not come to school is always troublesome and the opposite is true.”

This is an indication that these three schools deal with the problem of lack of parental involvement which tends to have a bearing in the academic performance of the learners. Obviously, parental involvement in schools helps to ensure a good culture of teaching and learning. Lack of parental involvement in schools is amongst the main reasons why the culture of teaching and learning is adversely affected. A child that knows for sure that the parent would never come to school tends to be unruly and misbehave at school. Parents should regularly visit their children's schools. Even so, teachers in schools should also study their situations and make plans that fit their situation such as "adopting" their learners or making policies that force parents to take their responsibilities, as is the case in Funda and Uncuthu schools. Stern (2003), Hornby (2000) and Sergiovanni (2001) believe that it is important for parents to be consulted because, as they say, a school is about the whole life, and teachers need to draw on the outside world, including the pupils' families, as parents know more than teachers about their children.

4.3.7.3 Late coming and absenteeism

The Department of education expects all teachers to spend at least seven hours per day including contact time in the school with learners. The Daily Dispatch reported through Dr Ken Alston that teacher absenteeism could be worse than reported and this is blamed to school principals for refusing to comply with the legislation. Teacher absenteeism is found to be high on Mondays, Fridays and on paydays (Spaull, 2013).

All the three schools seemed to be affected by this problem of absenteeism, even though they differed in the manner in which it was happening. In Funda, there were teachers who were not at school for the whole term with no substitute teacher in place. The principal claimed that this was so because of the short term sick certificates of the leaves that were submitted by the concerned teacher. The teacher kept on renewing two weeks leaves up until end of the term. DBE (2014) states that the minimum period for replacing a teacher on sick leave is 30 days. The rate of absenteeism by teachers was very high in Funda, even though it was not necessarily on Mondays and Fridays or on paydays. This was coupled with a high rate of late coming or early departures on paydays in this school. A record of these leaves is kept in the school by the HODs or the principal.

This is what the respondents had to say in this regard; Gerald from Funda emphasized that:

” Our school knock off at 15h00 every day, so on paydays, teachers decide to start at the bank because the time school comes out, banks are closed already. We drive for an hour to town”.

Gerald explained the teachers’ challenge as originating from the fact that the school is very far from town, hence teacher’s late coming or early departure is, most of the time, based on the fact that they are rushing to get to the bank. The situation seemed uncontrollable but the principal reported that records are kept for that information so that when the hours of late coming or departed early have accumulated to seven hours which makes a working day, teachers sign a leave form. *“This helps us to control the situation a little bit.”*

Even though Funda experiences a challenge of late coming and early departure by teachers due to the fact that they are far from town and knock off at three and still have to be at school on Saturdays, there are systems put in place to deal with this challenge. This shows that Funda is proactive and takes initiative to control the situation on the ground. While in Uncuthu School there was not a single day that had more teachers that were absent, one or two teachers were found absent sparingly. Late arrival was the main problem in this school, even though most teachers were few minutes late. This caused them to miss the assembly, where certain misbehaviours are nipped in the bud and where most school values and morals are ingrained. No late arrival records were kept in the school. On the other hand, in Lize it was seen that some teachers were absent on Mondays or Fridays and on paydays. They claimed that, by absenting themselves, they are trying to take a break from the overload they are facing in their schools. This is what they had to say.

Thotho from Lize elucidated that:

“Absenting ourselves from school is the only way to get away with the high work load. Our timetables are so full. If one has started the week definitely she or he cannot finish it, hence you will notice most of our absenteeism is either on Fridays or Mondays.”

It can be seen that in Lize teachers use absenteeism as a way of relieving themselves from the overload of work they are complaining about. In any way, absenteeism from work is not acceptable, unless it is due to sickness or other school related reasons, which are also discouraged by the department of education.

Although the reasons for learner absenteeism varied from one school to the other, there were common ones like child-headed homes, drug abuse, parenting commitments, poverty and lack of motivation. From the learner's register, it can be seen that at Uncuthu it was very rare to find an absent Grade 12 learner. Almost all grade 12 learners were present at school five days a week, whilst in Funda few were sparingly seen absent but would all be present on Mondays and Fridays. Prince had this to say this in this regard:

"We use to have high rate of absenteeism especially on Mondays and Fridays but ever since we started the nutrition programme, rate of absenteeism decreased but remained in these days. We then arranged our meals such that meat is served on Fridays and Mondays. Official day of serving meat is once a week on Fridays but we fundraise to have something meaty on Mondays as our strategy to keep them at school on this day as well."

It can be seen that Funda and Uncuthu use systems and strategies to manage their school and, as such, they are able to curb certain unwanted behaviours. Whilst, in Lize, it was observed that grade 12 learners were absent in any day throughout the week. Evidence shows that even government programmes hosted in schools need to be adjusted according to the needs of the school. Teachers need to sit and see how best they can use these programmes to their advantage. The department of education needs not be rigid with their programmes too because the problems experienced in schools are not the same.

4.3.7.4 No-fee Declaration

Being declared a No Fee School was a striking feature across all data sets from all participants. They all agreed that the categorisation led to their schools being declared

as NFS. Furthermore, being declared as a NFS posed both benefits and challenges. For instead, Prince echoed that:

“Declaration of our school as a NFS reduced the workload for our teachers. Teachers had to collect school fees during teaching time.”

Evidence from the data collected seems to suggest that in all the schools, teachers had an additional job of collecting school fees from the learners. This then affected the culture of teaching and learning negatively as respondents, when probed further, revealed that this collection of school fees took place during tuition time, either before a teacher started teaching or just before she finished. This, therefore, reduced the contact time teachers had with the learners for teaching processes. Thwala (2010) confirms that the declaration of schools as NFS gives both teachers and learners ample time for learning and teaching activities on the curriculum delivery issues rather than on the collection of school fees.

The other respondent said this in this regard,

“Declaration of our school as a NFS was a blessing in disguise. All the children in this community came back to school as most could not pay the school fees.”

Most of the parents in these poor communities are not working and they could not afford the school fees, hence their children could not come to school. Declaration of these schools as NFS enhanced access to education for most vulnerable children as well as reduced the number of out of school children in these communities.

Whilst some participants from Funda and Uncuthu sighted that,

“Declaration was a good thing but there are no classrooms to accommodate the big numbers.”

Teacher Princess from Uncuthu added that,

“Government should have known that the declaration of these schools as NFS would definitely increase numbers as it would provide access

to education to all children and provide more classrooms even if its mobile classrooms in our schools.”

This indicates that the declaration of these schools as NFS also created a problem as these schools could not accommodate these big numbers because of lack of classrooms. This definitely tampered with the culture of teaching and learning in these schools. Thwala (2010) emphasises that overcrowding in NFS is a major problem. In one of the schools visited, school U, one of the classrooms was an old bus. A grade 12 Physical Science class was taught in this bus. When respondents were asked about why they would choose to make the bus a grade 12 class amongst all the classes they have in the school they said grade 12 Physical Science is the smallest class they have in the school that would go in nicely in the bus. The Department could have upon declaration of these schools also provided infrastructure to ensure that quality teaching and learning take place in these schools. Schools in the lowest quintiles are declared NFS due to low socioeconomic status of the catchment area they are situated.

4.3.8 Strategies implemented by schools to enhance culture of teaching and learning

In chapter two, the theoretical framework underpinning this study indicated that consequently, lower status group members will employ various identity management strategies to achieve positive distinctiveness (Tajfel & Turner, 1979), even though the intergroup hierarchy remains unaltered, but the people will change the comparison dimension or change their values (Becker, 2012).

Different strategies employed by teachers to enhance the culture of teaching and learning came up during the one on one interview. Literature states that the culture of teaching and learning is measured by the matric results, hence it appeared from the interviews that these schools strive to improve their matric results. Strategies used in these schools differed from school to school, even though some were the same. The following are some of the strategies that these schools use:

4.3.8.1 Teaching and learning enhancing strategies

Matric Revision Camp

Of the three schools used in the study, two schools Funda and Uncuthu schools indicated that they use revision camp as their main strategy to improve matric results. The matric revision camp is a newly adopted teaching and learning strategy that is meant to assist and prepare grade 12 learners by providing extra time for revision before they write the NSC examinations. This seemed the most popular strategy used in the two schools. Even though Lize did not use this strategy, they also indicated that they used to use it previously, but it did not work for them due to poor learner teacher relations that exist in their school. This is what respondents had to say in this regard.

Prince from Uncuthu explained that:

“This was our turnaround strategy after so many years of underperformance. We keep our grade 12 learners here at school just after the trial examinations and prepare them for their final examinations. We teach, drill and monitor them very closely. We ensure that all type of revision material is made readily available to the learners.”

When probed further as to what led them to start it, he responded said:

“It was after I came across one of our brilliant learners drunk in the streets a day before she wrote her Maths paper 2. We then realised that our learners do not make time to study instead they roam around and expose themselves to all kinds of distraction, we sat down and decided to contain them during the period of final exams.”

All the interviewed participants from both schools agreed that this strategy of the revision camp works well for them. Both schools reported with confidence that the improvement in their matric results is as a result of this strategy

“as it gives us an opportunity to maximise contact time teach teach teach... test test test and give them multiple practice exams before they go for the final exams.”

They further reported that this strategy gives them an opportunity to monitor and supervise the studying of all their learners (Sifundakunye, 2016). During this camping weak learners get the time to share information with the well performing learners. Learners form voluntary study groups with whoever they feel comfortable to study with whilst teachers also find time for study groups formed based on abilities of the learners.

When further probed as to the challenges they experienced they mentioned learner discipline, lack of parental involvement and unwillingness to cooperate and assist, lack of commitment and owning up the programme by the learners and their parents (World Bank, 2003). Even so, Funda School reported that parents are always a problem in terms of assisting the schools *“but we use willing parents and leave those not sharing the same vision with us. When they see progress they then join us”*. While Uncuthu school principal emphasized the importance of communicating the school policy with all the stakeholders, in particular, parents, concerning the matters of the school. She reported that their camp has challenges too but after they identified those challenges they made the parents cooperation compulsory during camp time and added it in their school policy and, as such, they do just that. Matric revision camp and the role to be played by parents during that time is communicated to the parents

“at the time they are looking for space in our school for their children. And, as a result, they do not give us any problems.”

Twinning

The twinning of schools is meant for sharing facilities and human resources amongst the school to help learners achieve more in education (Mrali, 2012). Uncuthu School twinned with another school, a former model C school in the town, while Lize’s twinning was between the teachers. Meanwhile, Lize’s twinning is the accounting teacher twinned with another accounting teacher from a township school. Funda did not use the twinning strategy.

Prince from Funda explained that:

“We are enjoying a privilege of twinning with one of the best schools in town. Our Life science and Physical science learners benefit more from this twinning as they are enjoying favourable learning environment. They do all their experiments in the other school.”

Whilst Thotho from Lize claim that:

“We do subject twinning for now, it’s only the Accounting teacher twinning with the other teacher from another school.”

Surprisingly, during the review of documents it was discovered that the learners are still underperforming in Accounting and the school that the other teacher comes from is an underperforming school. Acosta (2006) explains twinning as a concept that derives its meaning from the fact that schools are specifically places for acquiring certain kinds of knowledge. Twinning can be made more effective if it is coordinated by the principals of schools so that there are very clear terms and areas where twinning is needed and to enable monitoring of the impact of twinning (ibid). It is evident that Lize twinning of the accounting teacher with another accounting teacher from another underperforming school is definitely not effective. They both have poor results in accounting and both their schools are underperforming.

Extra classes

All the twelve participants indicated that there were extra classes made by their schools and the department to improve school performance. Extra classes organised by the department are meant for certain selected schools mainly underperforming NFS (Damuah, 2009) and are compulsory for schools to attend. These classes take place on Saturdays and on holidays. Some of the schools that do not follow this programme (well performing schools) also organise their own extra classes so as to increase their instructional time as well as contact time. Extra classes for these schools often take place after school hours from 15h00 to 17h00. All the three schools had extra classes as another strategy to enhance teaching and learning as well as increase their contact

time with their learners. For instance, these are some of the things said by the participants:

Betty from Uncuthu said that:

“The aim is to finish the syllabus on time, so that we get enough time for revision. What motivates us the most is that we always find our learners in class waiting for us even at the time when we are late.

Whilst Gush from pointed out that:

“The teachers who teach in the extra classes receive no extra money. In addition he said “even though we are not underperforming there is a need for these extra classes so that we can maintain our position. We still need to get top levels in almost all the subjects.”

Teachers who teach in the departmental organised extra classes receive money whilst teachers who teach in the extra classes organised by the schools receive no extra money (Mrali, 2012). Teachers freely participated and taught the learners. Lize follows the departmental extra classes whilst Uncuthu and Funda organises their own extra classes. One teacher from Funda pointed out that departmental extra classes tend to focus on non-challenging topics (Mrali, 2012) for our learners hence schools decide to follow their own programme and focus on most challenging topics. Moreover, the participants claim that tutors who teach in these extra classes are not the good teachers we know but those who have connections to be employed.

Data revealed that from the above statements, some of the teachers use these extra classes as money making schemes without doing any justice to the poor learners. Some of the participants claim that teachers teaching in the extra classes do not prepare well before coming to teach or they are not good teachers, they only got employed because they know the people organising these classes. Even so, participants claim that the department makes these classes compulsory for underperforming schools. Mrali (2012) in his findings claims that good teachers are not hired but friends and family members are rather hired. Thus, the assumption is that

these extra classes organised by the department are not as fruitful as the ones organised by the schools.

Regular class tests and controls

Regular tests help both learners and teachers to assess the level of learning that has taken place with regards to each learner. They also serve as means of checking and keeping track of students' progress. This is what respondents said:

Prince from Funda highlighted that

“This strategy of regular tests helps the learners to always study and come to school regularly as they do not know when they will be written”. These tests keep learners busy and abreast all the time such that they do not waste time for other things. Every Tuesdays Grade 12 learners write tests while the rest of the learners write them fortnightly.”

Whilst these regular tests were written on Tuesdays in Funda, Gush reported that the grade 12 learners in Uncuthu did not know exactly when to expect the class tests and this made them to be ready and on toes all the time. This uncertainty about the time of writing another class test had become a distinct motivation for learning and regular school attendance. Even though some of the learners absent themselves in these tests, but the grade 12 always honoured them. This helped reduced the absenteeism as well.

Data revealed that all the three schools used the regular tests differently. There was also evidence of differences on how regular the regular tests are in each school. Uncuthu and Funda have their programme of regular test which is compulsory, whilst Lize reported that they use the departmental programme, which is a minimum. Uncuthu writes tests anytime, Funda fortnightly, whilst Lize is termly. Thus, Lize misses the salient contribution of regular class tests of improving student learning, which is the fact that learners are encouraged to effectively study at all times as they do not know the exact time the test might take place. There were also monitoring and control tools used to check if teachers really gave these test to learners. This seems

to be in agreement with the perceived Norviewu-Mortty (2012) findings in the study conducted in Ghana.

Pass out system

The pass out system was used in Funda School only. The pass out is used to manage and control the movement of learners who are gallivant outside their classrooms during tuition time.

Gerald from Funda explained that:

“We introduced a system of pass out where learner receives a permission card from the teacher in class allowing them to go out. This has helped us to reduce the rate of learners moving outside during tuition. If the learner is found outside without the pass out card then the learner receives a punishment.”

Most of the participants reported that learners used to waste most of their time moving up and down asking for permission to go out and help themselves. But this system allows only one learner to be outside at a time because each class has one pass out. Thus, this strategy enhances the culture of teaching and learning.

4.3.8.2 Stakeholders Relations

Parents, learners and teachers have an important role to play; their roles do not replace but rather compliment and reinforce the other's role (Sahagun, 2015). Parents, teachers and learners have expectations from each other. If these expectations are not well communicated, then, positive relations cannot exist amongst them. During the interviews it was evident that Funda and Uncuthu had strong positive relations, whilst in Lize these relations were weak. The participants reported the following as the kinds of relations that exist in their schools:

Teacher–Learner-Parent relations

A good healthy teacher learner relationship is a paramount base for high quality teaching and learning in every school. When students believe that adults in the school

care about them and have high expectations for their education and will provide the support essential to their success, they thrive (Best practises, 2003). This is what participants said:

Pedro from Funda explained:

“Most of our learners do not have parents and it has become the culture of the school since 2010 that for those learners’ teachers become their parents officially here at school especially the grade 12 learners. This is meant to give them the support and love they deserve.....this arrangement encourages them to be free and to be at ease and voice out to their ‘parents’ whatever it is that bothers them so that they can get emotional support and be sober and ready for learning. Furthermore ‘parents’ are expected to monitor their children’s’ progress at school.”

One of the participants, Poppy from Funda, explained that they help their learners with everything, starting from mothering them whilst they are still at school up to when they have to go university.

“We have their parents contact numbers and we communicate with their parents anytime there is a need. Their parents call us anytime too. We ensure that they apply and get registered in university when they are accepted. The programme is called ‘Parenting.’”

Data revealed that Funda has a parenting programme where all grade 12 learners are divided amongst the teachers of the school for persistent parenting where teachers are expected to monitor the Grade 12 learners throughout the year. If anything, then, they give support or report for immediate intervention by the school.

Also in Uncuthu, Edward explained that

“We have an interest at heart for our learners such that we don’t just teach them but we observe how they feel each day. If there is a problem, we try our best to solve it because we want to ensure that

by the time teaching and learning takes place the learner is ready to learn and that learning is not hindered by the her or his personal problems. If we have to give them sanitary pads, we do, teaching profession needs people who are selfless; whilst teaching them we must give them support and love.”

Data revealed that teachers and learners from Uncuthu and Funda have a close relationship. Teachers have learners' interests in their hearts which the learners seem to be in agreement with (Best practice, 2003). Interestingly, male teachers too, play the motherly roles to these learners such as buying them sanitary pads when requested. It was most notable in Funda, where a close relationship was also witnessed during the period of observations. During lunch hour teachers were seen several times giving learners food in lunch boxes they brought from their own houses or money to buy food. The observations were done at a time where the school did not have nutrition food. When teachers were asked about what was seen during observations, they explained that they bring the learners food from their houses because some of them have medication to take and some do not stay with their parents and do not have food. Those are the needy learners that were identified by nutrition committee. They explained that these learners are given leftovers from whatever is cooked from school to take it home and share with their families. But now that the school has no money to buy food, the budget is finished before time teachers bring or buy them food.

This act truly shows the good teacher learner relations which, according to Weeks (2014), is paramount to enhance the culture of teaching and learning. It makes it easy for teachers to establish some kind of rapport with the learners as well as for learners to open up to the teachers.

4.3.8.3 Adjusting school policies

Cell phone Policy

Although cell phones are good for education for many reasons such as their use for research purposes, they have also become a source of distraction and disruption. Learners get distracted from their work; as such, many schools use a cell phone policy

to manage the use of cell phone by learners in school. Uncuthu was the only school using a cell phone policy strategy. The policy stipulates the stance of the school with regards to the use of cell phone by learners at school.

Prince from Funda expounded that:

“The cell phone policy was agreed and compiled together with parents, learners and teachers in a school meeting. The School Governing Body (SGB) signed it and legalised it in our school. This policy was compiled after realising the damage that was caused by the use of cell phone by learners at school. The constant underperformance by the school back then I can confidently say it was all due to the use of cell phone by the learners at school. Ever since the use of cell phones at school was abolished, it was then that the school started performing well as well.”

When the participant was probed further, she explained that learners used to insult each other over the cell phones here at school, learners were always fighting *“and we always had to sit meeting after another over a stolen cell phone here at school”*. He narrated that all over the school learners would have their ears blocked with ear phones and teachers had to always ask them to remove their ear phones.

These statements confirm that a cell phone is one of the major distractions in schools that affect teaching and learning negatively. The evidence provided by the school is the matric results before the abolishment of the cell phone and after it was abolished. All teachers in Uncuthu unanimously agreed that their learners became sober and fights came to an end. The time that used to be wasted in the disciplinary meetings was now effectively used in teaching and learning. In a nutshell, learners need to get their act together in class and pay full attention to the teacher that is there. Wasting their time by using their phones distracts both the teachers and other learners. These learners are there for a reason and allowing phones in school would take that away from their education.

4.4 Summary

In conclusion, this chapter presented the study's findings obtained through individual interviews, observations and document analysis. In this chapter, various opinions on various themes drawn from the main questions, as indicated in the introductory section chapter, were demonstrated. There were different perspectives and conceptions concerning teachers' views regarding the influence of the school categorisation on the culture of teaching and learning in NFS as stated in the SIT.

The teachers perceived their teaching in NFS, well known to the society as poor schools, positively. Their positive attitude, determination and willingness to work hard and change the low status of these schools through good performance were evident. The fact that these schools are categorised in low quintiles qualifies them for certain benefits which tends to enhance the culture of teaching and learning. There is evidence of certain strategies that these teachers employ in trying to enhance the culture of teaching and learning in NFS.

Chapter 5

Summary of main ideas, important findings, recommendations and conclusions

The study sought to examine the teachers' views regarding the influence of the quintile-based school categorisation on the culture of teaching and learning in NFS.

5.1 Summary of the main ideas

Chapter 1 started by giving the background that contextualises the study. In that chapter it is argued that school categorisation classifies schools according to the socio-economic status of the catchment area. Three poverty indicators utilized for categorizing schools, were identified as income, unemployment rate and level of education of the community. These poverty indicators are weighted to assign a poverty score for the community and school. Schools categorised in low socioeconomic areas belong in quintile 1, 2 and 3 and were later declared NFS, hence they do not pay school fees and solely depend on government funding.

The aim of declaring these schools as NFS is to increase access to quality education to learners coming from these communities that are regarded as poor. Research shows that certain sections of the society seek to treat education as a commodity, whereas it is a basic need (SONA, 2010). Furthermore, debates claim that most of the NFS record high rate of underperformance (Mncube, 2009; Nkosi, 2011; Mail & Guardian, 2014/11/26) despite the support granted to them, such as non-payment of fees, school nutrition, scholar transport, extra tuition for secondary schools which includes, winter school, spring schools as well as Saturday classes. The study, therefore, set out to examine, based on empirical evidence, teachers' views regarding the influence of quintile-based school categorisation on the culture of teaching and learning. In the process of doing so, it also examined some strategies used by the teachers to enhance the culture of teaching and learning in NFS.

The second chapter reviewed literature and this was done in two parts. The first part of the review, focused on theories of social identity by Tajfel, which start from the

assumption that social identity is derived primarily from group memberships. The second part of the chapter conceptualised the categorisation of schools, globally. An outline of the effects of SC, which includes the policies meant to support the NFS were identifies. Views on No Fee school categorisation status were interrogated where it emerged that teacher identity and professional identity were affected by the context and environment of their schools where they work. It then followed with the strategies teachers' use to enhance the culture of teaching and learning in NFS. These strategies included the matric revision camp, twinning of schools, extra classes, and regular supervised class tests and so on. The chapter also revealed that the outcome these strategies produce vary from one school to another.

The third chapter outlines the methodology of the study. It focused on the research methodology, that is, the qualitative approach, the paradigm and the research design used. Furthermore, data collection methods, that is, observations, document analysis and one-on-one semi structured interviews were detailed. The sampling strategy, research site selection, the sample size and research participants were identified. Data analysis for the qualitative data was also outlined to show how each data component would augment the other. Ethical issues were also clarified.

Chapter 4 presents and analyses data. In the qualitative data analysis, verbatim responses of participants who were interviewed are presented, discussed and interpreted so as to deduce meaning of what the participants said.

Chapter 5 is the final chapter and it gives a summary of the whole study by highlighting the main ideas, main findings and recommendations for both policy and further research. The following section outlines the summary of the findings that have emerged from this study

5.2 Summary of the findings

This section presents a summary of the research findings based on the research questions.

How do teachers perceive their school categorisation status?

- Firstly, for the benefit of this research study, I feel as a point of departure it is important to note that all participants interviewed from the three schools understood the categorisation status of their schools. They also knew very well the reasons why their schools were categorized in the lower quintiles, which, according to all the participants, included the high rate of unemployment, low income and high rates of illiteracy.
- Data revealed that participants who were born in the same communities as their schools showed more positive attitude than any other teachers in these schools. It was evident that these teachers had personal interest of ensuring development in their communities. All the participants interviewed felt rejection by either their associates working in affluent schools or the department. Whilst some of the participants were in denial of their school categorisation status others were proud and embracing working in these 'Poor' schools. These included participants who were born in the very same communities where they work as well as participants who came from the similar environment of their schools. Furthermore, data also revealed that some of the teachers who related with the poverty reported that they were driven by their backgrounds to give learners the support they needed.
- It was evident from the interviews and observations that teachers from well performing NFS showed more determination, commitment and had more passion and positive attitudes towards teaching and learning. They showed more confidence than teachers from underperforming schools. They view poverty as an instrument to develop their school. This seems to be in line with the SIT that a person's behaviour will be affected by their positive association with their in-group, when their self-esteem and/or status are elevated by that association. Thus, according to Hogg (2006), social identity is motivated by self-enhancement and uncertainty reduction, which causes groups to strive to be both better than and distinct from other groups.

How does the school categorisation status affect the culture of teaching and learning?

- From the interviews, it was evident that the teachers needed to sacrifice either their time or resources to improve learner achievements in their schools.

- Fundraising events to make up for the shortages of financial resources in these schools have a potential to affect teaching and learning. Hence, it should be done after school hours or during the weekends. Alternatively, the study found out that it is much better for parents to contribute a certain amount from the beginning of the year towards fundraising to ensure the effective use of contact time throughout the year.
- The benefits embedded to NFS, which include scholar transport, school nutrition and extra tuition, are not available to all NFS. Schools should demand these programmes for the benefit of their learners, for example, scholar transport. Scholar transport more that it promotes early arrival of learners at school it also ensures safety of learners. Furthermore, it became evident from the interviews and observations that schools should provide internal structures to ensure the effective use of the departmental programmes in schools. For instance, parents can supervise scholar transport from the pickup points to ensure early arrival in school. Also, teachers as well parents can supervise meal serving during lunch hour to ensure time management especially on the days of meat.
- The study has found out that school nutrition makes it possible for their school to feed their learners whilst engaging them in extra classes for longer hours than expected.
- The Department of Education, together with the Department of Transport, need to ensure that all the buses and taxis used for scholar transport are roadworthy all the time. I, therefore, find it imperative that unannounced visits and inspections should be done by the department of transport to ensure that learners are always transported to school safe as well as dropped and picked at the right time.
- The study has found out that there are huge shortages of LTSM, especially textbooks, in schools that are due to poor textbook retrieval systems used in schools. It has also found out that it is better and convenient for schools to do book inspection every now and then than only doing it at the end of the year, when learners are ready to progress to the next grade in the same school or another.

- Even though learner absenteeism has dropped drastically, there are still learners who arrived late for school. Some of these learners include those for whom there is no scholar transport in their routes. They still have to walk long distances.
- Non-fee payment has led to overcrowding of classrooms in schools. Schools still experience a lack of adequate infrastructure. Even though schools improvise and use prefabs or old buses as classrooms, as was the case at Uncuthu School, the environment remains not conducive for teaching and learning.
- The fact that teachers from NFS are looked down upon motivates them to empower themselves by furthering their studies.

What strategies do the teachers use to enhance the culture of teaching and learning in No Fee schools?

- Evidence gathered from the interviews and observations indicated that all the three schools enjoyed the benefits of being declared as NFS. All of them did not pay school fees, had scholar transport and school nutrition but used a variety of strategies to enhance culture of teaching and learning. It was evident from the observations and during the interviews that the departmental intervention strategies directed to NFS as benefits for being declared a NFS, need to be monitored and controlled at the school level, if they are to be effectively implemented. What was different amongst the three schools was how they managed these intervention strategies. In some schools, these intervention strategies were effectively managed, whilst some lacked consistency, monitoring and control.
- Teaching and learning strategies: Matric revision camp is one of the most popular strategy that was used as a turn-around strategy by these three schools, followed by extra tuition, regular supervised tests and learner–teacher relations. Cell phone policy was also another strategy used by Uncuthu School only that seemed to work well for them. Lack of parental involvement killed the matric revision camp in Lize School. Inconsistency in monitoring and controlling syllabus coverage by teachers also contributes to poor learner performance. Pass out system used by

Funda School effectively controlled the gallivanting of learners during tuition time. The Uncuthu strategy of giving unannounced tests seemed to be successful in reducing absenteeism as well. The pre-testing also seemed to give learners enough practice before they write final exams. Hence, there was always good matric performance by Uncuthu learners.

Twinning strategy has been found to be more effective if it is co-ordinated by the principals of schools so that there are very clear terms and areas where twinning is needed and to enable monitoring of the impact of twinning.

- Relations strategies: The mothering strategy practised at Funda for grade12 learners to give them the support emotionally, psychologically, financially and otherwise seemed to put Funda learners at ease to know that they are not alone. It prepares learners for better learning. This seemed to make the teachers and learners very close to each other, as witnessed during the observations. It is also likely to strengthen the teacher-learner-parent relations. This is also likely to stimulate or promote both parental involvement and support, as parents appreciate it when teachers see their children in a positive way.

5.3 Recommendations

- After more than 20 years of democracy in SA schools are still facing structural challenges such that they use shacks or old buses as classrooms. Government should speed up the provision of more classrooms in schools to meet the increased school enrolments.
- Teachers with a similar background to that of their learners in schools are more likely to be supportive to the learners more than teachers who have a different background. This can be used as one of the criteria when hiring teachers.
- Funds deposited in school accounts should be deposited in the last term of the year for the following year so as to ensure the smooth running of teaching and learning in NFS. A delay in deposits hinders teaching and learning in these schools.

- Teachers' positive attitudes, willingness and preparedness towards their duty to teach in poor schools promote and enhance teaching and learning in NFS. Teachers in poor schools impart their positivity to their learners.
- Most of the learners in NFS are child headed; strategies such as parenting these learners in order to give them emotional, psychological or any other kind of support deemed necessary to enable them focus in their studies need to be devised.
- Structures such as scholar transport committee, nutrition committee etc. need to be put in place at school level to coordinate, monitor and ensure the effective implementation of these departmental intervention strategies directed to NFS.
- Department of transport to pay unannounced visits in schools to check or to do scholar transport inspection, that includes buses and taxis used to transport learners. This should not be in black and white only but implemented.
- LTSM inspection to be done per term in schools to curb the challenge of learners losing textbooks and only to be discovered in term 4 that they have lost them. If this is discovered in time, learners can then be persuaded in time to replace them and parents can be informed earlier.
- There are still learners who walk long distances to and fro school simply because there are no proper roads for scholar transport. The Department of Education should meanwhile use other means to transport these learners.
- Matric Revision Camps to be introduced in all other underperforming NFS to afford learners longer revision time with other learners under the supervision of teachers or tutors. Parents to be involved as well to supervise their children in the absence of teachers.
- Pre-testing throughout the way before final examinations prepares the learners for final examinations and to improve their matric results.

5.4 Recommendations for further studies

- ✓ Given the findings of this study, it is recommended that the influence of quintile-based school categorisation be the focus of a survey research for which a probability sample that can generate findings that are generalizable across the participating target population must be drawn.
- ✓ Because this study only covered No Fee Schools in township and rural areas, a follow up study based on a probability sample, which should include NFSs in urban areas, can be undertaken in order for the results to be generalised.
- ✓ Likewise, research of a similar kind could analyse a view from below regarding the influence of Quintile-based school categorisation on the culture of teaching and learning in NFS.

5.5 Conclusions

An indication of the findings is that the categorisation status of the school seems to affect the teacher identity or their professional identities. As teacher identities are affected this in turn influence the culture of teaching and learning in their schools. Thus teachers in NFS have to work harder sacrifice their resources be it time, physical or financial resources to prove their worth both to their associates and the department of education. Otherwise they are looked down upon. They are viewed as incompetent irrespective of the higher educational qualifications they possess until they prove themselves by higher learner achievements.

The study also revealed that irrespective of huge budget spent in NFS, some schools still lack adequate basic infrastructure to support teaching and learning. Inadequacy of the funding systems to address lack of resources in NFS means teachers have to provide for these in one way or another. Structural committees used at school levels have a positive contribution in the effective implementation of the intervention and support programmes directed at NFS. Furthermore, amongst various strategies used in schools, Matric revision camps and Parenting of learners seemed the turning around strategies in most of these schools. Learners seem to mirror the positive attitudes,

hard work and determination showed by their teachers towards their work in their own studies.

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Appendices

Appendix A1: Ethical Clearance Certificate



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: DUK191SSAK01

Project title: Teachers' views regarding the influence of quintile based school categorization on the culture of teaching and learning in no fee schools.

Nature of Project: Masters

Principal Researcher: Zukiswa Sakati

Supervisor: Prof N.S Duku

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

Appendix A2: Buffalo City Metro Permission Request



Province of the
EASTERN CAPE
EDUCATION

BUFFALO CITY METRO DISTRICT

OFFICE OF THE DISTRICT DIRECTOR

DR WB Rubusana Building, NU 1 Mdantsane, East London, 5200 SOUTH AFRICA Tel: 043 708 6210 Fax :043 760 0545,
Website: www.ecdoe.gov.za ,Email: welekazi.dantile@ecdoe.gov.za

DATE: 16 MAY 2017

Ms Zukiswa Sakati

St Peters Road

Southernwood

5201

Dear Ms Sakati

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS IN THE BUFFALO CITY METRO DISTRICT

Approval is hereby granted for you, **Ms Sakati**, to conduct research, with the topic ***“Teacher’s views regarding the unfluence of quintile-based school categorization on the culture of teaching and learning in the selected no fee schools”***, as part of your study towards the Masters Degree qualification at the University of Fort Hare.

This permission is granted provided that you make proper arrangements with the affected school principals and to ensure that tuition time is not disrupted.

We wish you well in your endeavours.

Yours faithfully

E. KLAASEN – DISTRICT DIRECTOR

building blocks for growth



Ikamva elizaqambileyo!

Appendix A3. Letter to the Principal: Application for permission to do research

18 Berkeley Square
St Peters Road
Southernwood
East London
5201

The Principal
Department of Education
Quru Location
East London
5201

Dear Sir

RE-APPLICATION FOR PERMISSION TO DO RESEARCH

I am currently completing my Master's Degree in Education (MEd) in the faculty of Education at the University of Fort Hare. My research study is exploring the "Teachers' views regarding the influence of Quintile-based school categorisation on the culture of teaching and learning in No Fee schools" in the East London District in the Circuit 10. To conclude my research, I need your permission to use the selected schools that I have selected to conduct interviews with teachers. The selected schools have been chosen for this study on the basis of them experiencing the perennial problem of under-performance over the past five years as reflected by the district analysis. Interviews will not exceed 30 minutes with each respondent and will also not interfere with the normal tuition time.

This letter also serves to inform you that all information gathered from the educators and school managers will be used solely for research purposes and that the anonymity of all participants is guaranteed. I also undertake to adhere to the University's code of conduct regarding informed consent and confidentiality as prescribed when dealing with data obtained from schools solely for research purposes. Presently, I am working

at Funiwe Senior Secondary School as an acting head of department. Included is a letter from the Superintendent General (SG) of the Eastern Cape Province granting me permission to undertake the research in the Province.

Il trust that you will kindly grant me the consent in conducting my research study.

Thanking you in anticipation.

Yours in Education

Z. Sakati

Cell number: 083 318 5639

Email address: luzukisiwe@yahoo.com

Cc: Acting District Director for East London

Appendix A4: Request to conduct research study

18 Berkeley Square
St Peters Road
Southernwood
East London
5201
2 May 2016

The Chairperson
Faculty Research Ethical Committee (FREC)
University of Fort Hare
East London
5201
Dear Sir

RE: APPLICATION FOR ETHICAL APPROVAL

I Zukiswa Sakati, MEd student with student number 9419210 am writing this letter seeking an approval to conduct a research study on the selected school. The working title of my study is “Teachers views regarding the influence of quintile-based school categorisation on the culture of teaching and learning. Should you wish to contact me for further enquiries, Prof. Moyo feel free to contact me on the following contact numbers:

Home contact number: 043 705 5555

Cell Number: 083 318 5639

Email address: luzukisiwe@gmail.com

Kindly receive the attached ethical application.

Yours faithfully

.....

Z. Sakati

Appendix A5. Letter to the DoE: Request to conduct research study.

18 Berkeley Square
St Peters Road
Southernwood
East London
5201
21 April 2016

Dear Sir/ Madam (EDO)

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE SELECTED SCHOOLS IN EAST LONDON DISTRICT

I am a registered M.Ed. student at the University Of Fort Hare. I am Zukiswa Sakati, an MEd student with student number 9419210 am writing this letter seeking an approval to conduct a research study in the selected school.

The purpose of my study is to assess the contribution of the quintile-based school categorisation on the culture of teaching and learning in No Fee Schools.

I will be grateful if you can allow me to conduct research in the selected schools in your district in the selected schools. The research participants will be Grade 12 teachers, principals and SMT.

Should you have any concerns about the study please do not hesitate to contact my supervisor Prof N. Duku on 043 704 7222. Confidentiality with regards to data collected will be highly observed.

Yours faithfully

Z. Sakati

Cell Number: 083 318 5639

Email address: luzukisiwe@gmail.com

Appendix A6: Letter to the participants

18 Berkeley Square
St Peters Road
Southernwood
East London
5201

Dear Parent

RE: REQUEST TO INVOLVE Y OU AS A RESEARCH PARTICIPANT IN A
RESEARCH STUDY

I am a registered M.Ed student at the University of Fort Hare and my student number is 9419210.

The purpose of my study is to examine the teachers' views regarding the influence of quintile-based school categorisation on the culture of teaching and learning in NFS.

I will be grateful if you can allow me to conduct research in the selected schools that are in your district. The research participants would be the principal, SMT members and Grade 12 teachers.

Should you have any concerns about the study please do not hesitate to contact my supervisor Prof N. Duku on 043 704 7222. Confidentiality with regards to data collected will be highly observed. Thanks in anticipation

Yours faithfully

Sakati Zukiswa
0833185639

Appendix B: Interview Questions

INTERVIEW SCHEDULE

The goal of this interview is to determine, explore and assess the views of teachers regarding the influence of Quintile based school categorisation on the culture of teaching and learning in No Fee Schools. To stimulate a conversation between teachers that allows them to talk and voice their views freely, openly and honestly.

SECTION A: BIOGRAPHICAL INFORMATION

1. Please tell me more about yourself. This include professional information relevant to the study such as Qualifications, experience as a teachers, years of teaching, years of teaching in this school, the quintile of the previous school (if s/he has taught before) and the current school, subjects taught, subject pass rate in the school.

RESEARCH QUESTIONS

Main research question

- What are the teachers' views regarding the influence of quintile based school categorization on the culture of teaching and learning?

Sub questions

1. How do teachers perceive their school categorisation status?
 - a) What is your understanding of school categorisation?
 - b) In which quintile is your school categorised?
 - c) What made your school to be categorised in this Quintile/ category?
 - d) What do you understand about your school categorisation status?
 - e) What is the categorisation status of this school?

- f) How does it make you feel to work in a school categorised as such?
2. How does the school categorisation status affect the culture of teaching and learning?
- a) What does the culture of teaching and learning mean to you? (your understanding / conceptualisation).
 - b) How is the culture of teaching and learning in this school?
 - c) What features / aspects present in your school would you mention that indicate this kind of culture of teaching and learning?
 - d) Based on these aspects would you say your school has a sound culture of teaching and learning or a poor culture of teaching and learning?
 - e) What changes, if any (positive or negative) have you observed that are brought by the categorisation status?
 - f) How does the categorisation status enhance the school culture of teaching and learning?
3. What strategies do the teachers use to enhance and restore the culture of teaching and learning in the school?
- a) Tell me, what strategies do teachers use to enhance the culture of teaching and learning?
 - b) Which of these strategies would you say enhance the culture of teaching and learning the most?
 - c) How successful are these strategies in enhancing colt in this school?

CONCLUSION

I appreciate the time you took for this interview. Is there anything else about the influence of the quintile based school categorisation on the culture of teaching and learning in NFS that you may want to comment on?

Thank you very much for your time. We have come to the end of the interview. If I have any follow up issues I will be in contact with you. Thank you so much.

Appendix C: Application for Ethical Clearance: Humans



University of Fort Hare
Together in Excellence

UNIVERSITY RESEARCH ETHICS COMMITTEE APPLICATION FOR ETHICAL CLEARANCE: HUMANS

Please indicate (x)

New application	x
Re-submission	
Renewal application	

SECTION 1: DETAILS OF APPLICANT/PRINCIPAL INVESTIGATOR		
Name: ZUKISWA	Surname: SAKATI	Professional Status: STUDENT
University Division / Faculty and Department: EDUCATION		
Complete Postal Address: 18 BERKELEY SQUARE, ST PETER'S ROAD, SOUTHERNWOOD, EAST LONDON		
Telephone No: N/A	Fax No: N/A	Cell No: 0833185639
E-mail address: luzukisiwe@gmail.com/ 9419210@ufh.ac.za		
SECTION 2: TITLE OF STUDY		
Title of Research Project:		

TEACHERS' VIEWS REGARDING THE INFLUENCE OF QUINTILE BASED SCHOOL CATEGORISATION ON THE CULTURE OF TEACHING AND LEARNING IN NO FEE SCHOOLS.		
Sponsor's Protocol No (if applicable) N/A		
Sponsor's Details (if applicable) N/A		
SECTION 3: STUDY FOR DEGREE PURPOSES	Not applicable	
Name of Degree: Master of Education	Supervisor: Professor N.S Duku	
Division/Department: EDUCATION	E-mail: nduku@ufh.ac.za	
Contact No: 0722600656		

SECTION 4: DETAILS OF SUB-INVESTIGATORS		
Name and Title	Position	Division/Department
1.		
2.		
3.		
4.		
5.		
SECTION 5: DETAILS OF COLLABORATING INVESTIGATORS		
Name and Title	Position	Division/Department
1.		
2.		
3.		

4.		
5.		
SECTION 6: WHERE WILL THE STUDY BE CONDUCTED?		
1. East London		
2.		
3.		
4.		
5.		
SECTION 7: STUDY TYPE		
1. Industry Sponsored		2. Self Initiated
3. Retrospective Record Review		4. Laboratory-Based Research
5. Qualitative Research	X	6. Prospective Descriptive Study
7. Other		8. Please state type if 'Other':
SECTION 8: HOW IS THIS RESEARCH FUNDED? STATE APROXIMATE TOTAL BUDGET		
1. Industry	R	2. NIH
3. Internal/Self	R 15500	4. Other/ US Fed Agency
5. External SA Grant	R	6. Internat. Grant
SECTION 9: SIGNING OF APPLICATION		
Applicant: Supervisor: *Departmental Head: * Or the Dean of the Faculty or the Chairperson of the Faculty Research Ethics Committee		

The following obligatory documentation must be attached to this application form:

PROTOCOL SUMMARY / SYNOPSIS (Obligatory)
Please provide a protocol synopsis or summary of the proposed research, in addition to the full Protocol, that is between 800 and 1 000 words long. The Protocol Synopsis or summary should contain the following: ▪ Title ▪ A short introduction, motivation and literature overview (1 paragraph only) ▪ Research question or hypothesis ▪ Aims and Objectives ▪ A concise summary of the methodology ▪ Description of subject population including characteristics, age range and number of subjects ▪ Anticipated risks as well as the precautions taken to minimize risk ▪ Anticipated benefits ▪ Ethical Considerations ▪ Intellectual Property Rights Considerations (IP)

Checklist (Obligatory):	X
Investigator Declaration for principal, co- and sub investigators (Obligatory)	X
Investigator CVs	X
Protocol	X

Supervisor's declaration, where applicable	X
Questionnaire / list of questions	X

Recommendation from the Faculty Research Ethics Committee

.....

.....

.....

.....

.....

Chairperson: Date:

Recommendation from the University Research Committee

.....

.....

.....

.....

.....

Chairperson: Date:

OFFICE USE ONLY

Approved by UREC				Project ID
Conditional				
Provisional				
Final				

Appendix D: Checklist - General



University of Fort Hare
Together in Excellence

UNIVERSITY RESEARCH ETHICS COMMITTEE

The completed form must be submitted with the application. An incomplete checklist form will result in the return of the whole application to the originator

CHECKLIST-GENERAL

Section A. To be completed by Applicant and checked by GMRDC Office

PROTOCOL TITLE: TEACHERS' VIEWS REGARDING THE INFLUENCE OF QUINTILE BASED SCHOOL CATEGORISATION ON THE CULTURE OF TEACHING AND LEARNING IN NO FEE SCHOOLS.

PROTOCOL NUMBER		PROTOCOL VERSION		PROTOCOL DATE	
--------------------	--	---------------------	--	------------------	--

	CV (max 2 pages)	Investigator Declaration	Conflict of Interest statement signed.	Admin Office Comments
PRINCIPAL INVESTIGATOR:	X	X	X	
SUPERVISOR:				

CO- INVESTIGATORS				
OTHER STAFF				

	Applicant	Comments	Admin Office
	Y /N / NA		
Applicant Signature	X		
Supervisor Signature	X		
HOD Signature			
Protocol synopsis	X		
Full protocol	X		
Page numbers on protocol?	X		
Budget	X		
Informed Consent Form	X		
Questionnaires			
Other measuring tools/instruments	X		
Recruitment material/ Advertisement(s)			
DoH or other letters of approval to conduct research			
Material Transfer Agreement			

Section B: To be completed by Applicant. The Reviewer will cross check

INFORMED CONSENT FOR RESEARCH CHECKLIST

	Yes / No or NA (PI)	Yes/No/ NA (Reviewer)
That consent is being sought from the participant to participate in research.	Y	
The purpose of the research and where it will be conducted.	Y	
The expected duration of the participant's involvement in the research.	Y	
The total number of participants that will be involved at this site and/or South Africa and worldwide.	Y	
A description of all the processes and procedures to which the participant will be subjected,	Y	
The principal investigator's name and contact details.	Y	
Explanation of participant's responsibilities.	Y	
Explanation of any randomization process if applicable).	NA	
Circumstances that may result in the project being terminated or the participant being withdrawn.	NA	
A description of foreseeable risks and discomforts.	NA	
A description of benefits to the participant or others both during and after the research. If there are no expected benefits, the participant must specifically be made aware of this.	Y	
Disclosure of alternative procedures and course of treatments available if applicable	NA	
Description of extent to which confidentiality will be maintained and protected.	Y	

Statement that sponsors of the study, study monitors or auditors or UREC members may need to inspect research records.	NA	
Statement that the UREC has approved the research.		
Contact details of the committee.		
Explanation of how research related injury will be managed and details of insurance if applicable.		
Explanation as to whom to contact in the event of research related injury.		
Participation in the study is entirely voluntary	Y	
Participants are free to withdraw at any point without explanation or any negative consequences. Their routine health care will not be adversely affected.	Y	
Participants must be informed of their rights to be told any new relevant information that arises during the course of the trial and the ICF should be revised, where appropriate to incorporate this information.	Y	
That the study will be conducted according to the International Declaration of Helsinki and other applicable international ethical codes for research on human subject.	Y	
Any expense to which the participant may be liable.	NA	
Explanation regarding payment for participation or out of pocket expenses	NA	
Identity of the funder , where applicable and any potential conflict of interests.	NA	
Where appropriate, the participant should also be requested/advised to inform his general practitioner and life insurance company or medical aid of his/her participation. Not considered appropriate/necessary	NA	
Simple, clear language has been used (Maximum Grade 8 reading level) and all medical and technical terms have been explained.	Y	

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Section C. To be completed by Applicant

	Yes(PI), NA	Yes/No/NA (Reviewer)
Does the study have relevance and scientific or clinical value and applicability to the proposed research population?	NA	
Does the protocol include an adequate literature review?	Y	
Is the selection of subjects equitable and appropriate; adequate consideration and protection of vulnerable research populations.	Y	
Is the design and methodology appropriate to answer the research question?	Y	
Is the methodology clearly described, in sufficient detail?	Y	
Is the statistical analysis plan, including sample size calculations, clearly outlined and justified?	Y	
Are the inclusion and exclusion criteria clearly defined and appropriate?	NA	
Have risks been minimized and is there an acceptable balance between potential risks and benefits?	Y	
Does the PI have the necessary qualifications, expertise, facilities, and time and support staff, to carry out the proposed research?		
Has a section on 'Ethical Considerations' been included in the protocol?	Y	
Has the informed consent process been clearly explained in the protocol?	Y	

Are issues relating to protection of privacy and confidentiality of data adequately addressed, especially if the study involves a retrospective review of clinical records?	Y	
Has a waiver of informed consent been requested if the study involves a retrospective review of clinical records?	NA	
Does the study involve collection of DNA/RNA and, if so, has consent been adequately sought for this?	NA	

Appendix E: Supervisor Declaration



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UNIVERSITY RESEARCH ETHICS COMMITTEE SUPERVISOR'S DECLARATION

The supervisor must sign a declaration for each student project supervised.

A. RESEARCHER

Surname	SAKATI			Initials	Z	Title	MS
Department	EDUCATION						
Telephone no.	Cell	0833185639	email	luzukisiwe@gmail.com/		Fax	N/A

B. SUPERVISOR

Surname	Duku			Initials	N.S	Title	Prof
Capacity	Supervisor						
Department							
Present				E-	nduku@ufh.ac.za		
Telephone no.	(w)		Cel	0722600656		Fax	

B. PROJECT TITLE (MAXIMUM OF 250 CHARACTERS FOR DATABASE PURPOSES)

Teachers' views regarding the influence of school categorisation on the culture of teaching and learning in No fee schools.

I, Professor Ntombozuko Stunky Duku declare that

- I have read through the submitted version of the research protocol and all supporting documents and am satisfied with their contents. I am satisfied that the scientific content of the research is satisfactory and up to standard for an educational qualification at this level.
- I am suitably qualified and experienced to supervise the above research study.
- I undertake to fulfil the responsibilities of the supervisor for this study as set out in the university policy
- I take responsibility for ensuring that the applicant is up to date and complies with the requirements of the law and relevant guidelines relating to security and confidentiality of research participants and other personal data, in conjunction with supervisors as appropriate.
- I take responsibility for ensuring that the applicant is up to date and complies with all regulatory and monitoring requirements of the UREC
- I agree to supervise the described study in accordance with the relevant, current protocol and will only change the protocol after approval by the UREC.
- I agree to ensure the applicant maintains adequate and accurate records.
- I take responsibility for ensuring that this study is conducted in accordance with the ethical principles underlying the Declaration of Helsinki as well as South African and ICH GCP Guidelines and the Ethical Guidelines of the Department of Health as well as applicable regulations pertaining to health and other research with supervisors as appropriate.
- I agree that I am conversant with the above guidelines.
- I will ensure that the applicant treats every participant in a dignified manner and with respect.

Supervisor : Professor N.S Duku (print name)

Signature: Date: 03/05/2016

Appendix F: Conflict of Interest Declaration

CONFLICT OF INTEREST DECLARATION (OBLIGATORY)

The researcher is expected to declare to the University Research Ethics Committee (UREC) the presence of any potential or existing conflict of interest that may potentially pose a threat to the scientific integrity and ethical conduct of any research in the University.

The UREC will decide whether such conflicts are sufficient as to warrant consideration of their impact on the ethical conduct of the study.

Disclosure of conflict of interest does not imply that a study will be deemed unethical, as the mere existence of a conflict of interest does not mean that a study cannot be conducted ethically. However, failure to declare to the UREC a conflict of interest known to the researcher at the outset of the study will be deemed to be unethical conduct.

Researchers are therefore expected to sign *either* of the two declarations below:

a) As the Principal Researcher in this study (name: SAKATI ZUKISWA)

I hereby declare that I am **not aware** of any potential conflict of interest which may influence my ethical conduct of this study.

Signature: _____ Date: 03/05/2016

b) As the Principal Researcher in this study (name:)

I hereby declare that I am **aware** of potential conflicts of interest which should be considered by the UREC:

Signature: _____ Date: _____



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RESEARCH ETHICS COMMITTEE

**RESEARCHER'S DECLARATION AND CONFLICT OF INTEREST
DECLARATION**

(To be completed in typescript)

The principal investigator, as well as all sub- & co-investigators must each sign a separate declaration.

A. RESEARCHER

Surname	SAKATI			Initial	Z	Titl	MS
Capacity	Principal	X	Sub-		Co-		
Department	EDUCATION						
Present position	EDUCATOR			E-mail	luzukisiwe@gmail.com/ 9419210@ufh.ac.za		
Telephone	(w		Ce	0833185639		Fa	N/A

B. PROJECT TITLE (MAXIMUM OF 250 CHARACTERS FOR DATABASE PURPOSES)

Teachers' views regarding the influence of Quintile-based school categorisation on the culture of teaching and learning in No Fee schools.

I, (Ms Zukiswa Sakati) declare that

- I have read through the submitted version of the research protocol and all supporting documents and am satisfied with their contents

- I am suitably qualified and experienced to perform the above research study.
- I agree to conduct or supervise the described study personally in accordance with the relevant, current protocol and will only change the protocol after approval by the UREC, except when urgently necessary to protect the safety, rights, or welfare of subjects. In such a case, I am aware that I should notify the UREC without delay.
- I agree to timeously report to the UREC serious adverse events that may occur in the course of the investigation.
- I agree to maintain adequate and accurate records and to make those records available for inspection by the appropriate authorised agents when and if necessary.
- I agree to comply with all other requirements regarding the obligations of clinical investigators and all other pertinent requirements in the Declaration of Helsinki, as well as South African and ICH GCP Guidelines and the Ethical Guidelines of the Department of Health as well as applicable regulations pertaining to health and other research.
- I agree to comply with all regulatory and monitoring requirements of the UREC.
- I agree that I am conversant with the above guidelines.
- I will ensure that every research subject or other involved persons, such as relatives, shall at all times be treated in a dignified manner and with respect.
- I will submit all required reports within the stipulated time frames.

Principal / Sub- / Co-investigator /Supervisor: Zukiswa Sakati (print name)

Signature:

Date:

03/05/2016



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Ethics Research Confidentiality and Informed Consent Form

University of Fort Hare (School of General & Continuing Education) is asking people from your community / sample / group to answer some questions, which I hope will benefit your community and possibly other communities in the future.

The University of Fort Hare, Faculty of Education Student Zukiswa Sakati (Master of Education) is conducting research regarding Teaching Practice. I am interested in finding out more about Teachers' views regarding the influence of Quintile based school categorisation on the culture of teaching and learning in No Fee Schools.

I am carrying out this research to help discover teachers' views regarding the influence of Quintile based school categorisation on the culture of teaching and learning in No Fee schools.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, I would really appreciate it if you do share your thoughts with me. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around 30 minutes. I will be asking you questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. I know that you cannot be absolutely certain about the answers to these questions but I ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When I ask questions about the future I am not interested in what you think the best thing would be to do, but what you think should be done to assist or improve culture of teaching and learning in No Fee schools.

If possible, I would like to come back to you once I have completed the study to inform you of what the results are and discuss findings and proposals around the research and what this means for teachers.

INFORMED CONSENT

I hereby agree to participate in research regarding “the influence of Quintile-based school categorisation on the culture of teaching and learning in NO Fee Schools”. I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

Signature of participant: Date:.....

I hereby agree to the tape recording of my participation in the study

Signature of participant: Date:.....

Appendix G: Editor Certificate

EDITING/PROOFREADING CERTIFICATE

To whom it may concern

This serves to certify that I, Jabulani Mkhize, have proofread and/or edited Ms. Z. Sakati's Master's dissertation to ensure that the language, grammar, punctuation and spelling are academically sound and appropriate, by rectifying errors, wherever these have been identified, and rephrasing sentences that would possibly make one lose sight of the flow of the argument.

Dissertation Title: "Teachers' Views Regarding the Influence of Quintile-Based School Categorisation on the Culture of Teaching and Learning in No Fee Schools"

Editor's Name: Jabulani Mkhize

Signature

: 

Date

: 18 June 2017

Contact Details: jmkhize@ufh.ac.za

Qualifications: PhD (English)