

**SCHOOL EFFECTIVENESS AND LEARNING ACHIEVEMENT:
A CASE STUDY OF ALICE DISTRICT**

By

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DEDICATION

Dedicated to my late father Dreyfus Fihla, and my mother Beccarine Nothemba Fihla for their encouragement and support through my life.

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ABSTRACT

This study analyses school effectiveness and learning achievements. The focus is on how educators prepare Grade 12 learners in the classroom situation. In three high schools in the Alice district. These 3 schools, one is semi-urban and two rural, were chief source of the data. These schools were analyzed in terms of the different percentages of passing in the end of year results. Learners were chosen according to merit order. Marked differences were found to exist in the learning achievement of the student population at these three types of schools. Also differences were found in the learning resources, facilities and conditions of the classrooms which influence to performance of the learners in the different schools.

The main outcome variables, namely student's academic performance and level of interest in schooling were found to vary significantly by the location of school and by the background of individual learner. The different methods used by teachers in different schools also influence the achievement of learners. Furthermore, activities pursued by learners after school show a significant influence on the studies.

The result of this study shows that the problems of school effectiveness and learning achievements needs to be addressed by improving teacher qualities and factors related to school effectiveness such as; supportive inputs, enabling conditions, school climate, teaching learning process and students outcomes.

DECLARATION

I Gcobisa Victoria Fihla declared that this dissertation is my own original work. It was submitted at the University of Fort Hare.

Signature 

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The Problem and its setting

Introduction

The problems that plagued the education system during the apartheid time in South Africa have been well documented in the various official and non-official publications (Green Paper, 1996; Wolpe and Unterhalter, 1992; Kallaway, 1986). There is consensus that the education system in South Africa has inherited two legacies: unequal provision of educational resources and the absence of quality education for all. Under the apartheid system different departments catered for the different racial groups which led to different standards of provision in South Africa. The whites being the minority of the population in South Africa enjoyed the high quality of education being resourced according to first world standards, while blacks being the majority of the population were condemned to poor quality education with the minimal resources. This led to uneven progression between blacks and whites, with the white schools achieving good pass rates and learners being able to progress through the system fairly rapidly. On the other hand, black schools produced poor results which was characterized by higher attrition and a high repetition. Despite the various attempts made by the post-apartheid government to redress the problem, the problem seems to persist, that is, the failure rate among black students is high compared to that of white students. For example, Motala notes that only 51 percent to 52 percent of black children were able to reach standard 6 in 12 years. In contrast to the 96% of white learners reached the same grade within 8 years (Motala, 1995: 161).

The attainment of independence in South Africa in 1994 resulted in a high demand for equal and equitable education at both Primary and Secondary School levels. But at the same time the South African Government has not so far taken any initiative to improve the quality of educators in line with its professed aspiration for quality education. During 1994 a range of policies and programmes were developed and adopted in order to transform the education system to empower black learners.

In South Africa, especially in the Eastern Cape, which is the focus of this study, a large amount of resources have been invested in reforming the existing education systems so as to improve teaching quality and effectiveness. It is generally accepted that schooling is more successful when founded on a belief that each learner has the potential to success. The success of each learner, then, depends not only on available resources but also, by and large, on creating an inclusive learning environment. This refers in relation to “learners ... barriers to learning and participation” (Harber and Muthukrishna, 2000: 429) as well as to a range of demands on the education service, that is, an extraordinary responsibility on educators. In other words, the quality of the learning environment is the most important determinant of successful learning.

There is an urgent need to understand the complex nature of school effectiveness and to develop new teaching environments to help improve the quality of educators if South Africa wishes to achieve better student learning outcomes. In South Africa, as in other developing countries, educators and policy makers have faced a dilemma as to how to improve the quality of teaching and learning for those who are socially disadvantaged. Efforts to address this problem almost always reveal a tension between the need to create a congenial climate of learning in the classroom and “the disputed and disrupted authority relations between principals, teachers and students” (Christie, 1998: 283).

For a school to be effective, it is necessary to create a situation where learners and teachers feel safe. This entails learner participation in school governance; keeping the school free from vandalism, violence and conflict; establishing an amicable interaction between learners and teachers; ensuring that learners and teachers feel secure within the school and its surroundings; and involving the school in community-related activities (Haber and Muthukrishna, 2000: 427).

School effectiveness here refers to parity in terms of staffing and facilities. However, as Harber and Muthukirshna point out school improvement is a relative concept which may vary from context to context; for example, the most important item needed to transform teaching and learning in a context of the infrastructure. In yet other contexts change priority might be the provision of a permanent head teacher/ teacher. In other words a “Universal checklist of characteristics of “an effective school” may well be of some referential value in South African contexts in stimulating thinking, but they would have to be carefully interpreted,

selectively ignored and significantly changed and added to in the light of often radically different needs and priorities” (Harber and Muthukirshna, 2000: 429). These are tailored to meet the students’ individual and group’s characteristics that are appropriate for school effectiveness and that the school has adapted to the unique environmental conditions of the school-ecosystem. Therefore this research will focus on how to transform teaching and learning in the Eastern Cape.

STATEMENT OF THE PROBLEM

The government of Eastern Cape, like those in other provinces in South Africa, has been making a concerted effort to improve the quality of education in South Africa. Despite the efforts at various levels, evidence from the different provinces demonstrates that a “culture of learning and teaching” has yet to be established. There appears to be a number of possible reasons. Most of the schools in South Africa have neither running water within walking distance, nor telephones or electricity. This has deprived the majority of schools of access to word-processing and the Internet. Moreover, eighty-two percent of schools in South Africa have no audiovisual equipment, two-thirds have no teaching equipment of any kind, including textbooks. It is also known that 40 per cent of South African schools do not have any sports facilities and the majority of schools do not own a typewriter or computer for administration purposes (Department of Education, 1997; Moloney, 1997). The legacy of violent resistance against the apartheid regime and Bantu education coupled with a lack of material and human resources have severely affected the teaching and learning environment. This poor functioning of a large number of black schools is characterised by Christie as “the breakdown of the culture of learning and teaching in South African schools” (Christie, 1998).

Research done in the ineffectiveness of schools has shown that poverty, unemployment, rural-urban drift, the availability of guns and violence have created a context where miscreants vandalise the school premises creating an atmosphere of fear and physical insecurity among the learners and teachers. All this may be attributed to the poor financial provisioning of apartheid black schools and the year of opposition to Bantu education as well as the resistance to apartheid. As a result, the black community placed a low value on schooling. The replacement of the apartheid government with a new government has not solved the deprivation in schools and communities either (Christie and Gordon, 1992). The continuation of schools as disorganisations continues to plague the learning and teaching

environment in black schools in South Africa. This tends to suggest there is an absence of organisational culture in the majority of black schools. Thus, the project will attempt to show that, the organisational culture of the school is a contributing factor in enhancing the performance of teacher and learner.

In other words, this study will hypothesise that learner achievement is intrinsically linked with the social interaction which occurs in the classroom between the teacher and the learners as well as the in-built social mechanism within which the school organizes itself (Apple, 1986). Thus it will attempt to demonstrate that, the organizational culture of the school is a contributing factor in enhancing the performance of teacher and learner. Organisational culture is defined here as “social or normative glue that holds an organization together. It expresses the values or social ideas and beliefs that organization members come to share” (Smircich, 1983: 68).

In the past, there was a limited understanding of the value of the inclusive learning environment or the culture of managing knowledge. An inclusive learning environment can be created in any learning institution provided it values the learner as partners.

It is believed that the pupil learns best and behaves more appropriately in a classroom setting where a congenial learning environment prevails. As a result, learners will value their work. The pupil who works in an inclusive learning environment may achieve a high degree of success compared to a school where exclusivity prevails. This requires an effective use of the time allocated for learning and teaching in schools, which is crucial for the learning process. Therefore, this study will critically interrogate how poor physical and social facilities can overcome school ineffectiveness by involving the community in school affairs so that learners and teachers feel safe within the school premises.

The objective of the study

The aim of this study is to make an effective contribution towards the understanding of how to improve school effectiveness in a rural setting in the South African context. This is against the backdrop of higher attrition among black students in the rural Eastern Cape. For the majority of South Africans inclusive education means combating the poverty, ignorance, sexual discrimination which would help to build an inclusive society. Therefore, the concern of this work is to highlight the previous weaknesses which focus only on intervention

strategies for capacity building in the school, ignoring the importance of participatory learning and teaching. In other words, the objective of this study is to propose an alternative model of teaching and learning which will enhance the teacher's effectiveness in Eastern Cape schools.

The findings of this work will underscore the value of innovation in teaching and learning moving away from traditionalism to inclusivism. Education Policy makers will, thus, be benefited in critically assessing educational reform in South Africa in transition. In the process, this study will also help educators organize and manage classroom activities, that is, how their instructional material will empower the learner as well as to improve the quality of the learning environment, especially at grade 12 level of education. Thus it aims at finding means and ways to help learners develop positive attitudes towards their studies. Thus the study adopts the view that when the educator allows the learner to learn in an environment conducive to learning the learner responds much more effectively and more appropriately. The study will also sensitise the learner and the teacher about the value of democratic institutions that can be maintained and sustained only by redressing the social inequalities created by the apartheid policy. This is particularly important when it is generally assumed that educational institutions have an important bearing on both economics and cultural spheres (Rahim, 1990).

RATIONALE OF THE STUDY

The purpose of this study is to assess teacher effectiveness with a view to establishing the factors which impact on educators' effectiveness. The matriculation results in the Alice the district indicate a high failure rate among the black pupils at the Grade 12 level. Therefore, this study seeks to provide information to educational planners and policy makers as to why the Alice district has been performing abysmally in producing high school graduates. This project attempts to examine the correlation between various instructional patterns and students' achievements.

Although there are variations amongst school districts and schools, the learners, generally, start school when they are five or six years old. Schools are divided into lower primary, higher primary, junior secondary and high schools. Grade levels correspond with the chronological age of the learners, and most students advance one grade per year. The curriculum is what is taught in the classroom. It refers to what is taught, as well as when it is taught, how it is taught and to whom it is taught. The academic curriculum consists of the

content and its organization. This curriculum also differs at grade levels, the higher grades usually build on what is taught in the lower grades. The curriculum is also divided into distinct subject matter areas. What is practiced widely is rote learning, where learners memorize the material without understanding it. Thus learning takes place outside social and historical contexts.

Also there is so little understanding that learners do not develop their cognitive ability at a uniform rate. Despite the apparent uniformity of the curriculum at each grade level, there are no universally accepted criteria in the academic curriculum. The hidden academic content, learning objectives, activities and experiences are not uniform within individual schools or school districts (cf. Zabel and Zabel 1996:14). One educator may emphasize areas of the curriculum more than the other teachers in another class. The instructional materials and resources may also be different and may be used differently by different educators. Thus when learners memorise material without understanding it, the learning process is rendered ineffective. As a result, the learners cannot associate knowledge and its value with their immediate environment.

This study also focuses on the variability in how students learn best and how educators can adjust instruction to respond to the student's individual learning styles (Dunn, 1983). Thus the study adopts the view that when educators allow students to learn in their own time frames they become productive and perform well (Renzulli, 1983; Gregorc, 1982). Accordingly, this study will attempt to put an emphasis on classroom management and its implication for the learners holistically. Indeed, the purpose is to provide a guideline to educators to enable them create an inclusive learning milieu, making teaching and learning reflective, informative and community-oriented.

METHODOLOGY

The research was carried out in the form of a qualitative research. The purpose was to obtain information about prevailing conditions on a planned basis. On the whole qualitative research is a naturalistic enquiry; it is the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions. However, qualitative researchers collect data by

interacting with the selected persons in their settings (field research) and also by obtaining relevant documents. Therefore, generalizability is not the immediate purpose of qualitative research. However, the understanding of people's experiences and the concepts generated from a case study are extended in a subsequent case studies or more structured designs. In other words, identifying and clearly defining a problem before attempting to work on it is necessary.

Related literature from various sources was used. The sources were be varied from the previous researched works such as dissertations and unpublished works; published books, journals, articles and open-ended questionnaires were used in the collection of data. According to McMillan and Schumacher (1993:373) qualitative research “ is based on a naturalistic-phenomenological philosophy that views reality as multi-layered, interactive, and shared social experiences interpreted by individuals.” Most descriptions and interpretations in qualitative research are portrayed in words rather than numbers, although numerical data may be used to elaborate the findings that are identified in a qualitative analysis. However, the main focus of qualitative research is to understand the social phenomena from the participant's perspective. Also the understanding of qualitative research is acquired by analysing the many contexts of the participants and also by narrating the participant's meanings of these situations and events. These would include the participant's feelings, beliefs, ideals, thoughts and actions.

A pilot study was also undertaken to validate the questionnaires' strength and weakness in extracting information. This indeed helped for testing the adequacy of the instruments that were employed and also for training the personnel who assisted in carrying out the survey.

SAMPLING

This study sought to explore the factors contributing to learning achievement in the Alice district and focused on three high schools. The target group was Grade 12 students in three selected high schools in the Alice district in the Eastern Cape Province who were chosen according to the merit. The schools were selected on the basis of the following characteristics: the schools are in the rural settlements, co-educational schools and supported by the government. All three schools used corresponded to the above characteristics.

THE PROCEDURES OF DATA COLLECTION AND DATA ANALYSIS

The relevant data and information for this research was gathered from the respondents. The methods and techniques that were used were interviews and the questionnaires. Three schools were selected on their merit order. From each school respondents were chosen. The principals, educators, parents from the school governing body and learners were chosen according to their merit order.

RELIABILITY AND VALIDITY

Reliability:

McMillan and Schumacher (1993) describe reliability as the consistency of the measurement. It is also the extent to which the results of the research are similar over different forms of the same instrument or occasions of data that is collected. However the goal of developing reliable measures is to minimize the influence of chance or of other variables unrelated to the intent of the measure.

Validity:

Validity is the extent to which the inferences made on the basis of scores from an instrument are appropriate, meaningful and useful. Validity is a judgment of the appropriateness of a measure for specific inferences or decisions that resulted from the scores that are generated in a research. Then the result will be deduced from the scores to make the final judgment. All in all, validity is dependent on the purpose, population and situational factors in which measurement took place.

Questionnaires

The questionnaires that were used for this research were in a set of four: for the heads of schools, educators, parents and learners. The questionnaire is a widely used technique for obtaining information from participants which are personal and official. A questionnaire is relatively scientific and less time consuming method which can ensure anonymity and reliability.

Open and closed types of questions were used. The advantage of the open questions is to give freedom to the respondent to articulate his/her view. The respondent can express his/her ideas in his/her own language spontaneously and without any constraint. On the other hand, closed questions are easier and quicker to answer because they require no writing and also in this case quantification is straightforward. This allows for more questions within a given length of time. Huysamen (1994), however, highlighted that, the disadvantage of closed questions is to lose the spontaneity and expressiveness of the respondent. Also multiple-choice questions were used although respondents are usually negative on these type of questions. Accordingly, questionnaires were given to the respondents personally to complete.

Interviews

An interview involves a direct interaction between the interviewer and the interviewee. This interaction has both advantages and disadvantages as in the case of the questionnaires. In most cases the interview technique is flexible and adaptable. This type of method can also be used for different problems and for different types of persons especially those who are illiterate. Because an interview can be done face to face, the interviewer has an opportunity to motivate the respondent. The main disadvantages of the interview are its potential for subjectivity and also biased answers can also be given by the respondent. In addition it is also higher in cost and more time consuming in nature.

Data analysis

The analysis of the data was done by summarizing the information that was collected by describing the situation, and by interpreting the findings of the research. Also other relevant information are presented in the form of tables for easy analyses. A data sheet was used to collect questions from which it was easy to identify the number of respondents who identified the same factor. This was used together with the information of the interview. Conclusions were drawn from the information.

DELIMITATIONS OF THE STUDY

This study has limitations in terms of the scope of investigation and the methodology that was adopted. The findings from this study was not be extended beyond the sampled population since the study concentrated on a social problem that is peculiar to the rural area in the Province of Eastern Cape. The questionnaires, interviews and observations were carried out within limited time and space. The respondents were not able to complete all the questionnaires because of limited time. Financial constraint was one of the limiting factors for this project. The gathering of data by interviews was limited to certain areas only due to financial constraints. Some respondents were not willing to give personal information as they have a right to privacy. However these limitations did not upset the research findings. Rather, the findings revealed a comprehensive picture of the learning and teaching environment in the three schools.

Organisation of the Study

This mini dissertation comprises five chapters.

Chapter I

This chapter gives the introductory part of the study where the background of the problem is spelled out.

Chapter II

The review of related literature

This chapter highlights some of the theories relevant to the inclusive learning environment. The aim was to develop a coherent theory of school administration.

Chapter III

The research methodology

This chapter deals with the research design, population samplings and the procedures that were followed.

Chapter IV

The data presentation and discussion

This chapter analyses the findings of the study on teacher effectiveness. Data is presented in the various tables.

Chapter V

The concluding chapter sums up the highlight of the thesis. Major recommendations are made in light of the findings.

CHAPTER II

Review of Literature

INTRODUCTION

The purpose of this chapter is to critically review literature related to school effectiveness, so that a theoretical framework can be developed to support the principal thrust of the research. A literature survey therefore placed the present project into a perspective and also assisted the researcher in developing a conceptual framework which in its turn helped in the collection and analysis of the data. The aim was to find a coherent theory of school effectiveness relying in structural-functionalist, interpretative, and critical and post-structuralist theories. .

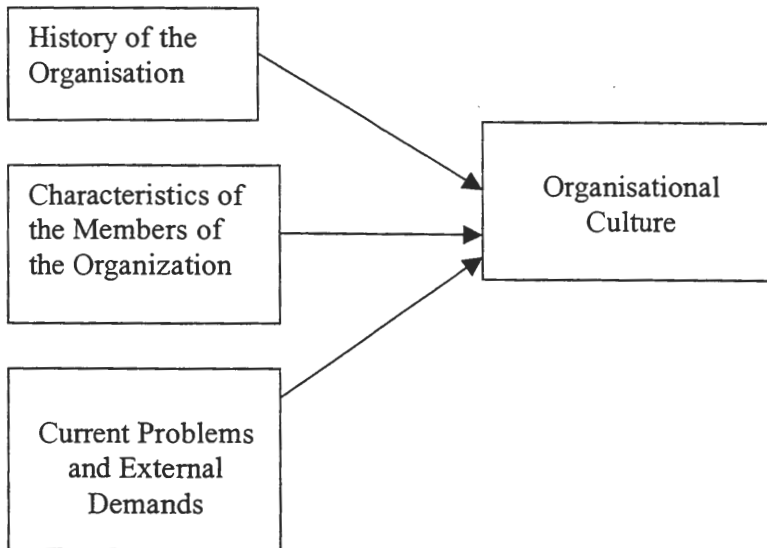
Organisational Culture and School Effectiveness

It has been revealed that organisational culture has a great bearing on school effectiveness.

School culture here refers to the normative bond that holds a school together as an organic entity. Given the various variations within school culture, it is evident that some school cultures are more supportive than others (Snowden and Gorton, 1998). Looking at the descriptions of shared behaviours and values or beliefs of members, gives us an idea of the hidden aspects of the culture within a school. By analysing the factors identified in Figure I, a school manager can take the crucial step toward a better understanding of how the present organisational culture has evolved into what it is today and how it may change in the foreseeable future.

In order to develop this understanding, it is seen as necessary to develop collaboration among the members of the school first, because a collaborative school culture has also been identified as an effective context that is necessary for students and teachers in schools. Cavanagh and Dellar (1998: 2) argue that, "School leaders who are insensitive to the culture of the school are unlikely to have knowledge and skills to intervene and may also be negatively disposed towards intervention". In other words, the negative attitude of school leaders may create a permanent blockage to effect change, and this in its turn would also inhibit learning.

Figure 1 Major Factors Impacting on Organisational Culture



Source: P. E. Snowden and R. Gorton (1998). School Leadership & Administration: Important Concepts, Case Studies & Simulations, New York: McGraw Hill, p. 112.

Edgar (1992) defines organisational culture as a guiding principle that espouses values, which are things in themselves and for themselves, that individuals can deploy to guide their actions. Edgar is at pains also to note that organisational culture is deeply embedded in the school environment and that teachers are unaware of what it actually is. Yet it is also the type of activity that is needed for school leaders to develop their own vision that is necessary in shaping the school culture.

A look at the descriptions of shared behaviours and values or beliefs of members, gives a subtle indication of the hidden aspects of the culture within a school. In order to develop the culture of a school it is seen as necessary to develop collaboration within the members of the school first. Pounder (1998) has taken an in-depth look at restructuring schools for collaboration. She came up with the idea that the organisational structure of the school be considered before one could restructure schools for (increased) collaboration.

Pounder further argues that the nature and character of the work environment should be considered, that is, the degree to which the educators guard the boundaries of their classrooms should be evaluated as well as the degree to which the change will “challenge or threaten the ability of teachers to maintain control” of their students (Pounder, 1998:20). In

this, one can observe that the facilitators require guidance and counselling from fellow facilitators. This is because collaboration does not happen naturally; it needs to be socially constructed within the school environment.

In order to appreciate it the school administrator has to be a reflective practitioner who would be able to harness “the social energy that drives (or fails to drive) organisations” that the school represents (Brighton and Sayeed, 1990: 267). However, values and ideals in an organisational culture may also be difficult to ascertain at times but they are always reflected in the norms of the school. “Norms are the unwritten rules stating what people should and should not do” (Josefowitz, 1980:108). Josefowitz argues that norms, generally, regulate and control the behaviour of the people in an organisation.

Elements of School Culture

Schools always differ in their organisational culture. However, all schools seem to have a common organisation ethos, that is, a school’s organisational culture should strive for developing a “good understanding of the values and ideas that the school” attaches importance to (Snowden and Gorton, 1998: 107). But values are not neutral; rather, they represent power, authority and control. For (Blanch, 1989) organisational culture symbolises a control instrument that contains four core elements: (a) community and parent relationships, (b) cooperative teacher relationships, (c) students needs, and finally (d) principals/headmaster as value transmitters. In the circumstances, schools can promote unity and the principal/headmaster should act as a catalyst for consensus building. For Blanch, then, rigid cultural control impedes progress and change and ultimately instruction and learning achievement (cited in Snowden and Gorton, 1998: 110). To this, Blanch could also add a set of school-wide norms that espouse and promote ethical behaviour and values in education among learners and teachers which are incongruent with parents and the community. In the process, a partnership would develop between the school and the community. This also means increasing collaboration between faculty members which would lead to team teaching and the sharing of information as well as teaching materials. This eventually would increase interaction between learners and teachers which would in turn create a safe and congenial environment in schools. This was confirmed by Dietrich and Bailey (1996:20) when they claimed that when students are facilitated in their classes or in expressing their point of view, a sense of communality develops that, not only fosters a

cohesion among the community of learners and teachers but also encourages democratic values.

The question is: how can the cultural elements of effective learning be constructed in the organisational culture of a school or school district? Answering this question, requires time and energy. In other words, it is a cumulative process. Such a view is highlighted by Kirst (1990) when he claims that there is no need for a school to be changed suddenly. But the question is how one goes about implementing it? Kirst, however, does not take cognisance of the fact that the school is a complex organisation where there are many layers of hierarchical arrangement between the teacher and student, between the teacher and other teachers and between the student and the other student. Therefore, Kirst assumes that a uniform standard will be constructed and implemented on behalf of the whole school administration without regard to the heterogeneous character of the school.

On the contrary, Mertz (1986) accepts the multidimensional view of the school. For example, Mertz emphasizes the heterogeneous origins of the school population, that is, the learners come from different socio-economic and gender backgrounds with diversity in values and aspirations. In order to serve them better, it is imperative that the facilitator adopt a flexible approach to teaching. But Mertz's reform approach to educational innovation assumes that all schools are standardized and resourced to fulfil their obligation, without being supported by their communities (Mertz 1987, 1986, 1990).

Apple (1986,1987) noted that, the teachers ignore those students who are not proficient in the language and come from the underclass, rather, they focus on those students who come from the middle-class. This results in devastating consequences for the minority language students. However, a renewal of education reform was proposed which encouraged districts to improve their teaching strategies and student outcomes and which resulted in standardising curricula and creating uniformity in schools (Boyd, 1990).

From the above perspective, one can assume that there is a discrepancy between schools in terms of facilities such as human and scholarly resources. This may lead to different levels of performance (Kozol, 1991). This does not mean that the educator and the learner could make a difference but particular relevant to the social origins of the student population. For example, the learners who come from a middle class background acquired cultural capital

from their family connections. But at the same time it must be observed that cultural capital can also be acquired through other sources such as the community library and the educators. In other words, effective performance is a composite concept associated with motivation and social and intellectual capital rather than cultural capital alone (Honing, 1988). In other words, both the facilitator and the learner have first got to socially construct a learning environment and then effective learning can take place.

This view of the socially constructed learning environment is embedded in the socio-economic context (Sirotnik and Oakes, 1986; Foster, 1986; Smyth, 1989; Gioia and Pitre, 1990). To create a congenial learning environment, then, requires the participation of all, including those along “the axis of oppression” (Capper, 1993:7). The critical theorist’s assumption is that education administration still creates a society which suffers from being oppressed. On the other hand the aim of Gioia and Pitre (1990) is to free organisation members who are still under domination, alienation, exploitation and repression. According to Smyth, oppression here refers to the inability of a person to participate physically, mentally and emotionally in the affairs of the community. From Smyth’s perspective oppression indeed takes place in the school because of the hierarchical nature of power and authority of school leadership and management. The critical theorist’s point of view is to try to redress those dominant managerial biases that are in the education administration by illustrating the way the structures of social class in administration should work (Anderson, 1990). It is for this reason the hierarchical model of school management was replaced by a multi-paradigm model which underscores social pluralism (Capper, 1993). The purpose of such an approach recognises that the school is not free of conflict; it seeps through gender, class, and race / ethnicity.

This view of school management is contrary to the view articulated by the structural-functional school (Hoy and Miskel, 1987), the interpretative school (Greenfield, 1983) or critical theory (Anderson, 1990). To begin with, structural-functionalists in educational management tend to view the existing social order as legitimate. From this vantage point they believe in innovation and change in the operation of education. Therefore they prefer order and discipline and “accept its basic structures and roles, and the nature of the societal context schools serve” (Capper, 1993: 11). Although these structural-functionalists are in favour of how institutions work and more over how efficiently and smoothly their work is, this management system of the school has been variously described as “standardization”,

“value orientation”, “rational motivation” and so on. On the other hand, the interpretivist school postulates that organisations are socially constructed and modelled after the everyday experience of people. These are based on subjectivity organisations that focus on human agency and the meaning of these interactions as perceived by individuals, rather than on objectivity (Capper, 1993:11). In the process, as Burrell and Morgan (1982:31) point out, the problems encountered in conflict, domination, contradiction, and potentiality hardly play any role in the paradigm. In this, one can hardly detect any contradiction in the view of interpretivists and structural-functionalists in the sense that both schools view “ the existing social order and its institutions as legitimate and not problematic” (Capper, 1993:12).

In the same way, discourses of critical theory in educational management hinge on accepting the view that suffering and oppression are part of the human existence. As a result, critical theoreticians believe in the emancipation of organisation members from sources of discrimination, exploitation and oppression (Gioia and Pitre 1990: 588). The sources of such oppression are embedded in social class, patriarchy, and race / ethnicity. It is through these social mechanisms that meaning is mediated in educational institutions (Smyth, 1989: 50).

In order to overcome the oppressive structure, school managers need to address school situations, which favour the status quo and neutrality, from a critical perspective. To raise questions about the school management which have been swept under the rug. This means one has to go beyond the common sense assumption about schooling and determine to what extents and in what ways an innovative school management will usher in equity and congeniality for change (Foster, 1986:255). Others such as Yeakey et al reference highlight unequal performance of the learners, when, actually, this is due to a lack of adequate resources, under funding, under representation, and so on (Yeakey, 1986: 594).

From the above perspective the critical school is of the view that, by improving school management teaching and learning environment can effectively be addressed. The onus here is on the establishment of an effective communication system based on knowledge (Foster, 1986: 44). Hence, critical theoreticians believe school managers need to share power with their colleagues and consequently a collegial mood of management will prevail. This in turn will give way to a moral practice that will ultimately be concerned with “freedom, equality and principles of democratic society” (Capper, 1993: 14). In the circumstances, teaching and the role of teachers, thus, get transformed (Arronwitz and Giroux, 1986). As a result,

teachers become transformed who, in turn, will be able to work with any group of people and have the capacity to “analyse critically modern forms of discourse which disguise power relationships and who can bring to a specific site the ability to inform and educate” (Giroux, 1988: 18). The critical school has valued this transformative role of the teacher. This is because the intellectual power of the teachers will help them to locate the axis of oppression and by dint of their intellectual prowess be able to provide leadership and authority. As a result, oppressed followers will be empowered (Capper, 1993: 14). In other words, the moral and intellectual imperative in teachers’ leadership will provide insights into how to serve in the best interest of every student (Sirotnik and Oakes, 1986: 36-38).

This is reasonable, according to Sirotnik and Oakes: “Both the process and aim of critical theory are consistent with what we must often claim to be the fundamental aim of education itself – that of cultivating the best in all human beings so they may create “a just society” (Sirotnik and Oakes, 1986: 37). The critical school also claims that the participants should be aware of how educational structures, content, and processes should be linked to social and political forces and also to the larger social, political, and economic context in which the school is located.

To formulate the role of teachers as liberatory intellectuals then requires an unlimited opportunity for discussion and a democratic view. But at the same time Sirotnik and Oakes are aware of the viability of the paradigm and its implementation in the school context. Consequently, they advocate a free exploration of ideas among school staff in light of the following questions: What goes on in the school? Who benefits from the way things are? (Sirotnik and Oakes, 1986: 39). In the process, pedagogy of the oppressed will be supplanted by emancipatory pedagogy (Capper, 1993: 16). Critical theorists are positive about a rational mood of discourse, the way to approach oppression, they also rely on competent communication as a way of resolving conflicts.

As Capper rightly points out, “Critical theorists do not question the assumption that a “leader” or position of authority is necessary in schools, and they do not criticize hierarchy or patriarchal structures. Instead, administrators grounded in critical theory are individuals who try to find others who will lead, and posit that such leaders need to have a different agenda from the status quo leader; that is, an agenda of social change” (capper, 1993: 13). Moreover, critical theory has over-estimated the importance of “Communicative Competence” (Lakomski, 1987). Lakomski notes that with an emphasis on “speech” and “words”, the

critical school ignores the class and ethnic nature of the community. Children who lack proficiency in speech, or persons with limited speech competence may not be able to participate in ideal speech surroundings. The critical theory's dependence on rationality has failed to legitimise the place of the subjective and emotions in theory (Meisenhelder, 1989). Therefore, objective obstacles of the mind are given priority over subjective experiences. Ellsworth (1989: 301) emphasises that, "the rational argument has operated in ways that set up as its opposite an irrational Other, which has been understood historically as the province of women and other exotic Others".

Critical theory develops an analysis of gender and other oppressions. The complaint is that, it fails to address the social dislocation of those who function and work along the axis of oppression (MacKinnon, 1983; Fraser and Nicholson, 1988; Joseph, 1981; Kitzinger 1987). Finally, Ellsworth (1989) argues that critical theoreticians have oversimplified the power structures. She is of the view that a variety of power perspectives are incorporated in decision-making. Therefore, the emphasis is not on dialogue between free and equal individuals, but of building consensus as well as coalition among the different stakeholders, shifting, intersecting, and sometimes contradictory groups carrying unequal weights of legitimacy (Ellsworth, 1989: 317).

It is apparent, then, that the above theoretical models are replete with flaws and they fail to provide a cogent explanation of how to develop an alternative model of school management in an environment where conflict and dissension are endemic. But at the same time conflict-satiation can be dismissed or abandoned in the rush to consensus, which could be a key to affect change in schools. Moreover a consensus could also cover tensions and create an illusion of community that is not conducive to school renewal. This does not mean to undermine the importance of the critical school. Rather it proposes that by incorporating the feminist poststructural theory, the critical model of school management can serve as useful guide to ameliorate these limitations. According to feminist poststructuralism all meanings are susceptible to change, therefore they are not given. As a result, theories are different from practices. Hence, an individual action is inconsequential.

From this perspective, any normative criterion of "right " and "wrong" is relative. The feminist poststructuralists', thus, claim that all meaning is not definitive and that causes it to shift depending on perspective. Meaning is also theoretically distant from practice and this

can result not in being supported by individuals' action. What are pertinent for feminist poststructuralist theories? They are, according to them, the proper structures, language and unquestionable assumption (commonsense) that define "how power is exercised" in a given organisation (Weedon, 1987). This discourse of subjectivity, language, power and commonsense would be able to underpin the constricting and facilitating aspect of school management. For example, school managers can use concepts/ ideas (i.e. "man", "equity", "right", "outcomes-based education", etc) in ways that serve particular values and vested interests while silencing others (Capper, 1993: 26).

Lather (1991) notes that, the feminist contribution to poststructuralism also includes the retention of practice with the development of theory, which includes the reinstatement of human potential to "make a difference" in practice and also the predisposition to "take a stand" which would result in continual of self-reflection. In this sense, the feminist poststructuralist is also useful in explaining how the axis of oppression acquires legitimacy within school management.

In the same way Weedon (1987: 174) attempts to show how the feminist poststructuralist identifies meanings, values and power relations are malleable and therefore not given. Therefore, it is necessary to demonstrate where they come from, whose interest they support, how they maintain sovereignty and where they are susceptible to specific pressures for change. The feminist also links the individual being and his/her action to the societal context. Thus it goes on to define subjectivity as the ways of being an individual or having a personal identity. This identity is used to refer to the conscious and unconscious thoughts and emotions of the individual, also her knowledge of herself and her ways of understanding her relation to the world (Weedon, 1987: 32). Weedon (1987: 33) further argues that, a person does not possess one identity, instead the identity is precarious, contradictory and a process; it is constantly being reshaped whenever one thinks, speaks or writes. The perspective of feminist poststructuralist allows the exploitation of the shifting, contradictory, incomplete, and competing interpretations of personal identity.

While Meisenhelder (1989: 8) is cognisant of the importance of subjectivity in constituting the lived reality, his suggestion is that, it should not deny the subjective experience, since the ways in which people make sense of their lives is important, and also make a starting point for understanding how power relations structure society. Moreover, individuals have

different access to information which can influence their self-identities. As Weedon points out, “In principle, the individual is open to all forms of (identity), in reality individual access to (identity) is governed by historically specific social factors and the forms of power at work in a particular society... (and) will determine the range of forms of (identity) immediately open to any individual on the basis of gender, race, class, age, and cultural background (and other differences)” (Weedon, 1987: 95).

In the same vein, Capper (1993: 23) argues that students are examined on how they are given access to a variety of identities in the curriculum and the relationship that is being established between this access and the district, community, and world context, which is the history of women’s subjugation, the lives of students and administrators in developing countries, also the culture and history of persons in general. Data is also collected on teacher access to identify (teachers as a source of empowerment), and the administrator as a self-reflective on the restructuring and of power sharing. It is also necessary for administrators to be encouraged to search for conflicts, dissension, contradictions, what causes resistance to power and also the positive benefits that are derived from the search (Capper, 1993: 26). The feminist poststructuralist believes that, the way we speak and write is the true reflection of the structures of power in our society (Lather, 1989: 11-12). This also means the importance of the language that is used in the society should be examined and understood in terms of competing discourses, that is, competing ways of giving meaning to the world, which imply differences in the organisation of social power (Lather, 1989: 24).

The Multiparadigm approach

What follows in the following section is a reformulation of a multiparadigm approach to school management relying on Capper’s (1993:7-35) framework “Educational Administration in a Pluralistic Society: A Multiparadigm Approach”. When considering a multidimensional approach to educational management, Capper describes it as a multiple move towards building an overlapping theoretical model that incorporates structural functionalism, interpretivism, critical theory, and feminist poststructuralism (Capper, 1993: 27). The rationale behind such a multidimensional approach emanates from the fact that each paradigm is susceptible to space and time, while the other paradigms can compensate for some of these limitations. In Capper’s words:

“For example, if the education of persons along the axis of oppression

is a concern, the goal of structural functionalism is not conducive to the needed changes, given that this perspective seeks to fine-tune, yet maintain, existing structures and cultures. While interpretivism provides insight into the meaning of events and situations for persons, it also is not aimed towards significant change. Critical theory, while centred on oppression and radical change, also has limitations and in the field educational administration has failed to provide specific guidance for practice. Feminist poststructuralist theory can ameliorate some of the limitations of critical theory (Capper, 1993: 27).

Such a view of educational management is palatable in increasingly complex societies such as South Africa. Indeed, by adopting a multi-facet approach to educational management, school managers, besides coping with administrative demands, could “celebrate the mess” (Capper, 1993: 29). This is possible only when a manager becomes a multidimensional manager rather uni-dimensional one. In other words, school management needs to be open-ended in assessing a situation “from differing epistemologies and methodologies and taking action beyond that of multiple approaches within one or two paradigms” (Capper, 1993: 28).

In the process, school leadership will be able to develop a pragmatic approach to school management instead of a Utopian view of school. This pragmatism will inform school managers that the school is a contested terrain which is replete with dissent, conflict, contradiction and resistance. Here school managers could immensely benefit by adopting the feminist poststructural thought which encourages the use of language and discourse to uncover power and knowledge at a work place. This will enable school managers to contextualise “differences of meaning, the authority of meaning, and how information on restructuring is made available, and to whom ” (Capper, 1993: 25).

Inclusive School Environment

Capper’s multiparadigm approach to educational administration resonates with the approach of inclusive management to which I have alluded in the previous section. But it requires modification to address school effectiveness in the new South Africa. This means that one needs to explore “particular organisational dimensions of school failure with a view to understanding how they have affected the operation of schools” and why the culture of learning and teaching has degenerated in South African black schools (Christie, 1998: 283).

For Christie schools are an integral part of families, together they constitute social institutions for learners in contemporary societies. But at the same time, formal education takes place in an intricate setting which is not segregated from “the complex texture of daily life in schools” (Christie, 1998: 285). This means that one has to go beyond the conventional view of school failure. Rather one has to create a composite view of culture which is both symbolic and normative as well as meaningful for those involved in the collective life of schools” (Christie, 1998: 285). In this view, schools as organisations are managed and controlled by administrative regulations and abide by social sanctions in the form of social practices which change and innovate through human activity.

The expectations of schools are expressed directly through symbolic activity or what Burnstein calls “ritual” (1975). This refers to the individual behaviours or acts through which a social order is established to gain status, power and authority and they are used to maintain the status quo, continuity and boundaries. Symbolic activity can also be found in-group rituals such as annual picnics, uniforms and badges or organisational slogans that bind members of an organisation together. In addition, differential rituals such as age, gender and ethnicity groupings reify the power relations of the school. Whether schools are organised on a bureaucratic model or collegial model, schoolteachers “are subject to a range of formal and obtrusive controls” (Christie, 1998: 287). Such hidden rules and regulations hinder teachers from enjoying professional autonomy in many African countries (Harber, 1997). And South African black schools are no exception. Teachers have no control over the subjects they teach, and they rely on the school hierarchy in disciplinary matters, since they lack authority (Christie, 1998: 287).

The formalism of the school is also reflected in the division of time and space in specific ways. The academic calendar divides school activities into terms, weeks, and days. And the day is divided into periods. Every individual is supposed to be in a given place and occupied in a specific activity during every period without any exception (Datta, 1992: 84). In this Foucault discerns the significance of time in maintaining the discipline of the school. He notes that the school is: ...subject to a whole micro-penalty of time (lateness, absences, interruptions of tasks), of activity (inattention, negligence, lack of zeal), of speech (idle chatter, insolence), of the body (‘incorrect attitudes’, irregular gestures, lack of cleanliness), of sexuality (impurity, indecency) (quoted in Christie, 1998: 287).

To be precise, maintenance of time and reinforcing school codes are the cardinal principals of school discipline. In other words, teaching and learning take place within a location called “the school” characterised by a demarcated space for specific pedagogic functions, and schools are supposed to guarantee the physical and psychological care of their learners. This symbolic space may exist without walls or fences as when lessons take place in an open space. It is in this space that “authority is bolstered spatially,” notes Christie, “[and]...transgressions of space warrant disciplinary action in the codes of schools” (Christie, 1998: 288). Thus Christie concludes the breakdown of the culture of learning and teaching in black schools can largely be attributed to a breakdown of the disciplined learning and teaching environment, formally structured in time and space. To reclaim schools as dynamic social institution, a reform from above is inadequate. Rather, it requires a reform from below involving the community, learners and teachers. This is because schools as organisations are structured hierarchically. Capper emphasises only the structural aspect of school management, ignoring symbolic aspect of school management, while Christie ignores the structural aspect of school reform emphasising only the symbolic aspect.

Indeed, there is a great need for schools to be integrated with the community. This enables the schools to be flexible in response to the diverse needs of learners from the different socio-cultural backgrounds. An inclusive learning environment therefore enables a range of options for educational provisions and supportive services that are necessary for education to be provided in schools. However, these supportive services will include educators with specialised competencies, parents, community homes, and lay community resources. These supportive services accommodate learners for learning from all walks of life.

Conclusion

The foregoing discussion focuses on major theoretical approaches to school effectiveness. In each of these approaches flaws are highlighted and corrected by other approaches. This chapter also underscores the value of an overlapping approach which sees school effectiveness from a multi-dimensional perspective, that is, multiple ways of managing an inclusive learning environment.

It is generally believed that inclusive education is a way forward in ameliorating past misdeeds. Which is why the education system as a whole should ensure that a support system is in place throughout the province to cater to the needs of the historically disadvantaged schools. Moreover, inclusive education in the context of outcomes based education, represents a major challenge to the education system as a whole and in particular to the teachers in previously black schools.

CHAPTER III

METHODOLOGICAL CONSIDERATIONS

INTRODUCTION

The purpose of this chapter is to discuss in depth the various methods that were adopted to collect data and other information for this study. The purpose, then, is to examine the research design. Accordingly, this chapter attempts to give a clear and concise description of how the research was carried out. Issues such as the representativeness of the sample, the validity and reliability of the instruments used in the research as well as problems encountered and how they were resolved were considered.

It is imperative for the reader interpreting the results to take into consideration the delimitations of this study. The relatively small sample size necessitates caution in the generalizability of the results that are obtained. The results that are obtained should be regarded as tentative in that a bigger sample could give different results from such a small sample. A bigger sample could not be used in this research due to the financial and time constraints and this was a limiting factor for this project. Some respondents were not able to complete all the questionnaires because of limited time. Few areas were covered by the researcher and also some respondents were not be willing to give their personal information. Hopefully other researchers with more time and financial resources could replicate this study on a larger scale. Another considerations that should be noted is that in interpreting the results only Grade 12 was used for the research. Although the scope of analysis of this research embraces the whole of the Alice district, the sample of students was drawn from three schools in Alice according to their order of merit. Although this may not mean the actual results of the whole Alice district, these three schools were a reflection of the entire Alice district. The results which are presented in this research make it possible to generalise observed trends in relation to the main theory that is adopted for this study to explain patterns of weaknesses. The statistics which are presented in this report are solely for the purpose of drawing inferences in relation to the main theory adopted and should not be regarded as absolute.

POPULATION AND SAMPLING PROCEDURES

The type of a research used was qualitative research. The purpose of using qualitative research was that it obtained the information about prevailing conditions on a planned basis. The data in this research was collected in three co-educational high schools, all of which were situated in rural areas. The term population validity as used here refers to the extent to which the results obtained for a sample of individuals may be generalized to the population to which the research hypothesis applies (Huysmen, 1994). The achievement of populations also depends exclusively on how representative the sample is of the population from which it has been obtained. In this study the high schools in the Alice district and the students who attend them represent the universal populations. As it is difficult and impractical to try to use the entire population, a sample, which is part of a larger population, had to be selected to be representative of the larger population. In this research the type of sample that was used is non-probability sampling because it has the advantages of convenience and economy. McNeil (1990: 14) defines representativeness as “ the question of whether the group of people or the situation that we are studying is typical of others”. The three high schools chosen for this study were expected to be representative of the kind of high schools in the Alice district. If the chosen sample is typical of the population, then according to McNeil (1990), what is true of this group is also true of others. It will then become possible to generalise, on the basis of the sample that will be studied, the results on the entire population. The sample was chosen according to the kind, location of school and to the merit order of the schools which was taken from the summary of matriculation results of the whole district. This was done in a bid to enhance representativeness. At each school two students were chosen according to the merit order to respond to a questionnaire. Three educators were chosen from each school, one from the management team and two educators, and also the

researcher interviewed parents of the students. The following types of school were identified in the Senior Secondary School category:

1. A rural co-educational day school funded by the government, which has performed very well in the district.
2. A semi-rural government school that has all facilities but performed moderately in the district.
3. A rural day government school, which does not have physical and scholarly facilities, but has performed well in the district.

The three types of school identified above were classified on the basis of being located in the rural areas and being co-educational schools. These schools were easily accessible to the researcher. Other researchers with more financing and time may be able to penetrate into the more inaccessible areas of the district. The reason for adopting the above sampling procedures is that, the kind of school, the location (rural) and the merit order of the school are key independent variables in this study.

THE NEW STRUCTURE OF THE SOUTH AFRICAN SCHOOL SYSTEM

In order to appreciate the significance of the contrast among schools in South Africa, government reports were examined with a view to determining the historical and contemporary structure of the school system. According to the National Curriculum Statement (2002: 4) the curriculum change in post-apartheid South Africa started immediately after the election in 1994. This was implemented when the National Education and Training Forum began a process of revising the syllabus and rationalising subjects.

The main aim of rationalisation was to lay the foundations for a single national core syllabus in South Africa. The curriculum is formulated to be participatory and representative. The structures of schools in South Africa are divided into four phases:

(1) The Foundation Phase, (2) the Intermediate Phase, (3) the Senior Phase and (4) Further Education and Training. While one to three are the Foundation Phase, the Intermediate Phase and the Senior Phase beginning from Grade R – 9, the fourth phase, that is, Further Education and Training (FET) begins from Grade 10 up to Grade 12. According to the Phasing in OBE Into The FET Band (2003-2006:3) the plan of the government is to develop FET which is based on the design of GET (General Education and Training). The Council of Education Ministers (CEM) approved the development of the National Curriculum Statement for FET Grades 10 –12 by March 2003 (Phasing in OBE Into The FET Band: 3). Since learners received OBE in Grade 7, 8 and 9, it is necessary for the OBE to continue with the present interim curriculum in FET and by 2005 the learners will write a Senior Certificate in the FET design.

In order to achieve these objectives, the Government of South Africa has revamped the learning outcomes from the previous grades in preparation for the modernisation of FET programmes. There is also a programme for improving results in those schools with poor results, known as the Matric Intervention Programme (MIP). This programme prepares teachers and learners on a continuous basis by introducing FET in 2001 to compensate for the learning-gap. This continuous assessment prepares learners to have a basic mark or a year mark, which will enable learners to graduate at the end of the year. Therefore, this helps in improving the quality of teaching, learning and assessment. The previous educational system was prepared in such a way that learners focused on syllabus only, but the new system emphasises both teaching and learning outcomes in a reflective way.

FURTHER EDUCATION AND TRAINING

The Further Education and Training (FET) is made up of the National Qualification Framework (NQF) levels two to four. This Further Education and Training (FET) band will be non-compulsory, that is, various providers will be involved in this band:

- (i) Senior Secondary Schools
- (ii) Technical Colleges
- (iii) NGO's
- (iv) Regional Training Centres
- (v) Private Providers and Private Colleges
- (vi) Private Training Centres
- (vii) Private Companies
- (viii) Industry Training Centres
- (ix) Community Colleges

At this level, learners are to be prepared for higher education, vocational education, careers and self-employment. However, the standards and curriculum in this band will have to be carefully co-ordinated by learners, because the National Qualification Framework (NQF) is based on the principle of the integration of education and training, and also the accumulation of credits across different institution. (Discussion Document Curriculum 2005: 6).

CURRICULUM DEVELOPMENT FOR FET SCHOOLS

In order to implement FET in schools a Ministerial project committee was appointed by the Minister to oversee the development of a National Curriculum Statement (NCS) for Grades 10 –12 (Schools). This is done to prepare the FET schools by March 2003. During the process of developing the FET schools, the Ministerial project committee will be guided by the principles underpinning the NCS for Grades R – 9 (Schools) which was approved by CEM in March 2002. The National Curriculum Statement will be implemented in grades 10, 11 and 12 in the year 2004, 2005 and 2006 respectively. The first Further Education and Training Certificate (a whole qualification) will be awarded to the grade 10 learners in the year 2006 (Phasing In OBE Into The FET Band: 6).

THE NATIONAL CURRICULUM COMPONENTS

The National Curriculum Statement (NCS) will have 25 subject working Groups which will develop subject statements in twenty five subjects that form the core-curriculum. However, the twenty five subject working Groups will be supported by three other Cross-cutting groups which are; the Implementation Working Groups, the Qualifications, Assessment Working Groups, the Human Rights, Inclusivity and HIV/AIDS Working Group (Phasing OBE Into The FET Band: 6). The process of developing the NCS for Grades 10 –12 (Schools) is planned and designed in a way that ensures participation by the stakeholders, by specialists, experts and also by practitioners. The stakeholders (Community members and parents), who form part of a reference Group will meet regularly to comment on the drafts that will be drawn for the National Curriculum Statements. The specialists, experts and practitioners (teachers, EDO's) will be consulted in connection with the field testing process of the drafts.

Therefore, the final draft for the National Curriculum Statement for Grades 10 –12 (Schools) will be released during the second part of 2002 for public comments. The comments would be used as recommendations in the revision of the draft NCS for FET schools. These will give guidance for the development of appropriate learning programmes and for the selection of quality learner support material.

DATA COLLECTION TECHNIQUES

In order to obtain reliable information, the various instruments were used: questionnaires, interviews and observations. Questionnaires and interviews were the most appropriate instruments in this study that centres on teacher quality analysis. The reason for choosing the questionnaire in this study is its reliability. The advantages of questionnaire are that the researcher has an opportunity to establish a rapport, and can also easily explain the main purpose of the study and the meaning of items related to the study that may not be clear (Best, 1981). Using the questionnaire also makes it possible to economise on time and to avoid unnecessary expenses. There is however, the danger of the respondent giving answers that are biased, and lies by the respondents cannot be ruled out (McNeil, 1990). The questionnaires that were administered to students comprise of structured items. The first part of the questionnaire extracted information on type of the school, location of the school, the district where the school is found, student's present grade, the gender of the learner, subjects studied by the learner at the time and the adequacy of learning resources at the school. Students were also asked about their performance in the subjects they have chosen at schools, their socio-economic background, what they do after hours. The researcher also elicited information about the distance from home to school, and the means of transport used by learners to travel that distance. The students were required to indicate whether the school had

electricity, laboratories, computers, a library and a television set. In terms of the administration of the questionnaires that were given to the students, the researcher personally administered the instruments to the selected sample of students in each rural school. This was done to assure the respondents of the importance of the information provided. Students were very co-operative and keen to fill in the questionnaire.

Secondly, a special interview was designed for illiterate parents. This method was used to obtain information verbally as the interview can be defined as an oral questionnaire (Best, 1981). The advantage of such an interview is that respondents who are unable to write, can talk. It also helps the interviewer to explain the purpose of the investigation and the kind of information that is required. The interviewer may also be able to evaluate the sincerity and insight of the interviewee. To check the truthfulness of the responses, it is also possible for the interviewer to seek the same information in several ways at various stages in the interview.

The questionnaire for the educators was based on the qualifications of the educators and also the period of time that they have been teaching a particular subject/subjects. Since the size of the class is important for effective teaching, the researcher wanted to find out whether the educator has enough time to give the individual attention to the learners. Also the questionnaire focused on capacity-building and in-service training to establish whether teachers are equipped to handle the new challenges that can be encountered in their subject-areas under the new system, that is, outcomes based education. To establish whether the school is well resourced, the questionnaire attempted to extract information on the type of teaching materials used in the classroom. Informal interviews were also held with the principals and educators to get information on the student population, the level of fees and

admission. Two principals had computers in their schools, which make it easier for them to do administrative work. In one school learners had access to computers. There was only one school that had a laboratory. The principals and educators were co-operative.

VALIDITY AND RELIABILITY OF INSTRUMENT USED

Best (1981) defines validity as “that quality of a data gathering instrument or procedure that enables it to determine”. In other words, a valid statement gives a true measurement or description of what it claims to measure or describe. Reliability on the other hand, “ is the quality of consistency that the instrument or procedure demonstrates over a period of time” (Best, 1981). This means, whatever the instrument determines, it does so consistently, and anybody using the same method would come up with the same results. To enhance reliability the questionnaires used in this study were structured to obtain reliable information which was precise and unambiguous.

To test the reliability and validity of the questionnaires, a pilot study was conducted. A pilot study can be described as a small preliminary study that is conducted before the main research in order to check the feasibility or to improve the design of the research that would lead to the discovery of other problems. The questionnaires were first administered in one of the schools which resulted in the rephrasing and restructuring of some questions. Some of the educators made pertinent suggestions which were eventually incorporated into the questionnaires as did the supervisor Professor Rahim.

The pilot study also revealed the significance of the researcher administering the questionnaire in person. The researcher is not supposed to rely on interviewers, as they tend

not to worry about the representativeness of the sample of students. Occasionally, when the researcher had delegated the responsibility to the Head teacher of schools, it was made clear to the Head teacher that the sample of students selected had to conform to prescribed requirements in terms of sample representativeness.

On issues pertaining to learning resources at the school and student's opinion on the performance of teacher in the classroom, interviews with the students were carried out confidentially.

DATA ANALYSIS

The methods and techniques that were used in the analysis of data were the by summarisation of the information that was collected by describing the situation and the interpretation of the findings of the research. In data analysis a hypothesis could be tested. It is the way to present the result of a study in an understandable and convincing form. Using statistical an analysis of data greatly helps to further the overall goal of understanding a social phenomenon. It is a way of interpreting how the data looked by means of analysing the range of scores. When data is analysed to explain and to predict an event, it establish e.g. relationship among the social variables. If there is a relationship between the variables, then various statistics can be used. In this data analysis, data sheets were used to enter question items from which it was easy to establish the number of respondents who identified a particular factor. For easy assessment of data a table is provided showing the possible factors, the number of respondents who participated in the collection of data and their responses to each factor. This was done by collecting information from the answer sheets. The data that was collected was tabled to determine the results and their significance in the research. Conclusions were then drawn from numerical information. To be able to answer

the research questions on the qualities of teaching and learning achievements, a number of tables are provided with appropriate headings relying on information provided by the respondents. This is identified by using a numerical value that is assigned for each factor and also by judging a number of responses. Questions that were not attempted by the respondents are treated as non-responses. These will be coded, as “O and no opinion will be considered in the analysis.

PROBLEMS ENCOUNTERED

A few problems were encountered during the fieldwork which have a bearing on the methodology of investigation. The major problem that was encountered in this research was the financial constraint. Time also was an issue as data was collected during the school term and teachers and heads of the schools were busy with their routine work. As a result, a few interviews with the teachers took place at short notice and might have effected the quality of information. As mentioned the financial constraint dictated the number of samples that could be used. However, the size of the sample collected in the process was adequate for addressing the issue at hand. Kenneth and Bailey (1982: 23) define a sample as “a subset or portion of the total population” and they also argue that “ the sample should always be viewed as an approximation of the whole rather than as a whole in itself”. However, size alone does not necessarily guarantee accuracy, as a small sample may be representative of the target population when collected rigorously and methodically. Consequently, the researcher made sure that all interviews were done appropriately to meet the requirements of scientific methods. For example, the researcher had to wait for as long as an hour as students could only be released during break time.

CONCLUSION

In this chapter an attempt is made to justify the methodology adopted in the study. In the process, issues such as type of study, pilot study, instruments, the population, the sample, data collection and analysis techniques, reliability and validity were discussed. The problems which were likely to be encountered in this research were identified and discussed. Other researchers using different techniques, may come up with different results. The results as they are presented in the next chapter, should be interpreted in the light of the problems as discussed above. The data presented in the next chapter is presented both qualitatively and quantitatively as a way of trying to present a picture of the score that was under investigation. The findings in this research are likely to be a partial reflection of the situation in Alice District rural schools, but a true representative of the factors that affect teacher qualities and learning achievements in the Grade 12 level performance. The first part of the next chapter is presents a reformulation of the research questions and the related hypothesis. Results for each of the three schools are presented first, followed by a consolidated analysis of the contrasting features of each type of school in relation to the main outcome variables identified for this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

INTRODUCTION

This chapter focuses on the presentation, analysis and interpretation of the main findings of the research. The data in this research was derived from interviews and from questionnaires administered to two hundred and twenty four selected respondents such as the heads of the schools, teachers, parents, and learners. The respondents gave their views on what was noted as a high failure rate in the Alice district. The chapter begins with a restatement of the research problem, followed by a description of the environment of each of the three schools that constituted the case study. Detailed analysis of the relationship between identified dependent and independent variables will follow. The results that are presented in this report should be regarded as tentative as a larger sample could yield different results. However, useful and important inferences can be made on the basis of these results.

PROBLEM RESTATED

This study seeks to offer a remedy (for both teachers and students) for what has been noted as a high failure rate in the Alice district. To investigate the above proposition, the study seeks to answer the following related questions:

1. What factors show the poor performance of pupils in the Alice district?
2. What is the competence level of teachers in the classroom?
3. Is the school environment conducive enough to allow learning to take place?

The main objectives of this research are:

- (a) to try to make educators more effective in the classroom by organising more material for the schools such as books, apparatus and furniture.
- (b) to determine the extent to which the department of education interacts with and tries to help the schools.
- (c) to determine a mechanism of transparency and accountability that should be adopted by schools and the department of education.
- (d) Most importantly to suggest to Policy makers how to make teachers effective in the classroom.

School Profile 1

This school is a co-educational institution, it is predominantly black, with a population of 800 learners and a pass rate of between 70 and 79 % a year. The manager of the school is a male who describes the situation in the school as manageable because the community works hand in hand with the educators in trying to raise the standards and the quality of education in the school. It is an exemplary school where there are established rules and regulations to be followed. There is enough accommodation for all the learners in the school. The average pupil teacher ratio is 1:30 and the average classroom learner ratio is 1:40. Team teaching is the method that is practised within the school, where two teachers help each other in teaching one subject. Friday is the day for every educator to give feedback on the problems encountered during the week; this helps in the smooth running of the school and the reason for the school obtaining good results each year. At the moment the school does not have electricity but does have computers that are not connected to the Internet. The computers are used for the benefit of the learners by the principal and staff. At the moment the computers

are kept at the principal and educator's houses to keep them safe from theft. The school does not have a laboratory, a library or a television set, but the pass rates are good each year. The other equipment that the school owns is a photocopier, which is also used for the benefit of the learners and staff. The educators in the school make it their responsibility to advise learners in choosing their subjects and also whether to take them at higher grade or standard grade. Most of the learners live more than three kilometres away from the school. The majority of them do not have access to transport. The principal and staff are very conscious of time and the learners are taught to be equally conscious of time. The head of the school is not authoritative but conciliatory.

School Profile 2

This school is in a semi-urban area and has a population of 600 students. The average pupil teacher ratio is 1:60 and the average classroom teacher ratio is 1:50. Results at grade 12 range between 40 – 59 percent. However, the school is well equipped. Access to electricity in the school makes the school able to operate computers which are used and kept at the school. There is also a laboratory which is used for subjects such as Biology, Agricultural Science and Physical Science. A Television set and a video machine are used for educational programmes. The school does have a library but has no librarian. Learner textbook ratio is 1:2; the reason for this is that, the Department of Education does not send enough textbooks to the school. Team teaching is practised. Educators guide learners in deciding whether to take the subjects at standard grade or higher grades. It was also revealed that the community works closely with the school management to protect the school from vandalism especially during weekends. All the teachers are qualified, but in-service training is required to update the educators about new changes in the new system.

School Profile 3

This is a rural government day high school, established in 1976 during the apartheid era. It is a co-educational institution and has a student population of 500. The figure is much smaller than at the other schools used. The average pupil teacher ratio is 1:40 and the average classroom ratio is 1:60. It has two grade 12's; one for commercial subjects and one for the other subjects. The difference in the three schools is in the pass rates. Results at grade 12 range between 40 – 43 percent. Each student pays R80.00 tuition each academic year. Indeed, it is beyond the means of many parents to pay the R80.00 tuition fees for their children. Thus the school is deprived of essential facilities such as a laboratory, library, and computer, therefore, the quality of teaching and learning is affected. Team teaching is not practised at all; this indicates that collegiality is lacking in the school. The average pupil textbook ratio is 1:4. The school is frequently vandalised by miscreants during the weekends and holidays. In other words, the school and the community do not co-operate on the value of teaching and learning. The Head Teacher of the school together with teachers is trying other means to improve the results of grade 12 level of education. A few teachers in the school are qualified but those who are under qualified do not show any inclination to upgrade their qualifications.

OBSERVATIONS

The foregoing case study indicates that the learning environment in each school is different. Suffice it to say that all the schools, by and large, have to endeavour to make learning inclusive. It was also observed that the schools are consciously and continuously working towards improvement of their educational practices. The most critical problem within these

schools is the lack of uniformity or a shared understanding of core words such as effectiveness and inclusive learning environment.

The effectiveness within the schools can sometimes be viewed as “internal” and “external” efficiency. Internal effectiveness refers to what is happening within the premises of the school while external refers to the interconnection between the school and the surroundings. These are generally found to be the most useful material for organising data especially when problem areas such as access and equity are in questions. As this is a qualitative research, the main focus takes into account the micro realities within these schools under particular circumstances and considers the findings from these schools in relation to the analytic themes of internal and external efficiency, administration and supervision. This motivates students and teachers alike to work towards building the school as a learning community.

OBSERVATION AT SCHOOL A

School A, it seemed, functions in a normal rhythm. The principal was already in this office as early as 7:00 AM, which was before the tuition time had started. Most teachers arrived at 7:30 AM and everyone went to the principal’s office to sign the time register. A teacher who showed up after 7:30 AM was considered to be late for his/her teaching assignment. The school gate was locked at 7:30 AM. Learners who came after the allotted time, were not allowed in the school. However, the majority of learners arrived for their classes between 7:20 AM and 7:25 every morning. Teaching started at exactly 8:00 AM. When the principal was interviewed, he observed that, “the vision and mission of this school are jointly shared by the learners, parents and teachers. Indeed, the school’s mission statement contains a clear stand on the need to educate and to reject any form of sexism or racism”. The principal also commented that at the time the school was embarking on a process of writing a new set of

basic values, codes of conduct and disciplinary procedures that were in line with those of the Department of Education. The staff, students and teachers were all involved in the process. The school was orderly, tidy, and purposeful. A calm atmosphere prevailed at 8:00 A.M when teachers and students were in their classrooms and teaching was in progress. However, the sitting arrangements in the classrooms was based on sex, with the female learners and male learners seated separately. Whenever the teacher asked questions, they were directed at the boys rather than at the girls. After the class the teacher asked the girls to assist him in carrying the books to the office. It was unfortunate that even the staff rooms were divided according to sex. There was a male and female staff room. It is apparent then that gender bias prevails in the school. Students were well-behaved and friendly. There also prevailed a community spirit among the students in the sense that they were working on a project to raise funds to help those who were financially needy.

OBSERVATION AT SCHOOL B

This is a big school with well-disciplined learners. The school gate was kept locked to prevent students from going outside the premises during tuition time. The caretaker of the school was responsible for manning the gate. The principal was a female assisted by a deputy principal who was also a female. 60 percent of the teaching staff was female. This indicates that female teachers are well represented in the school. The principal noted, “our teaching staff are motivated ones”. The heads of the various departments were responsible for controlling the tests and homework. The shortage of textbooks hindered teaching and learning in the school. Most of the books in the school were outdated.

OBSERVATION AT SCHOOL C

In light of the historical experience of black education in South Africa, it is tempting to note that school C reflected the problematic legacy of the by-gone days. The pupils turned up for their classes late dragging their feet. They were not properly dressed in the school uniform. The school gate was always wide open allowing late comers to come in with impunity. Indeed, punctuality was a problem. The buildings needed renovations, as they appeared dilapidated. There were no windowpanes in most of the classrooms and some classes did not have chalkboards. The deputy head commented that, “we are in a very difficult situation”. As a result, teaching and learning were getting short changed. Lack of maintenance and the inhospitable physical condition of the premises also affected the learning environment, particularly when it rained or in the winter session. The situation had been reported to the Department of Education but without any result so far. The principal in despair observed “the school is vandalised often and there is nothing the school can do about it”. The environment of the school seemed not to be safe for the female learners. There appeared to be a total absence of the culture of learning there.

FINDINGS

TABLE: 1

Distribution of teachers by sex.

N = 62

Schools	Male	Female	N	%
1	8	18	26	42
2	8	13	21	34
3	10	5	15	24
TOTAL	26	36	62	100

Table 1 reflects the number of teachers who responded to the questionnaires. The teachers were from the three schools. This table shows that in school 1 and school 2 there are more female teachers than male teachers. In school 1, 18 teachers are females and only 8 teachers are males. As school 1 is the school that performs best among the 3 schools, this table can also indicate that female teachers make a greater contribution to effective education than male teachers. School 3 has 5 female teachers against 10 male teachers and it is the school that performs least in the three schools. This table suggests that male teachers are not as effective as female teachers.

TABLE: 2

Number of years teaching experience (percentage)

NUMBER OF YEARS TEACHING EXPERIENCE	TEACHERS					
	SCHOOL:1		SCHOOL: 2		SCHOOL: 3	
	N=26		N=21		N=15	
	N	%	N	%	N	%
Less than a year	4	15.4	1	5.1	1	7.1
1 – 5 years	2	7.7	3	14.3	2	13.3
6 – 10 years	3	11.5	8	38.1	5	33.3
11 – 15 years	7	27.	4	19.0	2	13.3
16 – 20 years	9	34.6	2	9.5	3	20.
Over 20 years	1	4.	3	14.3	2	13.3
TOTAL	26	100	21	100	15	100

Table 2 deals with the number of years of teaching experience that teachers have in the schools under study. 15.4 percent of teachers in school 1 have less than one year's teaching experience as compared to 5.1 in school 2 and 7.1 in school 3.

In school 1 there are more new teachers as compared to school 2 and school 3. This table indicates that school 1 has more teachers that are well experienced in teaching than the other two schools, and also it is the school that performs best.

Teachers that have experience in teaching perform better than teachers that have little experience in teaching. In school 1 11.5 percent of teachers have 6-10 years experience compared to school 2 which has 38.1 % and school 3, 33.3 %, in school 2 and school 3 that is the highest percentages the schools have in teaching experience of teachers. School 1 has more teachers with between 11-15 years experience and 16-20 years teaching experience than the other two schools. School 1 has 34.6 %. The use of experienced teachers should be considered as a remedy in the performance of students in a classroom situation. Experience can make education effective as is indicated in school 1's performance.

TABLE: 3**SCHOOL: 1****N=26****Qualification and age of teachers**

QUALIFICATIONS	AGE											
	29 yrs and less		30 – 39 years		40 – 49 years		50 – 59 years		60 – 69 years			
	N	%	N	%	N	%	N	%	N	%	T.	%
Bachelor of Arts	4	15.4	2	7.7	5	19.2	3	11.5	0	0	14	53.8
Bachelor of Science	1	3.8	0	0	0	0	0	0	0	0	1	3.8
Bachelor of Education	0	0	0	0	2	7.7	0	0	0	0	2	7.7
Master of Education	0	0	0	0	0	0	0	0	0	0	-	-
Bachelor of Arts Honours	0	0	1	3.8	1	3.8	0	0	0	0	2	7.6
Bachelor of Technikon Education	0	0	0	0	0	0	0	0	0	0	-	-
HDE	0	0	0	0	2	7.7	0	0	0	0	2	7.7
STD	2	7.7	2	7.7	0	0	0	0	0	0	4	15.4
JSPT	0	0	0	0	0	0	1	3.8	0	0	1	3.8
TOTAL	7	26.9	5	19.2	10	38.4	4	15.3	0	0	26	99.8

* Missing Cases: 2

Table 3 shows school 1 which consists of 26 teachers; this table reflects the qualifications and ages of the teachers. In this table, 19.2 % of teachers between the ages 40-49, have a Bachelor of Arts degree whereas 15.4 % of those 29 and below have Bachelor of Arts degree

and 11.5 % of teachers have Bachelor of Arts degree between 50-59 years of age which total 53.8 %. More of the teachers who are well qualified are in their middle ages (between 40-49 years of age). This table shows that the majority of teachers have degrees compared with 15.4 % of teachers that have diplomas in education. This table also shows that only 3.8 % of teachers that are represented in the Bachelor of Science degree are 29 years of age or less. Most teachers who have a Bachelor of Education which is a higher degree are between 40-49 years of age and constitute 7.7 %. Teachers that have Bachelor of Arts Honours and are between the ages 30-39 and 40-49 years of age make up 7.6 %. The summary of this table is that more teachers in School 1 have degrees and senior degrees and the few teachers in the school have diploma's. This could be the reason the school performs much better than the other two schools.

TABLE: 4**SCHOOL: 2****N=21****Qualification and age of teachers**

QUALIFICATION S	AGE											
	29 yrs and less		30 – 39 years		40 – 49 years		50 – 59 years		60 – 69 years			
	N	%	N	%	N	%	N	%	N	%	T.	%
Bachelor of Arts	3	14.3	3	14.3	3	14.3	0	0	0	0	9	42.9
Bachelor of Science	0	0	2	9.5	0	0	0	0	0	0	2	9.5
Bachelor of Education	0	0	1	4.8	2	9.5	0	0	0	0	3	14.3
Master of Education	0	0	0	0	1	4.8	0	0	0	0	1	4.8
Bachelor of Arts Honours	0	0	0	0	0	0	0	0	0	0	-	-
Bachelor of Technikon Education	0	0	0	0	0	0	0	0	0	0	-	-
HDE	2	9.5	2	9.5	0	0	0	0	0	0	4	19
STD	2	9.5	0	0	0	0	0	0	0	0	2	9.5
JSPT	0	0	0	0	0	0	0	0	0	0	-	-
TOTAL	7	33.3	8	38.1	6	28.6	-	-	-		21	100

Table 4 shows that most of the teachers (42.9 %) obtain Bachelor of Arts degrees. The percentage of teachers between the ages 40-49 years who held a Bachelor of Arts is 14.3 % and is the same for the age groups equal to those 30-39 years and 29 years and less. Teachers in middle age to the younger ages have same qualifications. Teachers who have a Higher

Diploma in Education make up 19 % and are between the ages 30-39 years and 29 years and less. Most of the younger staff have a Higher Diploma in Education. School 2's poor performance may be caused by the similarity in qualifications between younger teachers and middle aged teachers. The younger teachers lack teaching experience. The teachers that hold a Bachelor of Science degree are between the ages 30-39 years and make up 9.5 %. Science does not have experienced teachers between the ages of 30-39 and 40-49 years. In school 2 the teachers have qualifications but as is shown in the table, most of the teachers are younger and lacking in experience which can be the reason the school performs worse than School 1.

TABLE: 5**School: 3****N=15****Qualification of age of Teachers**

QUALIFICATIONS	AGE											
	29 yrs and less		30 – 39 years		40 – 49 years		50 – 59 years		60 – 69 years			
	N	%	N	%	N	%	N	%	N	%	T.	%
Bachelor of Arts	0	0	3	20	2	13.3	0	0	0	0	5	33.3
Bachelor of Science	0	0	0	0	0	0	0	0	0	0	-	-
Bachelor of Education	0	0	0	0	2	13.3	1	6.7	0	0	3	20
Master of Education	0	0	0	0	0	0	0	0	0	0	-	-
Bachelor of Arts Honours	0	0	1	6.7	0	0	0	0	0	0	1	6.7
Bachelor of Technikon Education	0	0	0	0	0	0	0	0	0	0	-	-
HDE	0	0	1	6.7	0	0	0	0	0	0	1	6.7
STD	3	20	0	0	2	13.3	0	0	0	0	5	33.3
JSPT	0	0	0	0	0	0	0	0	0	0	-	-
TOTAL	3	20	5	33.4	6	39.9	1	6.7	-	-	15	100

Table 5 shows that the more qualified teachers are the teachers that have a Bachelor of Arts degree and are between the ages 30-39 years and 40-49 years. 20 % represents teachers between 30-39 years and 13.3 % represents teachers between 40-49 years. Comparing the two percentages fewer teachers are middle aged. The teachers that have Bachelor of Arts degree are equal in number to the teachers that have Senior Teachers Diploma because both

constitute 33.3 % of total number. In school 3, 20 % of teachers between ages of 29 years and less have a Senior Teachers Diploma and 13.3 % are between the ages of 40-49 years. More of the younger teachers have the Senior Teachers Diploma compared to 13.3 % of the Middle aged teachers. Table 5 has a significant bearing on the poor performance of school 3 because of the greater number of younger qualified teachers that are the majority of teachers in the school. Only 20 % of the middle aged teachers have a Bachelor of Education degree, and only one teacher has a Bachelor of Arts Honours. This table shows that there is an imbalance in the qualifications of teachers as there is not a single teacher for science subjects. Clearly there is a significant association between younger teachers with no experience and ineffective learning achievements.

TABLE: 6

Table 6 shows the methods used by teachers when assessing pupils. (Percentages)

SCHOOL: 1

N=26

LECTURE METHOD	Assessment: Method and Frequency							
	Frequency of Test		Frequency of Quiz		Frequency of Assignment		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Lecturing	7	77.8	1	11.1	1	11.1	9	100
Group Work	4	66.7	0	0	2	33.3	6	100
Homework	5	62.5	2	25	1	12.5	8	100
Presentation	0	0	0	0	1	100	1	100
Practical work	0	0	2	100	0	0	2	100
TOTAL	16	-	5	-	5	-	26	

As the table shows the most significant method used by teachers in school 1 when assessing pupils is tests. The frequency of test is high. Teachers first drive the pupils on how to answer tests before the pupils writes the tests. The table shows that group work is sometimes used, as it comes second highest after tests. The emphasis of groupwork is to help pupils share ideas in a group situation. School 1's emphasis is to enable pupils exchange ideas as this is a method which produces effective learning. Again it is shown that homework is given frequently (62.5 %). Teachers in school 1 also train pupils to work independently. Comparing the Quizes and assignments, more attention is given to assignments than to Quizes. Teachers in school 1 put the emphasis on the writing skills of the pupils which prepares them for examinations. This table shows that teachers in School 1 build a strong foundation in preparing the students for examinations.

TABLE: 7**Table 7 shows the methods used by teachers when assessing. (Percentages)****SCHOOL: 2****N=21**

LECTURE METHOD	Assessment: Method and Frequency							
	Frequency of Test		Frequency of Quiz		Frequency of Assignment		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Lecturing	6	75	2	25	0	0	8	100
Group Work	0	0	1	33.3	2	66.7	3	100
Homework	2	66.7	0	0	1	33.3	3	100
Presentation	2	66.7	1	33.3	0	0	3	100
Practical work	0	0	2	50	2	50	4	100
TOTAL	10	-	6	-	5	-	21	

School 2 emphasizes mostly lecturing tests (75 %) compared to homework and Presentations, which are both 66.7 %. Homework and Presentations are treated equally in school 2. This school drills the pupils on written homework and presentations rather than on Group work and practical work. Comparing quizzes and assignments, more attention is given to assignments than to quizzes. Assignments are mostly given as group work and homework. Other assignments are given as practical work in the science subjects. Also in quizzes, practical work is equally emphasized (50 %) as assignments. This table shows that, when pupils are given assignment, there is no lecture given and pupils depend on the group.

TABLE: 8

Table 8 shows the methods used by teachers when assessing pupils in school 3.

(Percentages)

SCHOOL: 3

N=15

LECTURE METHOD	Assessment: Method and Frequency							
	Frequency of Test		Frequency of Quiz		Frequency of Assignment		TOTAL	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Lecturing	1	25	2	50	1	25	4	100
Group Work	0	0	2	66.7	1	33.3	3	100
Homework	0	0	1	50	1	50	2	100
Presentation	0	0	1	100	0	0	1	100
Practical work	4	80	0	0	1	20	5	100
TOTAL	5	-	6	-	4	-	15	

The above table reflects that more attention is given by teachers to practical work when testing pupils, 80 percent of teachers use practical work as compared to 25 percent who use the lecture method when testing. School 3 puts more emphasis on quizzes than on assignments. The table shows that 100 % is given to presenting quizzes. Teachers at school 3 do not put much emphasis on tests and assignments as preparing pupils in learning achievements.

TABLE: 9

Table 9 shows factors that can affect pupils in the classroom. (Percentages)

Factors affecting pupils in the classroom	PUPILS					
	SCHOOL 1		SCHOOL 2		SCHOOL 3	
	N=50		N=50		N=50	
	N	%	N	%	N	%
1. Teacher is boring	0	0	5	10	20	40
2. No resources	50	100	20	40	20	40
3. No explanations	0	0	20	40	5	10
4. No notes given	0	0	5	10	5	10
TOTAL	50	100	50	100	50	100

Table 9 shows the response of pupils to what is happening in the classroom. The table indicates that in school 1 pupils have no complaint about the work given by the teachers except that, there are no resources at all at the school. Pupils in this school show more satisfaction with the encouragement they are getting from their teachers.

There appears, nonetheless, to be significant differences in the three schools. School 2 shows that a lack of resources and explanation from teachers are what appear to be the most significant problems at the school. Pupils complained that teachers do not give interesting lessons and no notes are given by the teachers. Also it was noted that no encouragement was given by the teachers to the pupils compared to that of school 1. School 3 is more or less the same as school 2. No resources and a lack of motivation from the teachers were noted by the pupils. It appears that there are significant problems in school 2 and school 3.

TABLE: 10

Table 10 shows the activities that pupils do after school. (Percentages)

ACTIVITIES	PUPILS					
	SCHOOL 1		SCHOOL 2		SCHOOL 3	
	N=50		N=50		N=50	
	N	%	N	%	N	%
Cook	0	0	5	10	5	10
Herd cattle	0	0	0	0	0	0
Play	0	0	5	10	5	10
Read	40	80	20	40	20	40
Write homework	10	20	20	40	20	40
Sleep	0	0	0	0	0	0
TOTAL	50	100	50	100	50	100

The above table shows that at school 1 pupils with the encouragement of the teachers, spend most of the time on homework and reading when compared to other two schools. The percentage of reading in school 1 is very high (80 %) compared to the (40 %) in the other two schools. Other pupils from school 2 and school 3 also do house chores like cooking and play during their spare time. This table indicates that school 1 pupils are more focussed than the pupils from the others two schools.

TABLE: 11**School: 1**

N=20

Qualification and age of Parents

QUALIFICATION	AGE									
	20 – 29 years		30 – 39 years		40 – 49 years		50 – 59 years		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Grade 5 – 6	4	20	0	0	0	0	0	0	4	20
Grade 7	0	0	0	0	0	0	0	0	-	-
Grade 8 – 9	0	0	5	25	0	0	0	0	5	25
Grade 10	0	0	0	0	0	0	0	0	-	-
Grade 11	0	0	0	0	0	0	0	0	-	-
Grade 12	0	0	0	0	7	35	0	0	7	35
BA degree	0	0	0	0	0	0	4	20	4	20
B.Comm	0	0	0	0	0	0	0	0	-	-
B. Soc. Science	0	0	0	0	0	0	0	0	-	-
Total	4	20	5	25	7	35	4	20	20	100

The table above shows that parents of pupils in school 1 are not highly educated. The parents mostly have a low standard of education. There is a significant association between the location of school, whether urban or rural, and the education level of the parents. Only 20 % of parents have a Bachelor of Arts degree, and these are between 50-59 years old. Among the younger parents between 20-29 and 30-39 years, it is rare to find grade 12 certificates. Clearly the pupils depend on teachers for their achievements.

TABLE: 12**School: 2****N=20****Qualification and age of Parents**

QUALIFICATION	AGE									
	20 – 29 years		30 – 39 years		40 – 49 years		50 – 59 years		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Grade 5 – 6	0	0	0	0	0	0	0	0	-	-
Grade 7	0	0	0	0	0	0	0	0	-	-
Grade 8 – 9	0	0	0	0	0	0	0	0	-	-
Grade 10	0	0	0	0	0	0	0	0	-	-
Grade 11	0	0	0	0	0	0	0	0	-	-
Grade 12	0	0	0	0	0	0	0	0	-	-
BA degree	2	10	8	40	0	0	0	0	10	50
B.Comm	0	0	0	0	5	25	0	0	5	25
B. Soc. Science	0	0	0	0	0	0	5	25	5	25
Total	2	10	8	40	5	25	5	25	20	100

The above table for school 2 parents shows that most of the parents are educated. Parents have degrees, from the younger ages (20-29 years) the middle ages (40-49 years) and senior ages (50-59 years of age). This can be the influence of where the school is situated. In the school profile of school 2, it was noted that the school is in a semi-urban area. This shows that there is a significant association between the location of a school and the education level of parents in that area. 40 % of parents between 30-39 years that have a Bachelor of Arts and

there are also parents that have Bachelor of Science degree between 50-59 years of age. Pupils in school 2 do not depend on teachers only, as parents can be of great help to them, but surprisingly the performance of pupils in learning achievement is not good.

TABLE: 13

School: 3

N=20

Qualification and age of Parents

QUALIFICATION	AGE									
	20 – 29 years		30 – 39 years		40 – 49 years		50 – 59 years		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Grade 5 – 6	9	45	0	0	0	0	0	0	9	45
Grade 7	0	0	4	20	0	0	0	0	4	20
Grade 8 – 9	0	0	0	0	0	0	0	0	-	-
Grade 10	0	0	0	0	0	0	0	0	-	-
Grade 11	0	0	0	0	0	0	0	0	-	-
Grade 12	0	0	0	0	4	20	3	15	7	35
BA degree	0	0	0	0	0	0	0	0	-	-
B.Comm	0	0	0	0	0	0	0	0	-	-
B. Soc. Science	0	0	0	0	0	0	0	0	-	-
Total	9	45	4	20	4	20	3	15	20	100

Table 13 of school 3 reflects that the highest grade parents have is a Grade 12 certificate, between the ages 40-49 years and between 50-59 years old. Which is 35 % in total number. The majority of parents have the lowest grades between Grade 5 to Grade 7. In the school

profile for school 3 it was indicated that school 3 is in a rural area, underscoring significant association between location of the school and the level of education parents have. In school 3 parents will not be able to help pupils at home. Pupils in this situation depend on teachers only making it hard to be successful.

TABLE : 14

School: 1

N=20

Occupation of Parents

OCCUPATION	AGE									
	20 – 29 years		30 – 39 years		40 – 49 years		50 – 59 years		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Don't work	4	20	0	0	0	0	0	0	4	20
Labourer	0	0	5	25	0	0	0	0	5	25
Family business	0	0	0	0	7	35	0	0	7	35
Teacher	0	0	0	0	0	0	4	20	4	20
Secretary	0	0	0	0	0	0	0	0	-	-
Bank teller	0	0	0	0	0	0	0	0	-	-
Total	4	20	5	25	7	35	4	20	20	100

Table 14 shows a very strong association between a parent's occupation and type of school attended. Few parents in this table are categorized under the middle class. The rest of the parents in their occupations in this table can be rated under the "lower" class. Some run family businesses such as:- peasant farmer, bricklayer or tailor. Some are labourers between

ages 30-39 years of age, also these are gardeners, helpers or shop assistant and others don't have job between the ages of 20-29 years old. This table shows that it is hard for the school to have modern facilities due to the income of the parents.

TABLE: 15

School: 2

N=20

Occupation of Parents

OCCUPATION	AGE										
	20 – 29 years		30 – 39 years		40 – 49 years		50 – 59 years		TOTAL		
	N	%	N	%	N	%	N	%	N	%	
Don't work	0	0	0	0	0	0	0	0	0	-	-
Labourer	0	0	0	0	0	0	0	0	0	-	-
Family business	0	0	0	0	0	0	0	0	0	-	-
Teacher	2	10	8	40	0	0	0	0	10	50	50
Secretary	0	0	0	0	5	25	5	25	10	50	50
Bank teller	0	0	0	0	0	0	0	0	-	-	-
Total	2	10	8	40	5	25	5	25	20	100	100

Table 15 reflects that in school 2 most of the parents have higher income occupations which are occupations requiring a university degree or near equivalent education. Typical occupations include teacher, secretary, bank teller as indicated in the table above. In this table those parents who are teachers are still young between the ages 20-29 years and 30-39 years old. The secretaries are middle aged between 40-49 years and 50-59 years. This table

shows that these parents can still support the school in the school's needs, because parental occupations are higher in school 2 than in school 1.

TABLE: 16

School: 3

N= 20

Occupation of Parents

OCCUPATION	AGE									
	20 – 29 years		30 – 39 years		40 – 49 years		50 – 59 years		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Don't work	9	45	0	0	0	0	0	0	9	45
Labourer	0	0	4	20	0	0	0	0	4	20
Family business	0	0	0	0	4	20	3	15	7	35
Teacher	0	0	0	0	0	0	0	0	-	-
Secretary	0	0	0	0	0	0	0	0	-	-
Bank teller	0	0	0	0	0	0	0	0	-	-
Total	9	45	4	20	4	20	3	15	20	100

Table 16 reflects that most parents do not have good occupations to support the school. The occupations that are reflected in the table are rated under "low" type of occupations. 45 % of the parents do not have work at the young age of 20-29 years. By "low" type of occupation is meant occupations requiring less than a high school certificate. Some of the parents are labourers aged between 30-39 years old whereas some have new family businesses in their middle ages. This table show that, the parents of school 3 are not financially secure due to the type of occupation the parents have. This can affect school 3 in improvement.

CONCLUSIONS AND SUMMARY OF THE MAIN FINDINGS

This chapter presented the main findings of the research and these are analysed. From the data presented in the chapter, the following observations can be made:

1. The pass rate of a school relies on the learning environment of the school.
2. The lack of reading and physical resources such as photocopier, computer, a television set, textbooks, library books, chalkboards and the tidiness of the premises play a crucial role in creating a congenial teaching and learning environment.
3. Team-teaching can enhance the quality of teaching.
4. Improving relations between the school and the community is a steppingstone towards building a good school environment.
5. Teachers need to upgrade their qualifications through in-service training.
6. The instrument of student's assessments needs to be improved.
7. Gender discrimination is rampant.
8. Adherence to school uniform prescriptions helps in fostering pride in the school.
9. If parents are not educated or well informed about the school activity, it may adversely affect the quality of teaching.
10. Learning must be reflective rather than rote learning.

In the following chapter a summary is presented of the findings and various recommendations suggested which may assist parishioners in improving school effectiveness and school improvement in Senior Secondary Schools in Alice district.

CHAPTER V

Summary and Conclusion

INTRODUCTION

The preceding chapter presents data which supports the hypothesis advanced earlier in the thesis that there has been a decline in the school performance due to inadequate physical resources, learning facilities, equipments and sound management practices. The aim of the study is to try to highlight the learning environment in three schools in Alice District inherited from apartheid. It has been suggested that the success of each pupil does not depend on available resources, but also on creating inclusive learning environment in schools, where pupils and teachers can feel safe. This safety can be developed by a strong parental and community support that can be created in schools, through school governing bodies, teachers, pupils and other relevant stakeholders. This requires a new kind of values and social ethos.

The purpose of such innovations must address the instructional methods, supervision and evaluation at school level. It has also been suggested that the establishment of a national structure in the education department could provide a more holistic focus of what is possible under the rubric quality. There appeared to be a need in the Department of Education to establish a quality assurance function and the necessity to create a resource centre at school level (Naidoo, Motala and Khosa 1998). This may lead to an improvement in the learning environment

It was also found that experiential and team-teaching are useful into pursuing the value of diversity in areas of race (ethnicity), gender and culture in schools, which may eventually help to develop socially conscious citizens who are imaginative and critical in solving problems. A discussion is presented under the three headings as a way of suggesting solutions to the problems that were observed during the fieldwork.

The first part addresses the question, what kind of environment is a school is required to have to be effective? The second part addresses difference among schools in terms of resources, teaching methods, the last section discusses the significance of the main outcome variables, namely, occupational aspirations and self-concept of ability.

The Effective Environment

Each school system is supposed to be reinforcing what has been stipulated in the Discussion Document of Curriculum 2005. (1997:8). All schools are supposed to be dealing with eight learning areas, which are regarded as a way of moving away from the strict boundaries between traditional school subjects, and ensuring integration within schools and also the different disciplines that are found in schools as well as developing and organising the core-curriculum within schools. In this system, the traditional subjects are accommodated within eight learning areas which are: Arts and Culture; Language, Literacy and Communication; Economic and Management Sciences; Human and Social Sciences; Life Orientation; Mathematical Literacy, Mathematics and Mathematical Sciences; Physical and Natural Sciences and Technology.

In order for a pupil to function successfully in the various learning areas, there is a need for good supporting inputs such as; adequate material support which can help the pupil carry out studies successfully. Table IX indicates that in Alice District such facilities are rare.

There is also a need for frequent teacher Development activities, such as sufficient textbooks and enough apparatus for necessary experiments, also adequate facilities such as classrooms, furniture, which can provide comfortable accommodation for pupils. The education department, Parents and the community are supposed to provide strong support systems to encourage pupils to carry out the studies successfully. For example, the Discussion Document for Curriculum 2005 (1997:10) has stipulated that there are critical outcomes that are broad, generic cross-curriculum outcomes. The purpose of such learning is to encourage a further integration between the different learning areas.

This process of learning basically ensures that pupils will gain the skills, knowledge and values that will also allow them to contribute to their own success as well as to the success of their family, community and the nation as a whole. The aims of critical outcomes of education are:

1. To communicate effectively using visual, mathematical and language skills in the modes of oral or written presentation;
2. To identify and solve problems using creative and critical thinking;
3. To organise and manage schools and activities responsibly and effectively;
4. To work effectively with others in a team, group, organisation and community;
5. To collect, analyse, organise and critically evaluate information;
6. To use science and technology effectively and critically, showing responsibility towards the environment and the health of others;
7. To understand that the world is a set of related systems, which means that problem solving contexts do not exist in isolation.

In order for the school to achieve better results, a co-operative spirit is required among the teachers, that is, teachers must work together as a team towards achieving school effectiveness. Schools guided by certain regulations and maintaining strong connections with the community are immune against ineffectiveness. On the other hand, schools that do not abide by the stipulated regulations and ignore community relations are susceptible to mismanagement.

According to the data analysis in chapter IV, it is also necessary for teachers to guide pupils in choosing their subjects at grade 12-level. Looking at the performance of each individual learner can help in this. It is generally observed that the learner who is comes from a lower- or middle-class background performs well compared to the one who comes from a lower socio-economic background. In other words, learners generally get better supervision at home

when their parents are educated. This is because educated parents are more prone to show an interests in their children's performance at school unlike uneducated parents who lack cultural capital. As a result, it is beyond the capacity of the uneducated parent to evaluate school effectiveness.

Significant contrasting features among the three schools

A cursory glance at the profiles of the three schools indicates that school One has a higher pass rate compared to schools Two or Three. While the former has a 79 percent pass rate, the later two have a 59 percent. Indeed, there is a gap between these three schools that requires immediate attention from the education authorities.

The ratio between the learner and teacher is important for effective teaching and learning. to take place. An overcrowded class is not conducive to reflective teaching where the teacher cannot provide adequate attention to the personal needs of each learner. The data analysis in Chapter IV tends to collaborate this hypothesis. For example, in School One, the ration between the teacher and the learner is 1:40. On the other hand, a School Three has a ratio 1:60. An interesting finding regarding the activities of the three schools is that School One is not as well resourced as School Two, but its passing rate is the highest among all three schools.

From this one may conclude that a well-resourced school is not necessarily an effective one. Rather, it must be complemented with other variables such methods of teaching, dedication and experience of the educators. Table II indicates that most experienced teachers are found in the School One. In addition, the method of instruction is an important component of school effectiveness. Tables VI, VII and VIII show how the three schools practice varied teaching methods. For example, Table VI reveals that the majority of teachers prefer to use the examination as a way of assessing pupils' performance. Other activities such practical work, group work and homework are also used for evaluating learners' performance. It is also apparent from the Table VI that School One teachers frequently give the learners practical assignments and written examinations which have resulted in `a better performance in the school. On the contrary, School Two only occasionally use the above methods (see Table VII). In other words, teaching methods are crucial in determining school effectiveness. This

is not an indication that physical and material resources are not important for school effectiveness.

The majority of the learners are from socially disadvantaged families and they see education as a vehicle to improve their quality of life (see Table XIII). Table XIV shows that the majority of parents are not educated. As a result, they show hardly any interest in school activities that affect their children's future. This poor communication between the parent and the school has undoubtedly contributed to the poor management in a majority of black schools in the rural Eastern Cape. Deprived of cultural capital, learners find at the same time that the school is not in a position to cater for their intellectual and material needs. This is an endemic problem in black schools in South Africa creating a vicious cycle where innovation and improvement are an alien concept.

Choosing subjects and the learner's career aspiration are inseparable. It is through pedagogic practices that a teacher opens up the mind of learners inspiring them to follow a path of trial and tribulation. But innovative pedagogy is unknown in rural black schools in the Eastern Cape. Pedagogy of domination continues to be a popular teaching philosophy for teachers in the Alice district (see Table IX). The learner is discouraged from being reflective and critical. Teaching and learning appear to be a one-way traffic emanating from above. The learners' views about their teacher are taken lightly. If education wants to act as an equaliser to bridge the gap between the socially advantaged and disadvantaged, then innovative education is a crying need in the Eastern Cape.

Finally, to innovate schooling in the Alice District requires reconfiguring the axis of learning. For example, cooperative and peer group teaching and learning can substantially improve school effectiveness. Such cooperation between the teacher and the teacher, the learner and the learner and the teacher and the learner will help break down gender, racial and ethnic stereotypes. However, this means that the reconfiguration of learning must be based on principles of social justice and human rights. In order to fulfil this condition, the physical and intellectual environments of the school need to be improved. The classroom needs to be spacious enough for all learners so that teaching and learning take place in a non-discriminatory environment. The physical safety and well-being of learners should be given priority. The availability of modern equipment in the classroom should be obligatory and not an option. In other words, school culture needs to be revisited so that a supportive teaching

and learning environment can be created. But this requires building a bridge between the school and the community drawing on the support of the various stakeholders.

RECOMMENDATIONS

The foregoing discussion tends to suggest an effective learning environment as a symbolic and structural activity in improving school. This is an alternative way to bureaucratic visionary and entrepreneurial management. The major emphasis is on recreating a new learning and teaching environment involving the various stake holders such as the Education Department, the school's staff, students, parents and community members.

To achieve this end and to understand the complex dynamics within black schools, the Education Department has to be proactive "towards providing clear consistent, dependable containing structures for these schools to enable them to work and change" (Christie, 1998: 294). To this end, Departments need to be innovative in nurturing a new working ethos of accountability, transparency and democracy. One important element of this new ethos is the notion that a cordial social relationship, that is, social capital needs to be created. When all stake holders have access to social capital an innovative teaching and learning environment can be expected (see the figure II below). When social support is not available, both teachers and learners tend to engender it for themselves by turning to alternative social practices for rationalization and support. As a result, norms and codes of conduct work against what schools are trying to achieve.

Supporting Inputs

Supporting inputs here refers to educational capital by becoming, what Sergiovanni calls, “focused communities” that reflect a deep commitment in all spheres of communities (Sergiovanni, 1998). This is lacking in the Alice the district schools. The school needs to develop partnerships with parents and the community. Teaching and learning, then, is a complex organizational principle as decisions are made about effective support, time, adequate material support, space and other resources (Sergiovanni, 1998: 41).

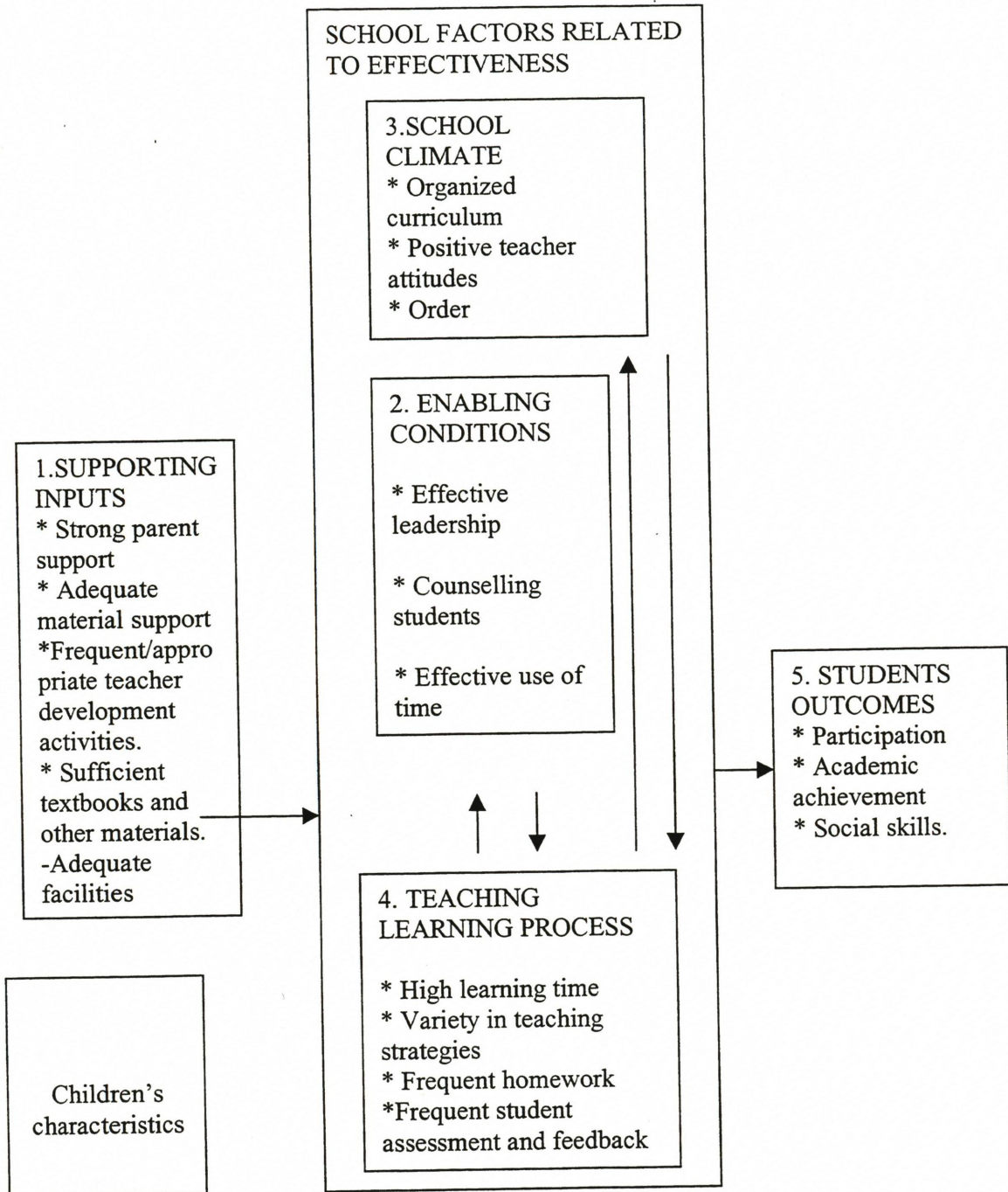
School Climate

Changes in the intellectual climate have to take place in all Alice black schools. Schools must open up the mind of the learners by becoming curious and inquiring communities. To this end, teachers must develop a professional outlook about their profession. As the amount of professionalism increases, teachers’ attitudes do change and add value to educational capital. In the process, innovation begins to take place both at symbolic and structural levels: that is, the transformation of the school into a gentler and kinder place where order and discipline are maintained, as way of life.

Figure II

CONCEPTUAL FRAMEWORK: FACTORS THAT DETERMINE SCHOOL

EFFECTIVENESS



Source: Adopted V. Chinapah (1994). Handbook on Monitoring Learning Achievement:

Towards Capacity Building Paris: UNESCO.

Enabling Conditions

School leaders must create a congenial condition that removes all obstacles to effective leadership in Alice district schools. By providing effective supervision and by accepting responsibility, school leaders develop capable teaching forces emphasizing flexibility and autonomy.

Teaching and Learning Process

In order to develop social relations of collegiality between teachers and teachers and students and teachers, a variety of teaching strategies need to be introduced in the Alice district. It has become evident in this study that majority of teachers in the district still practice traditional methods of teaching and are unwilling to develop an alternative or experimental method of teaching. The study also indicates that frequent homework and frequent student assessment as well as feedback will enhance the quality of teaching and learning. In this classroom size is crucial. In other words, a manageable class size comprising 25-30 learners with adequate textbooks and other materials will indeed enhance the quality of the learning culture in the Alice district. Finally, the mastery of subject-discipline is fundamental to teaching/learning process.

CONCLUSIONS

This study carried out in Alice district high schools may give several conclusions on school effectiveness and learning achievements in schools. Effective schooling according to this study is where teaching and learning can take place in a safe environment which is free of vandalism, violence and conflict and supported by efficient infrastructure. As noted, organized culture does provide a framework for symbolic and organizational activities as legitimate activities.

To achieve this end, schools in the Alice district need to develop a multi-paradigm approach for managing learning and teaching. In other words, school managers should take into consideration the supporting inputs, enabling conditions, school climate, teaching and learning processes in order to be able to make learners to be achievers and productive citizens for South Africa.

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A. INTERVIEW GUIDE FOR PRINCIPALS

1. Level of school:
 - Primary School.....1
 - High school.....2
 - Combined school.....3

2. Type of school:
 - Ex-Model C.....1
 - Ex-Departmental of Education.....2
 - Farm School.....3
 - Other (Specify).....4

3. Location of the school:
 - Rural.....1
 - Urban.....2
 - Semi-Urban.....3

4. District:
 - Alice.....1
 - Keiskammahoek.....2
 - Zwelitsha.....3

5. Total school enrolment:
 - ± 1000 or more.....1
 - ± 900.....2
 - ± 800.....3
 - ± 700.....4
 - ± 600.....5
 - ± 500.....6
 - ± 400.....7

± 300.....	8
± 200 or less.....	9

6. Average pupil, teacher ratio at the school:

1: 90 or more.....	1
1: 80.....	2
1: 70.....	3
1: 60.....	4
1: 50.....	5
1: 40.....	6
1: 30.....	7
1: 20.....	8
1: 10.....	9
Other (Specify).....	10

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE PRINCIPAL

7. Sex:

Female.....	1
Male.....	2

8. Age:

Below 20 years or less.....	1
20 – 29 years.....	2
30 – 39 years.....	3
40 – 49 years.....	4
50 – 59 years.....	5
60 – 69 years.....	6
70 years and above.....	7

9. Highest academic qualification:

Standard 8 / Grade 10.....	1
Standard 10 / Grade 12.....	2
B.A. degree.....	3
B.Ed degree.....	4
B.Sc degree.....	5
B.Agric.....	6
Other (Specify).....	7

10. Year academic qualifications was obtained:

1930 – 40	1
1941 – 50	2
1951 – 60.....	3
1961 – 70	4
1971 – 80.....	5
1981 – 90	6
1991 – 2000.....	7
2001 – 2002.....	8
Other (Specify).....	9

SCHOOL MATERIAL / EQUIPMENT AND FACILITIES

11. Does your school have electricity?

Yes.....	1
No.....	2

12. Does your school have drinking water?

Yes.....	1
No.....	2

13.	If yes, what is the source of water?	
	Tanks.....	1
	Taps.....	2
	Well.....	3
	Dam.....	4
	River.....	5
	Borehole.....	6
	Spring.....	7
	Other (Specify).....	8
	

14.	Does your school have Computers?	
	Yes.....	1
	No.....	2

14.	If yes, How many Computers?	
	1 – 4	1
	5 – 10.....	2
	11- 15	3
	16 – 20.....	4
	21 – 26.....	5
	27 – 35	6
	35 or more.....	7

16.	What are they used for?	
	Principal.....	1
	Staff.....	2
	Learners.....	3

17.	Where is / are the computer(s) kept?	
	At the school.....	1

At the principal house.....	2
At the Educator's house.....	3
At the community member's house.....	4
Other (Specify).....	5

18. If the computers are not kept at school, why is it so?

Theft.....	1
Being misused.....	2
Broken.....	3

19. Is / are the computer(s) connected to the internet?

Yes.....	1
No.....	2

20. If it is connected, do students have access to it?

Yes.....	1
No.....	2

21. Does the school have laboratories?

Yes.....	1
No.....	2

22. If yes, how many are they?

One.....	1
Two.....	2

23. Is it / are they in use?

Yes.....	1
No.....	2

24. If yes, for which subject is it / are they used?
- | | |
|-----------------------|---|
| Biology..... | 1 |
| Agriculture..... | 2 |
| Physical Science..... | 3 |
25. If it is / they are not in use, why not?
- | | |
|----------------------------|---|
| No apparatus..... | 1 |
| Not in good condition..... | 2 |
| No furnisher / chairs..... | 3 |
26. Does your school have television sets?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
27. If yes, how many are they?
- | | |
|------------|---|
| One | 1 |
| Two..... | 2 |
| Three..... | 3 |
| None..... | 4 |
28. Is it / are they in use?
- | | |
|----------|---|
| Yes..... | 1 |
| No..... | 2 |
29. If yes, what is it / are they used for?
- | | |
|-----------------------------|---|
| Educational programmes..... | 1 |
| News..... | 2 |
| Sport..... | 3 |

30. Does your school have video machine?
Yes.....1
No.....2
31. Does your school have cassette player?
Yes.....1
No.....2
32. Does your school have a photocopier?
Yes.....1
No.....2
33. Does your school have a library / resource centre?
Yes.....1
No.....2
34. If yes, is it adequately stocked with books / documents?
Yes.....1
No.....2
35. Does the school have a librarian?
Yes.....1
No.....2
36. To what extent is the library used by the learners?
Yes.....1
No.....2
37. Are there students who share textbooks?
Yes.....1
No.....2

38. What is the average learner textbook ratio?
- 1:1.....1
 - 1:2.....2
 - 1:3.....3
 - 1:4.....4
 - Other (Specify).....5
39. Does the school have adequate instructional / classroom space?
- Yes.....1
 - No.....2
40. What is the average classroom: learner ratio?
- 1:20.....1
 - 1:30.....2
 - 1:40.....3
 - 1:50.....4
 - 1:60.....5
 - 1:70.....6
 - 1:80 or more.....7
41. Does your school have a telephone / public telephone in the premises?
- Yes.....1
 - No.....2
42. Are these learners who live more than 3 kms away from the school?
- Yes.....1
 - No.....2
43. Is the school regularly accessible by road?
- Yes1

No.....2

44. What factors do learners take into account in deciding whether to opt for H.G or S.G.?

Ability in the subject.....1

Interest in the subject.....2

Parents advice / encouragement.....3

Teachers / counsellor's advice.....4

Other (Specify).....5

45. Is there any professional guidance / advice provided to learners regarding the choice between H.G. and S.G.?

Yes1

No2

Don't know.....3

B. INTERVIEW GUIDE FOR EDUCATORS

- 1. Level of school:
 - Primary School.....1
 - High school.....2
 - Combined school.....3

- 2. Type of school:
 - Ex-Model C.....1
 - Ex-Departmental of Education.....2
 - Farm School.....3
 - Other (Specify).....4

- 3. Location of the school:
 - Rural.....1
 - Urban.....2

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF EDUCATORS

- 4. Sex:
 - Female.....1
 - Male.....2

- 5. Age:
 - Below 20 years or less.....1
 - 20 – 29 years.....2
 - 30 – 39 years.....3
 - 40 – 49 years.....4
 - 50 – 59 years.....5
 - 60 – 69 years.....6
 - 70 years and above.....7

6. Employment status (choose one)
- Permanent educator.....1
 - Temporary educator.....2
 - Substitute educator.....3
 - On probation.....4
 - Voluntary educator.....5
 - Other (Specify).....6
7. Highest academic qualification:
- Standard 8 / Grade 10.....1
 - Standard 10 / Grade 12.....2
 - B.A. degree.....3
 - B.Ed degree.....4
 - B.Sc degree.....5
 - B.Agric.....6
 - Other (Specify).....7
8. Year academic qualifications was obtained:
- 1930 – 401
 - 1941 – 502
 - 1951 – 60.....3
 - 1961 – 704
 - 1971 – 80.....5
 - 1981 – 906
 - 1991 – 20007
 - 2001 – 2002.....8
 - Other (Specify).....9
9. Professional qualifications:
- PTC.....1
 - JSPT.....2
 - STD.....3

PTD.....	4
FDE.....	5
BED.....	6
BPED.....	7
SPTD.....	8
HDE.....	9
PGCE.....	10
PGDE.....	11
Other (Specify).....	12

10. Who pays your salary?

State.....	1
SGB.....	2
NGO.....	3
Other (Specify).....	4

11. How long have you been a teacher?

Less than 1 year.....	1
1 – 5 years.....	2
6 –10 years.....	3
11 – 15 years.....	4
16 – 20 years.....	5
Over 20 years.....	6

12. What subjects are you teaching?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

13. How long have you been teaching this subject?
- Less than 1 year.....1
 - 1 – 5 years.....2
 - 6 – 10 years.....3
 - 11 – 15 years.....4
 - 16 – 20 years.....5
 - Over 20 years.....6
14. Do you teach any other subjects besides this one?
- Yes.....1
 - No.....2
15. If so, which are these subjects?
- History.....1
 - Biology.....2
 - Geography.....3
 - Agriculture.....4
 - Business Economics.....5
 - Economics.....6
 - Accounting.....7
 - Mathematics.....8
16. Have you taught in any other school other than this one?
- Yes.....1
 - No.....2
17. What is the size of the class for the subject you are teaching?
- 20 or less.....1
 - 30 – 402
 - 40 – 60.....3
 - 40 – 80 or more.....4

What is the number of girls and boys in class?

Boys	10 – 20.....1	Girls	10 – 201
	20 – 30.....2		20 – 302
	30 – 403		30 – 40.....3

18. What subjects did you specialise / major in at school / tertiary institution?

.....
.....
.....
.....

19. What factors do learners take into account in deciding to opt for H.G. or S.G. in your subject?

Ability in the subject.....	1
Interest in the subject.....	2
Parents advice / encouragement.....	3
Teachers / counsellor’s advice.....	4
Other (Specify).....	5

19. Is there any professional guidance / advice provided to learners regarding the choice between H.G and S.G.?

Yes.....	1
No	2
Don’t know.....	3

20. If yes, Explain

Two subjects in S.G.....	1
All other subjects in H.G.....	2

21. What motivates parents to encourage their children to opt for either H.G or S.G.?
 If more subjects are in H.G. there is a likely would to obtain exemption.....1
 If more subjects are in H.G. the child's symbols can be converted to a pass mark if she / he has obtained a certain mark that is not giving him exemption.....2
22. What motivates teachers / principal / school counsellors to encourage / advice learners to opt for either H.G or S.G.? Explain.
 It is easy to obtain exemption.....1
 It can be easy for a child to obtain a pass mark.....2

EDUCATOR IN – SERVICE TRAINING

23. During the last two years (2000 – 2001) did you receive any in –service training in the subject you are teaching?
 Yes.....1
 No.....2
24. If no, why have you not attended such training during this period?
 Educators were not invited in my district.....1
 I was on sick leave.....2
 There was a shortage of staff at school3
 Other (Specify).....4
25. If yes,
 (a) Please rate the frequency of the training you attended.
 Once a year.....1
 Twice a year.....2
 More than two times a year.....3
 Other (Specify).....4
- (b) Who organised the training?
 EDO's.....1

Principals.....	2
Subject Advisors.....	3

(c) Who conducted the training?

EDO's.....	1
Principals.....	2
Subject Advisors.....	3

(d) What was the average duration of the training sessions?

Less than a week.....	1
1 – 2 weeks.....	2
2 – 3 weeks.....	3
3 – 4 weeks.....	4
Over 4 weeks.....	5
Other (Specify).....	6

(e) What were the goals of the training?

To improve the symbols of the subjects.....	1
To make learners to be positive about the subject...2	
Uplift the standard of education.....	3

(f) How adequate was the training for your needs?

Very good.....	1
Good.....	2
Adequate.....	3
Inadequate.....	4

(g) How useful did you find the training?

Very useful.....	1
Useful.....	2
Not useful.....	3

- (h) What would you say were the strengths of the training?
- Learners can be able to work on their own.....1
 - Learners can be able to work in groups without the help of educator.....2
 - Independent thinking was encouraged3
- (i) What were the weaknesses of the training?
- No advice to get resources.....1
 - No provision for transport.....2
 - Spent more days away from our classes.....3
- (j) Was the training geared specifically to the subject you are teaching?
- Yes.....1
 - No.....2
- (k) If yes, what was the content of the training?
- Best.....1
 - Good.....2
 - Fair.....3
 - Poor.....4

MATERIAL / EQUIPMENT AND FACILITIES

26. Are there any students who share textbooks for the subjects you are teaching?
- Yes.....1
 - No.....2
27. What is the average learner: textbook ratio in the subject you are teaching?
- 1:5.....1
 - 6:10.....2
 - 1:20.....3
 - Other (Specify).....4

28. Do you have adequate instructional space classroom for your class?
- Yes.....1
- No.....2
29. What other facilities would you like the school to acquire that you think would enhance the teaching and learning of your subject?
- Maps.....1
- Laboratories.....2
- Textbooks.....3
- Calculations.....4
- Globes.....5

TEACHING METHODS

30. How often do you engage in lecture method of teaching?
- Daily.....1
- Weekly.....2
- Monthly.....3
- Quarterly.....4
- Other (Specify).....5
- Never.....6
32. How often do you engage in question – and – answer method of teaching?
- Daily.....1
- Weekly.....2
- Monthly.....3
- Quarterly.....4
- Other (Specify).....5
- Never.....6
33. How often do you engage your learners in practical work in class / laboratory?
- Daily.....1
- Weekly.....2
- Monthly.....3

Quarterly.....	4
Other (Specify).....	5
Never.....	6

34. How often do you engage your learners in discovery activities (including field visits)?

Daily.....	1
Weekly.....	2
Monthly.....	3
Quarterly.....	4
Other (Specify).....	5
Never.....	6

35. How often do you engage learners in practical experimental activities?

Daily.....	1
Weekly.....	2
Monthly.....	3
Quarterly.....	4
Other (Specify).....	5
Never.....	6

36. How often do you assign group projects to learners?

Daily.....	1
Weekly.....	2
Monthly.....	3
Quarterly.....	4
Other (Specify).....	5
Never.....	6

37. How often do you assign projects to individual learners?

Daily.....	1
Weekly.....	2
Monthly.....	3
Quarterly.....	4

Other (Specify).....5

Never.....6

38. How often do you use each of the following for instructional purposes?

	Computer	TV set	Video	Cassette Player
Daily	1	1	1	1
Weekly	2	2	2	2
Monthly	3	3	3	3
Quarterly	4	4	4	4
Other (Specify)	5	5	5	5
Never	6	6	6	6

39. How often do you assess your learners?

Daily.....	1
Weekly.....	2
Monthly.....	3
Quarterly.....	4
Other (Specify).....	5
Never.....	6

40. What assessment technique do you use? (Indicate all those applicable)

Classroom tests.....	1
Classroom quizzes.....	2
Assignment.....	3
Homework.....	4
Other (Specify).....	5

41. Do you practice continuous assessment?

Yes.....	1
No.....	2

42. In general, how popular would you say subject you are teaching is among learners?
- Very popular.....1
 - Popular.....2
 - Unpopular.....3
43. If unpopular, what do you think is the cause?
- Lack of resources.....1
 - No laboratory.....2
 - No library.....3
44. To what extent would you say learners are motivated to perform well in the subject you are teaching?
- There are resources.....1
 - There is laboratory.....2
 - Library is well equipped.....3
45. What problems are you currently faced with as an educator in the subject?
- Learners are not willing to do homework.....1
 - No workshops.....2
 - No team teaching3
46. What solutions would you suggest in order to improve the situation?
- Workshops.....1
 - Team teaching.....2
 - Afternoon classes for home works.....3
47. Has the education Department in any way been helpful in addressing these challenge?
- Yes.....1
 - No.....2

48. If yes, in what way?
- Introducing workshops.....1
 - Introducing continuous assessment2
 - Introducing common examination in September.....3
49. If no, what support would you like to receive from the Department of education?
- Resources.....1
 - Additional educators.....2
 - More accommodation.....3
 - Laboratories.....4
 - Libraries.....5
50. Have parents and the community in any way been helpful in addressing these challenges?
- Yes.....1
 - No.....2

C. INTERVIEW GUIDE FOR LEARNERS

1. Level of school:
 - High school.....1
 - Combined school.....2

2. Type of school:
 - Ex-Model C.....1
 - Ex-Departmental of Education.....2
 - Farm School.....3
 - Other (Specify).....4

3. Location of the school:
 - Rural.....1
 - Urban.....2

4. District:
 - Alice.....1
 - Keiskammahoek.....2
 - Zwelitsha.....3

5. Grade learner is in:
 - 8.....1
 - 9.....2
 - 10.....3
 - 11.....4
 - 12.....5

6. Gender of learner:
 - Male.....1
 - Female.....2

7. Age of learner:
- 11 - 15 years.....1
 - 16 - 20 years.....2
 - 21 - 25 years.....3
 - 26 - 30 years.....4
 - Over 30 years.....5
8. What subjects are you taking?
- History.....1
 - Biology.....2
 - Geography.....3
 - Agriculture.....4
 - Business Economics.....5
 - Economics.....6
 - Accounting.....7
 - Mathematics.....8
9. Whether taken at:
- Higher grade.....1
 - Standard grade.....2
10. Who advised you to take the subject at that level:
- Father.....1
 - Mother.....2
 - Brother.....3
 - Sister.....4
 - Educator.....5
 - Friend.....6
11. Which subjects do you like most?
- History.....1
 - Biology.....2
 - Geography.....3
 - Agriculture.....4

Business Economics.....	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

12. What are the reasons for liking the subject most?

Understand it better.....	1
The educator is good.....	2
Can gives you more opportunity in life.....	3

13. Which ones do you like less?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

14. Reasons for liking the subject the least:

The educator is boring.....	1
No enough resources.....	2
The educator does not give explanations.....	3
There are no notes given.....	4

15. In which subjects do you perform best:

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6
Accounting.....	7

Mathematics.....8

16. Reasons for performing well:
- You like the educator.....1
 - There are enough resources for the subject.....2
 - The educator is good.....3
 - Understand the subject easily.....4
 - Can give you more opportunities in life.....5

17. In which ones do you perform less well?
- History.....1
 - Biology.....2
 - Geography.....3
 - Agriculture.....4
 - Business Economics.....5
 - Economics.....6
 - Accounting.....7
 - Mathematics.....8

18. Reasons for performing least:
- Don't have enough time for studying.....1
 - Don't understand the notes given.....2
 - Educator does not give enough explanation.....3
 - No textbooks for the subject.....4

19. Did the following have influence on your choice of subjects?
- Educators.....1
 - Parents.....2
 - Fellow parents.....3
 - Other (Specify).....4

20. What would you like to do when you finish schooling (career)?
- Engineering.....1

Accountant.....	2
Educator.....	3
Geologist.....	4
Doctor.....	5
Land surveyor.....	6
Lawyer.....	7
Police.....	8

21. Which of the following methods do your educators use?

Lecture method.....	1
Group projects.....	2
Question and answer.....	3
Discovery methods (field trips).....	4
Practical work in class / laboratory.....	5
Other (Specify).....	6

22. Which of the above methods do you like most?

Lecture method.....	1
Group projects.....	2
Question and answer.....	3
Discovery methods (field trips).....	4
Practical work in class / laboratory.....	5
Other (Specify).....	6

23. Reasons for liking it most:

Getting more ideas from others.....	1
Having good listening skills.....	2
Like experiments, give more understanding.....	3
Grasp when answering questions.....	4
Like self discovery, gives more understanding.....	5

24. Does your school have the following facilities?

Electricity.....	1
Telephone.....	2

Laboratory.....	3
Computers	4
Internet connection.....	5
Library / resource centre.....	6
Television set.....	7
Video machine.....	8
Radio.....	9
Other (Specify).....	10

25. Do you have all the necessary textbooks and related learning materials for your subjects?

Yes.....	1
No.....	2

26. Are there any learners who share textbooks?

Yes.....	1
No.....	2

27. What activities or tasks do you do after school?

Cook.....	1
Herd cattle.....	2
Play.....	3
Read.....	4
Write homework.....	5
Sleep.....	6

28. What activities or tasks do you do on weekends?

Plough fields.....	1
Collect woods.....	2
Read school books.....	3
Wash clothes.....	4
Go to the library.....	5

29.	Are you usually given schoolwork to do at home?	
	Yes.....	1
	No.....	2
30.	If yes, when do you do it?	
	In the evening.....	1
	In the afternoon.....	2
31.	Who assist you in your schoolwork at home?	
	Father.....	1
	Mother.....	2
	Sister.....	3
	Brother.....	4
	Neighbour.....	5
	Other (Specify).....	6
32.	What problems do you encounter when you do school work at home?	
	Don't understand what is needed from you.....	1
	Don't have enough time for the work.....	2
	Get tired after you have done house chores.....	3
33.	How far is your home from school?	
	Less than 1 kilometres.....	1
	1 – 2 kms.....	2
	2 – 3 kms.....	3
	3 – 4 kms.....	4
	4 – 5 kms.....	5
	Over 5 kms.....	6
34.	How do you travel to and from school?	
	Walk.....	1
	Public transport.....	2
	Private vehicle.....	3

Other (Specify).....4

35. How long does it take you to travel from home to school?
- Less than 10 minutes.....1
 - 10 – 20 minutes.....2
 - 21 – 30 minutes.....3
 - 31 – 40 minutes.....4
 - 41 – 50 minutes.....5
 - 51 – 60 minutes6
 - Over 60 minutes.....7

36. Are you pleased with your performance at school?
- Yes.....1
 - No.....2

37. If no, please give reasons for your answer:
- Don't have enough time to study.....1
 - Don't have textbooks.....2
 - Educator does not give notes.....3
 - Need special time with an educator for explanations.....4

D. INTERVIEW GUIDE FOR PARENTS

1. District:

Alice.....	1
Keiskammahoek.....	2
Zwelitsha.....	3

2. Relationship to the learner:

Father	1
Mother	2
Guardian	3
Other (Specify).....	4

3. Age:

Below 20 years or less.....	1
20 – 29 years.....	2
30 – 39 years.....	3
40 – 49 years.....	4
50 – 59 years.....	5
60 – 69 years.....	6
70 years and above.....	7

4. Highest academic qualification

No schooling.....	1
Grade 1 – 2	2
Grade 3 – 4	3
Grade 5 – 6.....	4
Grade 7.....	5
Grade 8 – 9	6
Grade 10 / standard 8	7
Grade 11 or more	8
Grade 12 / standard 10.....	9
B.A. degree.....	10

B Sc degree.....	11
B. Agric degree.....	12
Other (Specify).....	13

5. Year qualification was acquired:

1930 – 40.....	1
1941 – 50	2
1951 – 60.....	3
1961 – 70.....	4
1971 – 80.....	5
1981 – 90	6
1991 – 2000	7
2001 – 2002.....	8

6. What is your main occupation?

Don't work.....	1
Labourer.....	2
Your own business	3
In a business partly owned by a member of your family	4
Caretaker.....	5
Educator.....	6
Lawyer.....	7
Nurse.....	8
Secretary.....	9
Doctor.....	10
Policeman / policewoman.....	11
Soldier.....	12
Bank teller.....	13
Accountant.....	14
Other (Specify).....	15

7. Age of the respondent's child:

13 years.....	1
14 years.....	2

15 years.....	3
16 years.....	4
17 years.....	5
18 years.....	6
19 years.....	7
20 years.....	8
21 and above.....	9

8. Gender of the child:

Male	1
Female	2

9. Grade the child is in:

8.....	1
9.....	2
10.....	3
11.....	4
12.....	5

10. Level of school the child is attending:

High school.....	1
Combined school.....	2

11. Are you happy with your child's school?

Yes.....	1
No.....	2

12. If no, why are not happy with the school?

No resources	1
Lack of qualified teachers	2
No laboratories.....	3
No libraries.....	4
No afternoon classes.....	5

13. What subjects is your child taking, not the languages?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

14. Which subject he / she prefers?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

15. Why do you think she / he likes those subject most?

Educator is good.....	1
Enough resources.....	2
Educator gives individual attention	3
Group work is practiced.....	4
Experiments are done	5

16. Which subjects does he / she likes least?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6

Accounting.....	7
Mathematics.....	8

17. Why do you think she / he likes the subjects least?

No resources.....	1
Educator is negative.....	2
No notes given.....	3
No fieldwork.....	4
No experiments.....	5
No textbooks.....	6

18. How is your child's performance at school?

Very good.....	1
Good.....	2
Average.....	3
Poor.....	4
Very poor.....	5
Don't know.....	6

19. In which subjects is he / she performing well?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

20. Why do you think she / he is performing well in those subjects?

Educator is good.....	1
Individual attention is given.....	2
There are resources.....	3
Experiments are done.....	4

Field trips are done.....	5
Group work is done... ..	6

21. In which subjects is he / she not performing well?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

22. What activities / work does your child do at home after school?

Cook.....	1
Collect cattle.....	2
Milk cows.....	3
Prepare meal	4
Read school books.....	5
Does home work.....	6

23. What activities / work does she / he do during weekends?

Herd cattle.....	1
Play.....	2
Read school books.....	3
Does homework	4

24. Are there specific roles/ tasks which are done by girls and boys after school and on weekends?

Yes.....	1
No.....	2

25. If yes, Indicate the roles / tasks below:

Specific tasks / roles performed by boys and girls after school		Specific tasks / roles performed by boys and girls on weekends	
Boys	Girls	Boys	Girls
Collect cattle	Cook	Plough fields	Clean the house
Milk cows	Wash dishes	Collect wood	Does ironing
Chop woods	Clean the house	Herd cattle	Wash clothes
Drag water	Prepare meals	Read schoolbooks	Read school books
Does homework	Does homework	Does homework	Does homework

26. Do you think different tasks / roles done by boys and girls affect their performance at school?

- Yes.....1
 No.....2

27. If yes, in what ways does it affect performance of boys and girls at school?

- They don't do school work1
 Boys roles are tough, they get tired.....2
 Girls tasks always need attention they don't have spare time for books.....3

28. How far is your home from school?

- Less than 1 kilometres1
 1 – 2 kms.....2
 2 – 3 kms.....3
 3 – 4 kms.....4
 4 – 5 kms.....5
 5 – 6 kms.....6
 Over 6 kms.....7
 Don't know.....8

29. How does your child get to school?
- Walk.....1
- Public transport.....2
- Other (Specify).....3
30. How long does it take for your child to travel from home to school?
- Less than 10 minutes1
- 10 – 20 minutes.....2
- 21 – 30 minutes.....3
- 31 – 40 minutes.....4
- 41 – 50 minutes.....5
- 51 – 60 minutes.....6
- Over 60 minutes.....7
- Don't know.....8
31. Does your child bring schoolwork to do at home?
- Yes.....1
- No.....2
32. If yes, who guides / helps her / him with the schoolwork when she / he encounters problems?
- Father.....1
- Mother2
- Sister.....3
- Brother.....4
- Neighbour.....5
- Other (Specify).....6
33. When does he / she does it?
- After she / he meals.....1
- Before she / he sleeps at night.....2

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34. How long does she / he normally take to complete her / his schoolwork?
- 10 – 20 minutes.....1
- 1 hour.....2
- 2 hours.....3
35. What facilities are there at home to enable your child to do his / her schoolwork?
- Encyclopaedia's.....1
- Computer2
- Textbooks.....3
36. Have you made contributions to facilitate learning and teaching at school besides school fees?
- Yes.....1
- No.....2
37. If yes, are there:
- Books1.
- Equipment.....2
- Money for buying equipment.....3
- Money for buying additional material4
- Money for employing additional teachers.....5
- Other (Specify).....6
38. Were you consulted when your child was choosing subjects at the end of grade 10?
- Yes.....1
- No.....2
39. If yes, who consulted you?
- Educators.....1
- The principal.....2
- My child.....3
- Other (Specify).....4

40. What subjects did you suggest / advice your child to take?

History.....	1
Biology.....	2
Geography.....	3
Agriculture.....	4
Business Economics.....	5
Economics.....	6
Accounting.....	7
Mathematics.....	8

41. Why did you want him / her to take these subjects?

Is going to get a job.....	1
Is going to have wider choice at tertiary.....	2

42. Did you advice your child on which subjects to take higher grade and which at standard grade?

Yes.....	1
No.....	2

43. If yes,

(i) Which subjects did you advice him / her to take at higher grade?

Agriculture.....	1
Business Economics.....	2
Economics.....	3
Accounting.....	4
Mathematics.....	5

(ii) Which subject did you advice him / her to take at standard grade?

History.....	1
Biology.....	2
Geography.....	3

44. How often does your school inform you about your child's progress?

Once a term.....	1
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Once a year.....	2
Other (Specify).....	3
I do not receive such information.....	4

45. How are you informed?

School sends written reports.....	1
Meeting individual teacher at school.....	2
Informed during parent's meetings.....	3
Other (Specify).....	4