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**RESTORATION OF A CULTURE OF TEACHING
AND LEARNING IN THE
SECONDARY SCHOOLS
OF THE EASTERN CAPE
PROVINCE**

OCEAN BUNGANI MAGQAZA

**RESTORATION OF A CULTURE OF TEACHING
AND LEARNING IN THE SECONDARY
SCHOOLS OF THE EASTERN CAPE
PROVINCE**

THESIS

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for the Degree of DOCTOR OF PHILOSOPHY
at the University of Orange Free State

by

OCEAN BUNGANI MAGQAZA

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Abstract

Restoration of a culture of teaching and learning in the secondary schools is a very challenging activity in the 1990s. This study attempts to investigate the culture of the school in relation to a culture of teaching, learning and effective participation of all stakeholders in the schools. Research has revealed that similar investigations in to this topic are already conducted throughout the country, but very little is done in the Eastern Cape Province.

When one considers the incidents that are taking place in the secondary schools, namely, strikes, expulsion of top management or the principals by students and the high failure rate one may be tempted to view these as a shortcomings.

This vision is not far-fetched, because it is commonly held that public schools, particularly, traditionally Black secondary schools are incapable of reforming themselves. This leads to a waste of resources, material and human, that the Department of Education provides to enhance quality education for students. The lack of quality education in some schools is causing concern to the parents. This is, therefore, an opportune time, particularly as the Eastern Cape secondary schools have recorded low pass rates in the matriculation examination for three consecutive years, 1996 to 1998. One may argue that the low pass rate is attributed to uninvolved parents in the education of their children.

With reference to uninvolved parents, the researcher's experience of monitoring school administration since 1990 has reinforced his conviction that the principals of secondary schools in the Eastern Cape have little knowledge of management and administration in particular. Management and administration, i.e. parental involvement, joint decision-making, staff development, appointment of educators, and learner affairs are discussed in relation to the academic improvement in the schools. Concerning academic improvements, the analysis of the results reveals areas that require attention, for example, township schools need more attention than rural schools in terms of academic attainment. The recommendations given address systems and the formation thereof.

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ABBREVIATIONS

C.O.L.T.	-	Culture of Learning and Teaching
cf	-	Compare
D.E.C &S.	-	Department of Education, Culture and Sport
D.E.T.	-	Department of Education and Training
E.A.S.A.	-	Education Association of South Africa
E.C.D.E.C&S.	-	Eastern Cape Department of Education, Culture and Sport
E.C.D.E.S.P.	-	Eastern Cape Department of Education Strategic Planning
E.C.P.	-	Eastern Cape Province
E.L.R.C.	-	Education Labour Relations Chamber/Council
E.M.I.S	-	Education Management Information System
Ibid	-	Ibidem (in the same place)
i.e.	-	Id est (that is)
M.A.	-	Master of Arts
M.E.C.	-	Member of Executive Council
M.Ed.	-	Master of Education
Mr	-	Mister
N.A.S.S.P.	-	National Association of Secondary School Principals
N.G.O.	-	Non-Governmental Organisation
No.	-	Number
O.F.S.	-	Orange Free State
Ph. D.	-	Doctor of Philosophy
Prof.	-	Professor
S.A.A.A.E.	-	South African Association for the Advancement of Education
S.A.D.T.U.	-	South African Democratic Teachers' Union
S.R.C.	-	Students' Representative Council
S.R.L.	-	Students Representative of Learners
R.C.L.	-	Representative Council of Learners

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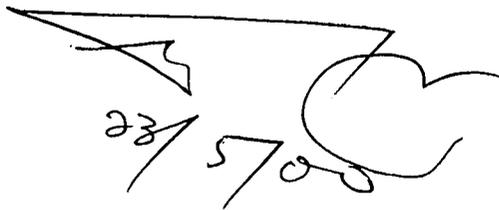
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Handwritten signature and date: 23/5/22

CHAPTER 1 ORIENTATION

1.1 INTRODUCTION

The dawning of democracy has invoked so many contrasting features amongst the people of South Africa: hope, fears, challenges, ambiguity, problems, anxiety, etc. These features have become more prominent for education, for obvious reasons- education is the cornerstone of survival of every nation. Sunter (1987) in Hofmeyer (1990:106) puts it well when he says that a winning nation is built on a foundation of sound education, especially, on a uniformly high standard of education throughout the whole population.

This is underscored by the Programme for Development Research (Prodder Newsletter 1993) as it notes that the state repression and the involvement of students in resistance to apartheid have led to the collapse of a schooling and learning culture. Rebuilding the education system will be one of the most pressing tasks of the post-apartheid dispensation. Economic and social progresses are tied to a functioning education system which addresses the country's development needs.

In the light of the above arguments there is much hue and cry about the disintegration of the teaching and learning culture, particularly in the traditionally Black schools. The high matriculation failure rate is associated with the evident breakdown in the teaching and learning culture.

This has become a mind-boggling issue for politicians, educationists and parishioners alike, as is evidenced in the report by the Task Team on Education Management Development (1996:10) set up by the Minister of Education, which points out that the legacy of apartheid in the field of education is well known; it has left the country with an education system that is characterised by fragmentation, inequality in provision, a crisis of illegitimacy and in many schools the demise of a culture of learning and teaching, as well as resistance to changing the ways in which things have been done in the past.

Similarly Christie, Potterton, French, Cress, Lanzerotti and Butler (1997:18) in their research project to investigate strategic interventions for quality improvement in South African schools have also identified a number of features that together make up a culture of concern within schools. These include forms of leadership that take the views of others into account, personalised relationship where students are known by name to at least some teachers, concern for the well being of students outside the school as well as inside, discipline that involves parents, and a focus on committed engaged teaching and learning. Together with the sense of urgency and responsibility, these features make up a containing organisational culture.

According to Chapman (1993:21) early research on inequality and school effects found that an emphasis on resources and material inputs was not promising in explaining school outcomes. According to this report differences between schools and the level of inputs to schools bore relatively little relationship to student performance.

With regard to the relationship between the organisation (school) and individual behaviour Schein (1985:1), however, asserts that the field of organisational psychology and sociology has developed a variety of useful concepts for understanding individual behaviour in organisations and the ways in which organisations structure themselves.

Schein (1985:1) points out that the concept of organisational culture holds promise for illuminating this very difficult area. He argues that a deeper understanding of cultural issues in organisations is necessary not only to decipher what goes on in them, but even more important, to identify what may be the priority issues for leaders and leadership.

Hallinger (1996:50) agrees that an understanding of educational leadership has been constrained by the lack of attention to the wider social cultures within which schools, and those offering leadership within them, do their work.

It can be argued that the process of teaching and learning takes place mostly in a school within a particular community. This implies that a school as an organisation has its own culture which is derived and extended from that of the community. It can be pointed out that the concept of organisational culture is rooted more in theories of group dynamics and growth than in anthropological theories of how large cultures evolve (Schein 1985:8).

The concept of schools as cultures has been introduced in the discussion of school improvement and educational change. Sarason (1974) in Lane (1992:51) posits that viewing schools as cultures, i.e. containing a multitude of overt regularities which are embedded in covert assumptions, principles and learning, is useful in understanding the problems of school change. Schein (1985:6) points out that the term "culture" should be reserved for the deeper level of basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously, and that define in a basic "taken-for-granted" fashion an organisation's view of itself and its environment. These assumptions and beliefs are learned responses from a group's problems of survival in its external environment and its problems of internal integration. They come to be taken for granted because they solve these problems repeatedly and reliably.

In supporting the above view Kaplan and Evans (1996:1) contend:

"Culture reflects the organisation's values and beliefs rituals, philosophy, norms of interaction and expectations about the way things are done."

It goes without saying that the school as a social institution has to preserve, nurture and promote cultural traits, so that accepted modes of conduct, beliefs and morality may be transmitted from generation to generation.

If Vos and Brits (1990:35) are correct in their assertion that the education system is so closely interwoven with the culture of a community, that it is actually directed and controlled by the norms and cultural ideas of that community, it is correct to assume that the teachers and parents should work together as members of the community and involve students in order to bring about effective schooling. The Daily Dispatch (18.3.1993) also reported that parental involvement leads to better disciplined and more dedicated pupils.

On the basis of arguments advanced in the above paragraphs, this study seeks to probe deeper into the concept of school culture in order to determine how it can help in throwing light to the problems besetting education, particularly in the Eastern Cape secondary schools.

1.2 STATEMENT OF THE PROBLEM

According to Heckman (1993:53) the realization that the existing institutions do not adequately promote the full educational development of children, especially children who are poor, of colour, and have a first language other than English, has existed for several decades. Although strategies have been developed to address these issues, to further new way of thinking about education and create alternative structures, the outcomes of these strategies appear less than effective. This failure is at least partly due to the underestimation of how the culture of a school constrains change in a school. If the culture of a school is a concept that helps to explain the difficulty of altering norms and behavioural regularities in schools, finding ways to alter school culture should provide a foundation for restructuring schooling and education.

As a strategy to address the restructuring of schooling and education in South African schools and the breakdown of the culture of teaching and learning, the Minister of Education set up a task team to investigate strategies for Education Management and Development. The following findings came to the fore: the demise of a learning culture was exacerbated by curricula which had little relevance to the lives and aspirations of the students. Moreover, rote learning and examination-driven teaching methodology were emphasised at the expense of student participation and critical thinking. Schooling was structured in a racial hierarchy; White schools were the key beneficiaries of resources; Black schools the most disadvantaged.

In African schools, the inadequate supply, low qualifications and poor morale of Black teachers took its toll, creating despondency and apathy in many school communities. Students and schools in rural areas were, and still are the hardest hit (Task Team on Education Management Development: December 1996:18).

The truth of the above stated observation for the Province of the Eastern Cape, which is 80% rural, has been evidenced by the poor performance in the Matric examinations during 1996 and 1997, during which period a single examination was written by all departments. In 1996 the percentage pass in the Eastern Cape was 50% and in 1997 it was 46%. 1997 was viewed as a year of teaching and learning. Campaigns to that effect were launched; however, the 3.7% average drop in the pass rate was quite disappointing. The Daily Dispatch (25.1.1998) in its analysis of the situation notes that if the statistics of the "so-called advantaged schools" were to be excluded, it was likely that the resulting pass rate for the balance of the schools could be as low as 30% or 35%.

In further analysing the matric examinations statistics, it can be observed that in 1996 out of the 37 schools which obtained a 100% pass rate only four (4) were historically Black schools. All schools with a pass rate of below 40% were from the historically Black schools. In 1997 of the 46 schools which obtained a 100% pass

rate only three (3) were historically Black schools. In the same vein, all schools with a pass rate of below 45% were schools in the historically Black communities (Eastern Cape Examination reports : 1996 and 1997). These statistics underpin the fact that the breakdown in the culture of teaching and learning is more prominent in the traditionally Black schools.

In the Eastern Cape secondary schools, the culture of teaching and learning is affected by a variety of problems. Values, behaviour and norms amongst school communities have deteriorated to a low ebb.

Alcohol and drug abuse by students in some schools have led to gangsterism (Van Aardweg: 1987). Late-coming to school and absenteeism are the order of the day. The key role players affected are students and teachers. This was evidenced when a provincial student conferences were held between April and July 1997, on a culture of teaching and learning. The following were identified as areas of concern for all schools:

- Drug dependency and alcohol abuse
- Discipline in schools
- Human relations
- Parenthood and teenage pregnancy
- Physical and sexual abuse by teachers and students
- Lack of facilities and classroom shortages.

Regarding problems confronting teachers, Maerof (1993:5), following a study prompted by a nation-wide cry about the declining standards in Black education, notes that all too often the existing organisation is not one in which teachers can readily lead or contribute to change. The organisation tends to harden in response to teachers who pursue change, and in fact, is often so rigid that it obstructs the possibility of teachers pushing out in new directions. Many, if not most of the

teachers, are not equipped to work differently from the ways in which they now work. Teachers tend to teach the way that they were taught.

This is the method that they know best, that they have seen most, and in which they have most confidence.

Furthermore, they seldom have a network of support to sustain them in attempts to try to do it differently. Traditionally, the message to teachers, communicated both subtly and overtly, has been: stick with the text-book, remain faithful to the curriculum guide and lesson plan, lecture in usual ways, aim to meet the demands of norm-referenced multiple-choice testing, and carry out the job in an unquestioning manner.

Teachers do just that. They learn that ingenuity and creativity are not rewarded and may even be penalised. Thus, teachers find it easier to maintain fealty to familiar practices, because of this lack of incentives to do otherwise.

Concerning facilities, research undertaken by the Independent Examination Board has revealed that the lack of facilities in African schools is alarming, as there was not even a prepared field for athletics, or for a sport like rugby, a favourite of the Eastern Cape Province. Teachers reported that most of these facilities, even when erected, were often vandalised by the community around and sometimes even by the students themselves. Lack of teaching aids, disruption by teachers' Unions, disruption by students, lack of parental supervision, poor teacher qualifications, shortage of teachers, long travelling distances, poverty, and poor attendance were also cited as factors attributing to the breakdown in the teaching-learning culture (Lolwana 1995:55-56).

The lack of involvement of parents in education differs between the historically White schools and the historically Black schools. The former are situated in contexts where the value of education can be fully appreciated and parents have the capacity

to engage fully with educational matters, having transcended poverty and literacy thresholds.

On the other hand, rural communities are generally disempowered communities and cannot see beyond their daily existence if they can hardly satisfy their basic material needs of feeding and clothing themselves. This sort of existence will mitigate against inclinations to be involved in the communities. Being the most likely to be affected by being both poor and illiterate, they are less likely to involve themselves in matters considered "high class", such as school matters (Lolwana 1995:53-54). The above observations underscore the fact that despite the fact that all schools have school governing bodies, their active involvement in terms of decision-making is minimal in most schools.

In terms of teachers Lolwana (1995:55) has revealed that 46,6% of teachers have reported that involvement in management and decision-making needed to improve.

Also noteworthy is the role of teacher organisations in building or breaking the culture of teaching and learning. The relationship between the teacher unions and the Department can be said to be adversarial. A number of variables attribute to this and whatever they may be, they have a detrimental effect on the culture of teaching and learning. Perhaps the observation by Ashley and Mehl (1987:20) holds true as they assert that the South African schooling system has had a long and nefarious legacy of autocratic control. Teachers are not generally seen by authorities as active agents who should be encouraged to innovate and seek to bring about change. This is well reflected in the history of the relationship between school authorities and organised teaching profession, where consultation is usually viewed "as a necessary evil", or as a useless industrial relation exercise rather than an inherent aspect of governance or legitimate right and responsibility of teachers. In the same vein it is true that the Department has a responsibility of facilitating improvement of relations with teacher unions and teacher unions themselves have equal responsibility to set high standards of performance and professionalism for their membership, so as to restore the desired work ethos.

The following questions emanated from the arguments advanced above:

- What is the understanding of the various stakeholders about the concept of school culture and its relationship to effective schooling?
- What are the dominant features characterising school culture in historically Black secondary schools in the Eastern Cape?
- What are the perceptions of the various stakeholders about school culture as constraining or facilitating change?
- How do stakeholders perceive their role in terms of making or breaking school cultures?
- What are the critical factors necessary to change and sustain a positive school culture?

1.3 THE PURPOSE OF THE STUDY

This study aims at contributing to and expanding the existing knowledge on the culture of teaching, and learning, and the restoration thereof. Fundamentally, the purpose of the study is to investigate the concept of school culture by providing a broad overview thereof, researching its manifestations and suggesting strategies for promoting, managing and sustaining a positive school culture.

1.3.1 Objectives of the research

Against this background the following objectives were set for the research:

- To describe theoretically the concept of school culture and its relationship to effective schooling.
- To conduct a pilot study among relevant role-players in the Eastern Cape to determine their perceptions on the breakdown in the culture of teaching and learning in the Eastern Cape secondary schools.

- To conduct an empirical research programme in the secondary schools in the Eastern Cape to:
 - analyse school culture as it exists in the secondary schools; and
 - determine causes of the breakdown in the culture of teaching and learning in these schools.
 - analyse findings, draw conclusions and to recommend strategies for promoting, managing and sustaining a positive culture of teaching and learning in the Eastern Cape secondary schools.

1.4 DELIMITATION OF THE FIELD OF STUDY

1.4.1 Delimitation of the subject discipline

Building effective schools is a process that requires joint participation of all stakeholders in the school. In addition to school managers the students, parents and department of education officials are vital stakeholders. Government Gazette (1996:14) maintains that a governing body stands in a position of trust towards the school; the professional management of a public school must be undertaken by the principal under the authority of the Head of Department.

A school as a departmental institution has a management structure that has a responsibility to maintain the smooth running of the administration. With regard to the smooth running of the school, i.e. effective schooling, Smit (1987:161) argues that excellence in education is an essential prerequisite if education is to be worth the name of a phenomenon connected with the quality of life issuing forth from normative standards of values aimed at improving the spiritual condition of humanity.

An effective school system is only possible if the education system of a country succeeds in providing the necessary infrastructure and human resources to lay the

basis for sound education. A culture of teaching and learning , therefore, finds its roots in the efficiency of the education system. This study of the education system forms part of the discipline of Comparative Education; it is, in the first place, a study in Comparative Education as a part-discipline of Education.

With reference to excellence in education and normative standards of values as pointed out above, Allen (1982:15) maintains that a manager should plan a project in advance if he wants good results. The purpose of planning is to enable people to determine a course of action, usually to be carried out by everybody in an establishment.

Thus it may be stated that the involvement of stakeholders will bring about effective school management. The Commonwealth Secretariat (1993:15) contends that to ensure that the interests of the stakeholders are brought to bear upon the management of schools, local school boards, management committees and boards of governors are set up to exercise control over the management of schools. In support of involvement of stakeholders in education Koorts (1996:7) asserts that a quality school must expect a commitment and responsibility from parents and students. Parents should be part of the management and design team and should serve as the recognised mentors for the children and learn along with young people. He suggests that parents should be asked to be leaders in nearly every aspect of the learning programme. A school should be parent, teacher and student driven.

1.4.2 Delimitation of contents

The study will analyse the restoration of a culture of teaching and learning in secondary schools. Principals, educators, parents and departmental officials are key role players. In this research focus will be on the principals in order to get their views or perceptions on effective schooling, teaching and learning.

1.4.3 Geographical delimitation

The Eastern Cape Province with 2 294 505 learners has the second largest school enrolment in the country, and, in addition over 18% of its population is under the age of five years. In general, along with Kwazulu Natal, it is the province most in need of educational transformation and improvements in educational delivery (Eastern Cape Department of Education Strategic Plan 1996:4). The empirical study will be limited to this province of South Africa.

The formal education system in the Province is characterised by inefficiency and ineffectiveness evidenced by very high drop-out and repetition rates at all levels of schooling, as well as by the poor matriculation results of historically disadvantaged students (Eastern Cape Department of Education Strategic Plan 1996:91).

Geographically, the Province is situated on the South-East of South Africa. The boundaries are the Indian Ocean to the east and South East, KwaZulu Natal and Lesotho to the North, the Free State and Northern Cape to the North-West and the Western Cape to the South-West. The Province consists of six (6) regions, namely the Central Region with six (6) districts and 39 circuits, the Northern Region with six (6) districts and 34 circuits, the Eastern Region with eight (8) districts and 43 circuits, the North-East Region with nine (9) districts and 45 circuits, the Western Region with six (6) districts and 35 circuits, and the South-Eastern Region with six (6) districts and 29 circuits.

The Province has seven (7) types of registered public schools: 167 pre-primary schools, 2760 primary, 2404 combined primary and secondary i.e. from grade 1 to grade 9, 742 secondary, 18 finishing schools, 14 adult education centres and 18 special schools, giving a total of 6123 schools (Education Management Information System 1997:2)

The population for this study will be drawn from the secondary schools, i.e. from grade 8 to grade 12, in the Central, Northern and South-Eastern Regions. The Central and Northern Regions consists of the ex-Model C schools, township and rural schools. The South-Eastern region has township and rural schools mainly. The sample therefore is representative of the various types of public schools in the province.

1.5 RELATED RESEARCH

The setting of this research is the Eastern Cape Province Secondary Schools. Similar investigations into this topic have been conducted throughout the country but very little has been done in the Eastern Cape Province. The following were undertaken to address similar fields of study.

J.K. Ackowuah undertook research on "Community relations as management functions of principals of secondary schools in Ciskei" in 1992. To achieve the objectives of his research, he conducted interviews with teaching and non-teaching personnel, pupils, assistant directors (as significant others) and principals of secondary schools (as the primary subjects). The findings indicate that the human relations among various stakeholders range from poor to fair. It became apparent that training was needed to bridge the gap of misunderstanding between the school population and the community.

E.N.M. Khumalo conducted research on "The application of educational management principles in Ciskei and possible consequences", in 1991. He used quantitative method in gathering data. The findings were that more training was needed for school managers in order to promote quality and continuity in education in the Ciskei (part of the Eastern Cape).

N.V. Mahanjana investigated "Management in Ciskei secondary schools with special reference to the role of the headmaster in a possible new educational dispensation" in 1991. She conducted her research by means of a questionnaire to principals of Ciskeian secondary schools. The findings were that headmasters in the Ciskeian secondary schools needed to be empowered as regards managerial functions. She resolved that the new educational dispensation should be viewed as a challenge rather than a threat to school managers.

C.J. Shube investigated "Organisational climate as a managerial variable in secondary schools of the Department of Education and Training" in 1992. The study to evaluate relationships between behaviours towards principals and teachers through an extensive study of literature on relevant subjects matter and structured questionnaires to chart the organisational climate was done in the Highveld Region of the Transvaal.

The results revealed that the principals were helpful but are not concerned with their teachers' personal and professional welfare, hence they were found unsupportive. Their supervision was rigid and domineering and their control close and constant. The teachers, on the other hand, were friendly towards students, but not committed to their success.

J.G. Nkukwana conducted research on "The role of Masonwabe Finishing School in restoring the culture of learning and teaching in East London" in 1996. East London is a city in the Central Region in the Eastern Cape Province. Teachers and students were interviewed. The findings were that all groups expressed the same sentiments that the culture of learning and teaching in schools was eroded.

R.M. Baloyi conducted "An investigation into the pedagogically accountable implementation of authority in the Tsonga secondary schools" in 1991. Quantitative (questionnaires) and qualitative (interviews) methods were used to determine

possible causes of problems in the implementation of pedagogically accountable authority in Tsonga secondary schools.

The role of the members of the tribe and family in enforcing authority was also examined. The findings were that discipline and authority in Tsonga secondary schools were undergoing a very difficult period. One crisis followed another and there were constant threats of boycotts and violence. School managers had no authority over the behaviour of the students.

Christie, Potterton, French, Cress, L. Lanzerotti and Butler investigated "Strategic interventions for quality improvement in South African Schools" in 1997. The research was conducted in 32 Catholic and state aided schools, i.e. independent schools of seven provinces. Eight schools in the Eastern Cape were selected. The findings indicated that all schools visited managed to survive, in contrast to neighbouring schools which showed symptoms of crisis and what came to be termed as "the breakdown of the culture of teaching and learning" in the historically Black schools.

The above researchers indicated that traditionally Black schools throughout the country were undergoing a crisis period in the 1990s. Lack of parental involvement and little experience of school personnel in school management were contributory in most cases (for example see Baloyi, 1991).

Mncwabe (1990:59-60) argues that a parent-teacher-student association could promote effective participation of all stakeholders if it were properly formulated, i.e. democratically elected. The N.E.C.C. (1992), in supporting the above view, adds that the training of a school governing council is essential in order to give parents, teachers and students greater decision-making power.

Researchers agree that:

- There tends to be misunderstandings between the roles of the school population and the roles of the community (Ackowuah, 1992).

- Headmasters need empowerment in school management (Mahanjana, 1991).
- School managers need training in school management (Khumalo 1991).
- Teachers also require development in school management (Shube, 1992)
- Parents and school managers should work together in order to maintain order and discipline in the schools (Baloyi, 1991).
- The culture of learning and teaching is eroded (Nkukwana, 1996).

The above arguments suggest the following problems:

- What can be done to make parents, teachers and students work together harmoniously in the Eastern Cape Province?
- Are managerial teams and governing councils adequately trained for the effective and efficient performance of their management functions?
- Do teachers perceive student discipline as their management function?
- How effective are management functions performed by managerial teams and governing councils?

The research undertaken in the Eastern Cape has come short to addressing critical aspects of a culture of effective teaching, learning and schooling. Although factors that contribute to a breakdown in the culture of teaching and learning were discussed, very little was done to assess, analyse and suggest solutions to the problems.

The research conducted by Christie et al. (1997) attempted to address the issue of a culture of teaching and learning in depth but the population that was targeted, is irrelevant for this study, because the emphasis was on independent schools which are more advanced than the public schools, particularly historically Black schools, in terms of administration, management and leadership.

Be that as it may, the research conducted has stimulated further research in different directions in order to address gaps in various fields of study. On the

basis of the above problems, it was decided to undertake a study to address the revitalization of the culture of teaching and learning in the Eastern Cape Province.

Ary, Jacobs and Razavich (1990:67) suggest that one should review the literature for the purpose of finding a link between one's own study and accumulated knowledge in one's field of interest. Studies with no link to the existing knowledge seldom make a significant contribution to the field.

1.6 RESEARCH METHODS

1.6.1 Introduction

After conducting the literature study, it became clear who should be considered relevant role-players in this study. It was also apparent that a methodology that would employ a questionnaire would be appropriate in order to cover a wider area in a shorter time. The questionnaire method would assist the researcher to complete the investigation at a specified period, and by so doing would promote relevancy and consistency in terms of time and the occurrence of incidents. The main objective was to reach as many respondents as possible, so that more data might be compared and assessed without much loss of time.

In order to test the validity of the questionnaires, a pilot study was undertaken. Through this the researcher was able to make sure that questions were relevant and reliable. A well-planned quantitative research study alleviated fears of the possible inappropriateness of the use of a questionnaire.

To address the inappropriate use of the questionnaire and the danger of unanswered the questions and a poor rate of return of the questionnaires, the circuit managers were consulted and took the responsibility for delivering the questionnaire to the schools and returning them. The purpose of encouraging the answering and return of all questionnaires is to encourage the role-players and school-based participants

to become actively involved are actively involved in the identification of the problems and their solutions thereof.

In essence the research was conducted by means of:

- a literature survey;
- a pilot study;
- an empirical survey by means of questionnaires to principals of schools in the Central, Northern and South Eastern regions of the Eastern Cape.

1.6.2 Literature survey

Both primary and secondary sources were consulted to get views of other researchers, article writers and authors on the culture of teaching, learning and effective schooling. Literature on human resource development was surveyed in order to gain insight into the views of other academics on management training in school governance and parental involvement.

1.6.3 Pilot study

The perceptions of the relevant role-players and stakeholders on the validity and reliability of the questionnaire, a culture of teaching and learning and the restoration thereof was investigated through a pilot study. The pilot study was conducted by means of questionnaires to educators managing secondary schools and colleges of education in the three regions, namely Central, Northern and South-Eastern of the Eastern Cape. The study also examined the pass rates and determined the weaknesses and strengths in the matriculation examinations during the period 1996 to 1998. This helped the researcher in his close critical empirical survey of the schools.

1.6.4 Empirical survey

Questionnaires were administered to principals of schools in forty-four (44) schools in the Central Region, twenty-three (23) in the Northern Region and thirteen (13) in the South Eastern Region. In conclusion, it can be pointed out that consistency in the selection of the respondents for the empirical research was maintained. According to Cohen and Manion (1986:98) this method is probability sampling because probability implies that selection of each respondent is known. For the purpose of the uniformity and continuity of the research process, questionnaires were sent to all respondents.

The population per region at 20% of the total number of schools in the three (3) regions selected for this research was as follows.

REGIONS	RESPONDENTS (PRINCIPALS)
Central	44
Northern	23
South Eastern	13
TOTAL	80

The contribution of role players will form part the questionnaire. Special focus will be placed on governing bodies and representative councils of learners.

1.7 RESEARCH PROGRAMME

1.7.1 Chapter 1

Orientation

In this chapter the field of study is introduced and the statement of the problem with problem questions is highlighted. A general goal and objectives are stated. The delimitation of the field of study is outlined and research methods are formulated. The content of the research report or various chapters is explained.

1.7.2 Chapter 2

In chapter 2 the literature survey around the concept of a culture of teaching and learning is reported.

1.7.3 Chapter 3

This chapter comprises the findings of a literature survey on the environmental factors influencing the culture of teaching and learning.

1.7.4 Chapter 4

Chapter 4 will reveal the research procedures as well as the analysis of the results. Aspects that will be addressed include validity, reliability, distribution of questionnaire processing of data and the analysis of the results.

1.7.5 Chapter 5

In this final chapter the research will be summarized, findings and conclusions be highlighted and finally recommendations be made.

CHAPTER 2 THE CONCEPT OF A CULTURE OF TEACHING AND LEARNING : A LITERATURE SURVEY

2.1 INTRODUCTION

The previous Chapter dealt with the statement of the problem (cf 1.2) with problem questions. The questions to which answers were to be found, answers are linked to the statement of the problem. The questions helped with the formulation of the purpose of the study (cf 1.3), which was to investigate the concept of a school culture by providing a broad overview, researching its manifestations and suggesting strategies for managing and sustaining a positive school culture and a culture of teaching, learning and effective schooling in the secondary schools in the Eastern Cape.

This chapter reports on a literature study into the concepts of culture, national culture, school culture and its relationship to effective schooling, teaching and learning. It also links the perceptions of academics about the culture of teaching and learning with the objectives of the research (cf 1.3.1) wherein a theoretical description of the concept of a school culture and its relations to effective schooling are outlined.

This chapter examines a framework that encompasses both chapters two and three in which the concepts of culture, perceptions of academics on a culture of teaching, learning, schooling and factors influencing a culture of learning and teaching are illustrated. The aim was to gain the views of other researchers and academics in the field of study similar to the topic under discussion.

The consideration of perceptions of other academics through a literature review in a research project is supported by Tuckman (1994:46), Ary, Jacobs and Razavich (1990:67), and Borg and Gall (1989:114-115). Leedy (1989:66-67) stated in this regard:

“When you know what others have done, you are better

prepared to attack the problem you have chosen to investigate with deeper insight and more complete knowledge. But this is the only principal reason for investigating the literature. Briefly such a review can provide you with many benefits:

1. It can reveal investigations similar to your own, and it can show how the collateral researchers handled these situations.
2. It can suggest a method of dealing with a problematic situation that may also suggest avenues of approach to the solution of similar difficulties you may be facing.
3. It can reveal to you sources of data what you may not have known existed”.

The implication of the above statements is that a theoretical assessment of the perceptions of academics through a literature review will help the researcher in this investigation of factors influencing a culture of teaching, learning and effective schooling in the secondary schools in the Eastern Cape. Thus, the following diagram illustrates a framework of the investigation the researcher intends to embark on.

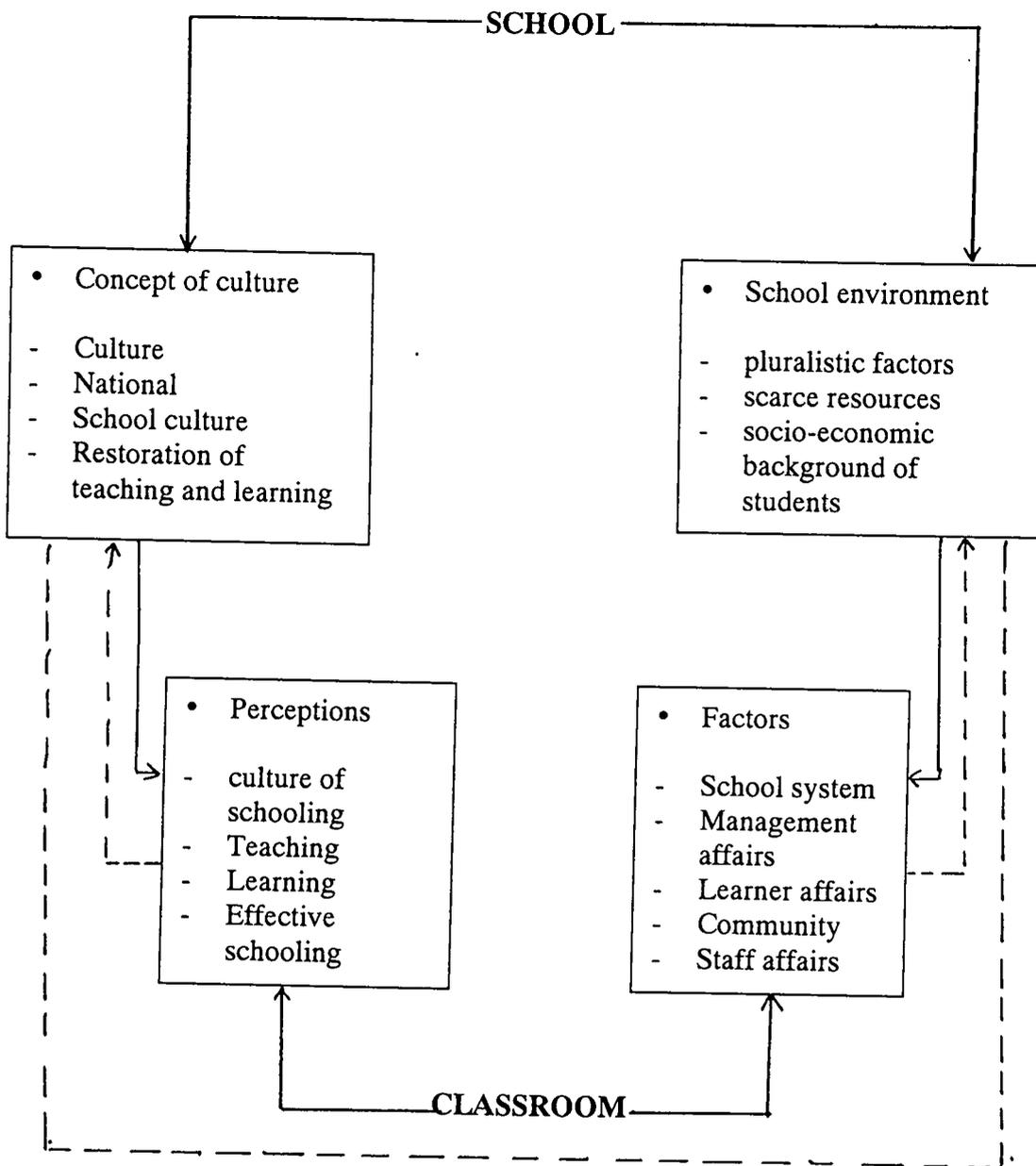


Figure 2.1: Diagram of a framework for reviewing a culture of teaching and learning

It becomes apparent from the above illustration that school culture is based on national culture because it bears experience, beliefs and survival of the people or the community and the nation at large.

2.2 THE CONCEPT OF CULTURE

“The term culture refers to basic assumptions and beliefs that are shared by members of an organisation, that operate unconsciously, and that define in a basic ‘taken-for-granted’ fashion an organisation’s view of itself and its environment. These assumptions and beliefs are learned responses to a group’s problems of survival in its external environment and its problems of internal integration” (Schein, 1985:6).

Kilmann, Saxton and Serpa (1984:1) view culture as the shared philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit a community together. These interrelated psychological qualities reveal a group’s agreement, implicit or explicit, on how to approach decisions and problems, i.e. the way things are done. The implication of the above statements is that if one can demonstrate that a given set of people have shared a significant number of important experiences in the progress of solving external and internal problems, one can assume that such common experiences have led them, over time, to a shared view of the world around them and their place in it. There has to have been enough shared experiences to have led to a shared view, and this shared view has to come to be taken for granted and to have dropped out of awareness. Schein (1985:7) emphasises that culture, in this sense, is a learned product of group experience and is, therefore, to be found only where there is a definable group with a significant history.

The definition of “culture”, as shared by members of an organisation, gives an understanding that it is an “organisational culture”, a binding force within an organisation. It can also be viewed as a conceptual tool that can illuminate individual behaviour and beliefs about the organisation.

Schein (1985:14) identifies three levels of culture which are clearly distinguishable, namely artifacts and creations, values and basic assumptions. Artifacts and creations are the most visible level of culture that can be used to address behaviour patterns in an organisation. In the school situation, for

instance, the presentation of trophies, book award and certificates during prize-giving ceremonies is seen as symbols of good performance. In this sense artifacts and creations are visible motivations for good behaviour, norms and performance.

As far as values are concerned, all cultural learning ultimately reflects someone's original values, hence a child is not regarded as a *tabula rasa* on his/her first day at school. Basic assumptions, on the other hand, reveal that when a solution to a problem works repeatedly, it comes to be taken for granted. What was once a hypothesis, supported by a hunch or a value, gradually comes to be treated as a reality. This indicates that a behaviour that is commonly practised, or is repeatedly interacted is sometimes taken for granted as a nature of reality. Arriving at school, on time, for instance, is usually accepted by newcomers or beginner educators as a norm. All these levels which are regarded as symbols of culture are communicated to members in order to nurture a culture of an organisation or institution. Thus, the process of communication could yield fruitful results if properly managed, for example:

- Management development structures can communicate messages about organisational culture vis-à-vis their symbolic potential.
- These symbols of culture will provide a universal message to all managers within an organisation.
- All cultural symbols presented to managers will be recognised, understood and believed by the individuals concerned.
- The result of this cultural communication process will be an almost immediate and lasting effect on the behaviour and attitude of the recipients of the messages.

The symbols of culture that could provide universal messages to all managers within the organisation, according to Viljoen (1987:236) are policies of the organisation that can encourage many new ideas and approaches to address the organisation's problems, plans and decision making. He maintains that all

organisations have a value system, though in many cases it is not formalised, but is directly learned by employees through watching the actions of successful others in the company. If divergent and incompatible values are allowed to evolve in an organisation, conflict will inevitably result as employees apply different rules and act according to their different value systems. Hence a major managerial task is to attempt to develop value consistency within the organisations.

Viljoen (1987:236-237) further posits:

“Many of the values of an organisation are explicit within its plans, policies and operating procedures. Other values are not explicitly stated. These values which are held at a subconscious level only manifest themselves through the observed consistent behavioural patterns of employees. All new employees should be socialised into the organisation to ensure that they hold the pivotal values of the culture”.

It can be argued that the strength of impact is the level of pressure that a culture exerts on members in the organisation, regardless of the direction. It goes without saying that if a culture only mildly suggests what to do, the direction of the culture is largely inconsequential. A strong culture that puts considerable pressure on each person to behave in certain ways, should be managed correctly; the consequences of a strong culture that channels behaviour in the wrong direction - against the formal goals and objectives can be devastating, and, conversely, a culture that captures the group's energy and imagination and moves activity in the right direction will help the organisation accomplish its goals (Kilmann et al. 1984:4)

Schein (1985:6) sums up the description of culture by identifying the following common meanings:

- Observed behavioural regularities when people interact, such as the language used and rituals around difference and demeanor.

- The norms that evolve in working groups.
- The philosophy that guides an organisation's policy toward employees and or customers.
- The feeling or climate that is conveyed in an organisation by the physical layout and the way in which members of the organisation interact with customers or the outsiders.

Schein's description of organisational culture is linked to a culture outside the organisation, that is, societal or national culture which has a great impact on the employees in the organisation. In the same vein, the school as an organisation has a culture which derives from national culture. This indicates that organisational culture is a continuation or extension of the national culture.

2.2.1 National culture

Although a national culture does not form part of the major discussion of this report, this section is included in order to reveal the originality and continuity of school culture, which manifests in a culture of teaching and learning. Nationally, cultures are traditions that govern the beliefs and behaviour of people exposed to them. Children learn these traditions by growing up in particular society. Cultural traditions include customs and opinions developed over the generations about proper and improper behaviour. Culture produces consistency in behaviour, thought and activity by members of the same society (Kottak, 1987:3).

The most critical element of cultural traditions and behaviour is their transmission through learning rather than through biological inheritance. The society and the home which are centres of rich cultural values have responsibilities of nurturing these values and imparting them to the children. This means that when a child goes to school he/she is not a *tabula rasa*. He/she has knowledge of cultural traditions, behaviour and beliefs of the society. The learning begins or starts from what he/she knows to what he/she does not know. According to Newstrom and Davis

(1993:47) knowledge of social cultures is especially important when a move is made across culture, or when the culture itself is changing. It can be pointed out that when culture change involves changing surface-level behavioural norms, it can occur with relative ease, because members can articulate what behaviours are required for the present setting. In addition, closing the gap between actual and desired norms is easier if the desired norms are essentially the same throughout the organisation.

The question is : Does national culture override an organisation's culture?

Literature reveals that the national culture and its impact on employees in the organisation has an overriding effect on organisational culture. According to Newstrom and Davis (1993:47) social cultures have dramatic effects on behaviour at work. They maintain that some of the areas which are influenced by social cultures, include patterns of decision making, respect for authority and accepted leadership styles. Robbins (1993:618) contends:

“The research indicates that national culture has a greater impact on employees than does their organisation's culture.”

The relationship between the national or social, and organisation (school) culture is viewed as important in this case. Internalised beliefs and behaviours accepted as normal during the apartheid era, like resistance to authority, dereliction of duty as a way of sabotaging a government regarded as illegitimate and challenging leadership as a way of rendering institutions ungovernable influenced the culture of the schools, because they came about as a result of group consciousness, especially among Black groups. One finds a situation whereby there seems to be a pervading belief that it is a culture of the Blacks to vehemently dislike work and more often than not they are regarded as incompetent to manage schools.

This incompetence and lack of capacity to do things are also attributed to the Bantu Education system to which Blacks were subjected. This led to the assumption that some school managers and students alike use past political experiences as excuses for not performing up to the desired standards. On the basis of such beliefs and assumptions it becomes vital to interrogate these beliefs and subject them to a

different form of enquiry, so that a different set of values may be nurtured in the schools. One may argue that no amount of training or capacity building will turn the situation around if the mind-set of the people outside and inside the schools is not changed to see the reality and the basic reason to comply with desired standards and beliefs.

It can be argued that a national culture is taken into account in addressing accurate assessment of the organisational culture in the school situation. This refers to dynamism and continuity of human behaviour in addressing social and organisational problems. It can, therefore, be concluded that this section has succeeded in portraying a relationship between national and organisational cultures.

Members or employees are socialised through internalisation of norms, behaviour, values and beliefs of the organisation. The following section discusses school culture and its relationship to a culture of schooling, teaching, learning and its contribution to effective schooling. The school culture can be said to be the continuation of social or home culture in terms of norms, behaviour, values and attitude of the society.

2.2.2 School culture

2.2.2.1 Introduction

This section discusses school culture by examining the concept of the restoration of a culture of teaching, learning and effective schooling. It presents the concept of a culture of teaching and learning in conjunction with the perceptions or views of the academics about teaching and learning. Effective schooling is revealed as a product of effective school management.

Effective or ineffective management is linked to a school culture which is paramount in the promotion or destruction of effective teaching and learning in the schools. The type of school culture pervading in a school has either a direct or

indirect influence on the failures or achievements in the school. This section opens with the description of the restoration of a culture of teaching and learning.

2.2.2.2 The concept of the restoration of a culture of teaching and learning

Chisholm and Vally (1996:2-3) in their investigation of a culture of learning and teaching in the Gauteng Schools postulate:

“The concept of restoring a culture of learning and teaching has been used loosely in the last few years in South Africa to refer on the one hand to the absence of school going habits and values and on the other to a loss of faith on the part of school communities in the benefits and legitimacy of education. For many, restoring a culture of learning and teaching is simply about bringing the conditions and disciplines of compulsory schooling to bear on teachers and students: regular attendance, punctuality and acceptance of authority”.

The implication, of the above, is that in schools where there is no discipline and acceptance of authority, irregular attendance and late-coming to school by students and educators, a culture of teaching and learning is non-existent. It is quite apparent that teaching is a continuous process that requires commitment and dedication on the part of the educators to monitor punctuality and discipline so that teaching and learning may be enhanced. In addressing and monitoring discipline Petrie and Burton (1980:629) contend that a school needs effective educational managers who could develop a feedback system that enables them to correct problems before they get out of hand and to know at all times what progress is being made.

Petrie and Burton (1980:629) maintain that once the leader establishes credibility and a feedback system by competently performing basic routine, he/she is in a position to delegate roles and specify the rules necessary for co-ordination. It goes without saying that co-ordination of educators and students' activities enhances the restoration of teaching and learning if such activities are well

planned, organised and delegated in order to improve a culture of teaching and learning. Delegation in this case suggests motivation and empowerment. If the restoration of a culture of learning is to be successful, the educators and the parents should motivate the students to commit themselves to learning; and likewise the principal and the departmental officials in charge of educational management should motivate the educators to dedicate themselves to their work.

In support of student motivation Maehr, Midgley and Urdan (1992:411) report that research on motivation and school achievement has concentrated especially on the role of purpose and goals in determining the nature and degree of student investment in learning. The research has generally revolved around two contrasting types of goals, namely, "task focused" and "ability focused". Ability focus is concerned with being judged as able, with ability being evidenced by outperforming others. In task focus, on the other hand, the goal of learning is to gain understanding, insight or skill to accomplish something that is challenging. Outperforming others in the learning situation and accomplishing the goal of learning are possible in a conducive learning environment, where the educator and the students work together as partners in education.

A conducive learning environment which promotes co-operation between the educator and the students leads to effective teaching, i.e. commitment and dedication of both the educator and the students to their work, and where students monitor punctuality and discipline among themselves in the school.

2.2.2.3 The perception of a culture of teaching

In the teaching-learning situation lesson coherence suggests a proper lesson plan. A lesson plan is a plan of action and it shows what the educator intends to do in the classroom. If he/she does not have a clear idea of the aim of the lesson and the students do not help to determine a line of action, there is nothing useful or meaningful that he/she can achieve (Malamah-Thomas 1991:3).

The implication of this is that teaching is undertaken so that learning may occur. The educator's plan of action in this case, when translated into action in the classroom, is bound to evoke some sort of student reaction. The success of any teaching can best be judged in terms of learning that results from it, in terms of the learners' reaction to the educator's action. Teaching can, therefore be perceived as a process of communication or interaction between the educator and the students, not only in the classroom situation, but anywhere where educative encounter is undertaken. The educator also knows that when the pedagogic situation is spoken about, educators and students should be seen as a unity. The educator should moreover have a goal of education towards which to guide his/her students. This enables him/her to plan properly so as to teach and educate effectively. In the educative situation the educator should be able to put himself/herself in the students' position.

This also involves empathising with the student's longings, desires, fears and ideas. To do this, he/she should listen sympathetically so as to get to know and understand the student better. Sympathy should not be misunderstood to mean a *laissez-faire* type of classroom management. It goes without saying that to be a successful educator, one should be able to exercise and maintain authority. Without authority and obedience effective teaching is impossible (Pitout, Smit and Windell, (1992:5&7).

Malan, Ackermann, Cilliers and Smit (1996:61) maintain that the essence of being an effective teacher lies in knowing what to do to foster a pupil's learning and being able to do it. They argue that effective teaching is primarily concerned with setting up a learning activity for each pupil which is necessary in bringing about the type of learning the teacher intends.

In viewing teaching Hollins (1996:2) asserts that schools, like other social institutions, are shaped by cultural values and practices. The implication is that

the class teacher has to set cultural values for his professional practice. The students he/she teaches, come from diverse communities with different social backgrounds.

On the basis of their background and prior learning the students received, the school should promote continuity between home and school teaching by nurturing social values, norms, behaviour and beliefs. The aim is to develop a balanced human-being with accepted standards of conduct or behaviour. Behr (1985:38) agrees that in order to be consistent in his/her behaviour, an individual must have certain standards of conduct. He says that these standards represent those activities which the individual has come to regard as most worthwhile. These are generally referred to as values.

Dreyer and Duminy (1985:153) maintain that in order to understand the child's problem the teacher has to determine:

- how regularly the child attends school;
- what the reasons are for frequent absences; and
- how often the child has changed from one school to another.

Paying attention to factors such as these can help the educator in the assessment of a class and remedy the causes rather than the symptoms of misbehaving at an early stage.

It should be noted that failure to heed these learning problems may lead to uncontrollable negative attitude which is the recipe for a "collapse" of a culture of teaching. It is quite apparent that a culture of teaching is enhanced by the participation of both the educator and the student in the teaching situation.

There can be no education without an educator who establishes an educational relationship with the students. The educator should not confine his relationship with his students to formal or official contact only. If he/she wishes to win their

confidence, he/she should attend sports meetings and other functions as often as possible and display genuine personal interest in pupils' activities.

It is the responsibility of the educator to create a conducive climate for proper teaching. The Department of Education and Training (1991:171) maintains that it is a basic human right of the students to be educated in a disciplined manner towards self-discipline and responsibility. In the same vein, teaching cannot take place if a culture of learning is not conducive to teaching, i.e. the students are not disciplined, dedicated and committed to their studies.

2.2.2.4 The perception of a culture of learning

Jacobson (1996:21-22) views learning as a situated activity and as a social experience. From the perspective of situated cognition, learning is the process of entering a cultural meaning system. In order to learn, it is necessary to become embedded in the culture in which the knowing and learning have meaning. The conceptualisation makes experience central to learning; learning is a cycle of concrete experiences, reflective observation, abstract conceptualisation and active experimentation.

In support of situated learning Maehr et al. (1992:415-416) maintain that the nature of the learning task is a first and critical feature of the school learning environment. They contend that the types of tasks that students undertake in the classroom, to large part can determine the types of goals they will pursue and consequently their level of investment in the school. The point is that educators alone do not decide what students do in the classroom. The decisions are made directly by the school leaders and educators when curricular issues are discussed and decided; teachers are allocated their work, textbooks are chosen, state mandates are interpreted, in-service training is planned and resources are allocated.

The activity by which situated learning takes place is inherently social. Learning according to Jacobson (1996:22), is rooted in the learner's participation. Much learning is through observation and initiation of models, including models that make explicit their ways of knowing and reflecting. Through participation the students become aware of what is taking place around them and by so doing effective learning becomes a reality.

Dreyer and Duminy (1985:99-100) advise that no effective learning can take place unless the child becomes aware of a task, object or thing, and unless he pays attention to that task, object or thing. They assert that becoming aware and paying attention both initiate learning as such. Behr (1985:71) supports the idea when he says that the act of attention requires the selection or singling out of certain stimuli in the environment to the exclusion of the others.

In most cases a person selects or singles out and pays attention to what he is familiar with. This suggests that learning is a process that continues from the known to the unknown. On the basis of continuity of the learning process, the educator is viewed as a professional who understands the school-community relationship.

The Department of Education and Training (1990:291) acknowledges that it is an accepted fact that the home, the school and the church should co-operate in educating the child to responsible adulthood and citizenship. It is also noted that the principal, who is desirous of involving the community in education as such and in his school's activities in particular, must himself become involved in other facets of community life. This joint participation of the home, the school and the church ensures successful intervention to improve learning.

Hollins (1996:14) maintains that successful interventions that improve the academic achievement of groups traditionally underserved in the nations' public schools focus on the following:

- legitimizing the knowledge the children bring to school.

- making meaningful connections between school learning and cultural knowledge, or knowledge acquired outside of school.
- creating a hybrid culture in school that is congruent with many of the practices and values children bring from the home and peer culture.
- creating a community of learners where collaboration is the norm rather than competition.
- balancing the rights of students and educators.

With regard to successful interventions to improve the academic achievement of the students Malan *et al.* (1996:58) observe that the classroom climate established by the teacher can have a major impact on pupils' motivation and attitude towards learning. They view the skills involved in establishing a positive climate as of immense importance. The department of Education and Training (1990:261) suggests that the type of classroom climate generally considered to best facilitate pupil learning is one that is described as being purposeful, task-oriented, relaxed, warm, supportive and has a sense of order.

In support of conducive classroom climate, it is pointed out in Educamus (1992) that as far as possible, one should study in a quiet room with adequate ventilation and enough light.

The above contributions link good management skills with a good infrastructure in the school, i.e. the school building, facilities and resources.

The Committee on the Culture of Learning and Teaching (1996:13) postulates that the condition of school buildings and facilities makes an incalculable difference to the climate of learning and teaching in a school. The morale of school-goers and educators alike is deeply influenced by the physical environment. The infrastructure that improves learning in the secondary school includes a well-stocked laboratory, well-stocked library, electricity, decent ablution blocks, security fence, furniture, classroom space, textbook and

photocopiers. It can be concluded that good co-operation between the school and home, a positive classroom climate established by the educator, and a good infrastructure can encourage effective schooling in secondary schools.

2.2.2.5 Effective schooling

Dreyer and Duminy (1985:53-54) maintain that the school not only becomes a practice field for cognitive tasks, but also serves as a small society in which individuals learn how to get along with others. In all fields, the school aids the student to become increasingly independent, to come to a better understanding of himself/herself in terms of his/her weaknesses as well as his/her strong points. Rutter (1979), in addressing effective schooling, first contends that the social structure of a classroom in an effective school reinforces and supports the norms, values and the climate of the whole school. Second, he maintains that the study reinforces the importance of students' engagement and success and of educators' planning and managing instruction. The students' classroom behaviour is much better when the educator has prepared the lesson in advance, when the educator arrives on time, when little time is wasted at the beginning and when he/she mainly directs his/her attention to the class as a whole. This discussion suggests a structured classroom in which lessons begin and end on time and where students' attention to the lesson is high.

This indicates that the students are not just attending school for the sake of attending, and the educators are attending because the time or period demands that they should be in classes for learning and teaching. It is obvious that a dedicated educator will plan and prepare in advance the lessons he/she is going to teach and organise the equipment he/she is going to use during the lesson. It becomes clear that effective schooling requires commitment and dedication on the part of educators and students. It should be pointed out that on the basis of commitment and performance acquired by the educators and students of the

different schools, schools differ in outcomes. Effective schooling, which also suggests effective management, is easily assessed.

The outcomes attained either by the whole school or senior classes are indications of the schools' performance. The matriculation results, although they are not the ideal criteria for assessing school effectiveness, are commonly used by the parents and to a certain extent by Department of Education to measure the performance of the schools.

Effective schooling which is a product of a positive culture of schooling has a positive influence not only on the senior students of the school, but also on the prospective students. This reveals that a positive culture and effective schooling are intertwined.

Effective school management and effective teaching lead to effective schooling. Anderson (1996:2) states that improving school management continues to influence the improvement of school quality. Van der Westhuizen (1991:1) argues that in the absence of an effective management style, the educational leader will most probably not be able to fit in his duties at school nor his responsibility at home. The implication is that school management style affects the performance of the educator in the classroom in many ways.

A laissez-faire style of school management leads to ineffective schooling. Coming late to school, irregular attendance and non-co-operation with the educator are major criteria for ineffective schooling. Thus, Focus in Education (1992) reports that the students are called upon to attend school regularly, arrive punctually and to do all work assigned by the teachers diligently. Good co-operation between students and educators brings about excellence in education.

With regard to excellence, Smit (1987:161) contends that excellence in education can occur only in the effective school or home. Concerning effective school or schooling the African National Congress on its National Conference in 1994

(Daily Dispatch 1994:13) committed itself to launching a national campaign called "Mobilization for the learning nation" to transform education at all levels in South Africa. The following resolution was passed :

"The conference resolved that priority should be given over the next two months to ensure that parents, teachers, students and provincial education departments cooperate to complete registration for 1995 in the shortest possible time so that the process of learning starts immediately."

Other goals of the campaign were:

- "That government ensures the delivery of the necessary resources with the absolute minimum of delay.
- The setting up of democratic structures of governance at all levels of education" (Daily Dispatch, 1994:13).

The above statement suggests need for advance planning and involvement of all stakeholders in school administration in order to bring about effective schooling. For involvement of stakeholders to be successful, Chisholm and Vally (1996:53) recommend that a relationship of interdependency based on trust and respect should be encouraged between the community and the school so that the community may take ownership of, and help to resolve, the major school problems. They maintain that school and classroom rules as well as the consequences for disobeying them should be decided collaboratively among teachers, students, management and parents.

With regard to advance planning and involvement Robbins (1980:128) and Van der Westhuizen (1991:138) urge for the emphasis to be on developing change within the unique culture of each school, with headteachers and their staff working together to find their own remedies to issues and their own paths for change, in other words to develop their own mechanism for ensuring quality

control. It is argued that once the changes are owned by each school from the start, change will be more readily incorporated into the school culture.

The incorporation of change into the school culture suggests a change in the way the school is run. The way the school is run is embodied in the school policy. According to the Open University (1993:10) school policy is the general direction or directions in which the school is intended to proceed as sanctioned by its relevant local authority, management or members. If the school policy is the direction in which the school is intended to proceed, it becomes apparent that good school policy may lead to effective schooling.

In supporting the view of effective schooling the Department of Education and Training (1990:13) maintains that a school policy is a systematic exposition and summary of accepted usages, prescribed procedures, routine matters and codes of conduct that apply to a school. Good school policy implies a conducive climate for teaching and learning where there is good co-operation and understanding between the educators and students. Concerning the prescribed procedures intended, as sanctioned by management, the principal according to Educamus (1991) consequently should perform his functions with due consideration of the National Education Policy and policy decisions of the particular education department by which he is employed.

This acknowledges continuity in school administration which results in effective management that leads to effective schooling. Effective schooling is not only influenced by the classroom climate established by the classroom educator or subject educator, but also by the school climate which is embodied in the school policy.

2.2.2.6 The perception of a culture of schooling

Some writers view the operations of a school as bureaucratic. When one looks closely at the way things work, one assumes that such concepts as hierarchy of roles, a pyramid structure with power at the narrow top, a chain of command and tightly structured procedures should not typify the way the school functions. Benjamin and Gard (1993:63) view the school (organisation) as a culture and acknowledge that what works best in the culture, operates on the premises of collaboration and shared leadership, investment in the decision-making process by those affected by the decision, and a flat rather than pyramidal organisational structure.

It can be argued that decision-making embodies communication which is a tool for promoting or addressing values, attitudes, beliefs, ideas and practices of the school community. Communication strategy as a tool for management is supported by Rutter (1979) when he suggests that values and norms are communicated and reinforced through three social mechanisms: teachers' expectations about students' work and behaviour; models provided by educators' conduct and by behaviour of other students, and feedback students receive on what is acceptable performance at the school. Acceptable performance of students at school is the major criterion for an effective culture of schooling. Students should always accept the school's norms if the school is to be effective. Rutter (1979) contends that the general conditions in the school and staff attitude towards students can be determined through the following questions, namely:

- Is the building maintained and decorated to provide pleasant working conditions for students?
- Are staff members willing and available for consultation by students about problems?
- Does the staff expect students to succeed and achieve?

- Are there out-of-class activities that bring students and educators together to build toward a common goal?
- Do high proportions of students hold positions of responsibility?

The above questions illustrate an ideal situation of a culture of schooling wherein a policy that governs the school is implied. Co-operation between students and educators, academic achievements of students, extra-mural activities and involvement of students in school affairs are major issues that can bring about effective schooling. It becomes clear that a positive answer to all the above questions suggests a positive culture of schooling. In this sense a culture of schooling involves not only school attendance, but also all the routine work performed by students and educators, including maintenance of infrastructure for the promotion of education in the school.

Promotion of education is in line with the wishes and aspirations of the parents for sending their children to school, i.e. to see them succeeding and achieving good results, not only at the end of the year but throughout the year. Achievement suggests that culture of schooling also involves a culture of teaching and learning as enunciated by Jacobson (1996:25): "The learner's goal is to gain access to the ways that skilled practitioners impose coherence and consider the implications of the coherence they impose". In essence a culture of schooling, teaching and learning are identical. A student goes to or attends school in order to be taught and to learn, therefore teaching, learning and schooling are inseparable, hence a learning-teaching situation.

2.3 SUMMARY AND CONCLUSION

The section has presented the concept of culture as it manifests in the school situation, by examining the views and perceptions of academics. The literature review on a culture of teaching and learning reveals that the educator, as a professional and responsible official has a task of setting up a conducive learning

environment for every student under his/her care. The student, on the other hand, has a responsibility to learn if he/she wants to succeed in his/her studies. Effective school management and effective teaching lead to effective schooling. Effective schooling, on the other hand, is viewed as a result of dedication, commitment and hardworking of both the educator and the students in order to make their goal, i.e. educational achievement realisable.

In the next chapter the factors influencing a culture of teaching and learning will be discussed. The factors influencing teaching and learning can either be negative or positive, in reality, it depends on the management style of those in authority and the climate ranging in the school as a whole.

Learning is viewed as being rooted in learners' participation not only in academic affairs in the school, but also in extra-mural activities. The participation of students is better when the educator prepares the lesson in advance and takes into consideration the needs of the students. The commitment of educators to their work and the dedication of students bring about effective learning. Effective teaching, on the other hand, is possible if the educator plans, organises his/her lessons properly and controls the classroom activities in order to promote student participation. Teaching is perceived as a process of communication or interaction between the educator and the students. An understanding between the two partners in education, i.e. educator and students, is necessary if effective teaching and learning is to be promoted. Understanding between the educator and students does not mean laissez-faire classroom management, but sympathetic control of activities where achievement of goals is the norm. Control of class-work suggests good outcomes. It will be useless to give class-work to students if the work is not going to be controlled. In a controlled classroom situation, effective teaching and learning are viewed as being purposeful or intentional. The people dynamics, i.e. attitude, behaviour and beliefs, influence the culture of the organisation or institution.

Cultural symbols like policies need to be communicated through the value systems that are agreed upon. The value systems that are learned through observation contribute to the formulation of a culture of the organisation. Cultural artifacts and creations, on the other hand, play a great role in motivating not only students, but also parents, during prize-giving ceremonies and other cultural activities. The schools are not just places for acquiring knowledge and skills, but also cultural markets for the society.

It can be concluded that the literature survey conducted has given a broad overview for investigating a culture of teaching and learning in the secondary schools.

CHAPTER 3 **FACTORS INFLUENCING A CULTURE OF TEACHING AND LEARNING: A LITERATURE SURVEY**

3.1 INTRODUCTION

A culture of teaching and learning pervading in a school reveals management procedure applied by those in authority and the acceptance of the rules or policy of the school by all those that are involved in the school affairs. A positive school culture which influences teaching and learning and leads to effective schooling is the result of good management and good co-operation among stakeholders in the school, i.e. educators, parents and students. Co-operation implies absence of problems in the school; mismanagement and presence of problems are taken as the absence of learning. The question is, how can one measure the absence and presence of problems in the school?

It was indicated that the absence of problems or effective schooling is measured by educational outcomes, in most cases by matriculation results (cf.2.2.2.5). One may argue that this is not the only accurate and guaranteed criterion for assessing effective teaching and learning. On the basis of the uncertainty regarding good management styles in schools and the possibility of the lack or demise of a culture of teaching and learning, this section presents factors that influence a culture of teaching, learning and effective schooling. It should be pointed out clearly that factors influencing teaching and learning may either be negative or positive.

After reviewing the literature, certain factors have been identified as playing a major role in influencing a culture of teaching and learning in the schools. These factors were analysed and structured into a model of seven major categories or constructs that will now be presented under the following descriptors.

- Factors emanating from the school system.
- Community support and involvement.

- Resources for education.
- Learner affairs influencing a culture of teaching and learning.
- Management factors.
- Didactical concepts.
- Staff affairs influencing a culture of teaching and learning.

3.2 FACTORS EMANATING FROM THE SCHOOL SYSTEM

3.2.1 School environment factors

According to Van der Westhuizen (1991:86) the school is seen as a complex interactive and dynamic system which should be investigated both structurally and functionally. He argues that structurally the school is a unique social system within a hierarchy of larger social systems. Eckermann (1994:31) argues that educationists are using the term "environment" in its broadest possible sense, including social, cultural, physical and economic aspects. He maintains that class membership, cultural, economic and social tradition are all important influences on a student's learning, education and socialization. The implication is that a school cannot be treated in isolation from the wider community or society. The social system of the school is always viewed within the network of interpersonal and social relationship. It is this network of interpersonal and social relationship that subjects the school to a lot of external pressures which manifest in various forms.

Duignan (1986:4), to begin with, argues that one such pressure can be seen in the pluralistic and fluid value orientations of today's society which make it difficult for educators to establish standards for conduct in schools. Furthermore, schools are expected to respond positively to a variety of external demands and expectations, some of them conflicting, and then when they cannot be all things to all people, they are made to be scapegoat for society's problem.

According to Robbins (1993:171) values represent basic convictions that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. They contain a

judgemental element in that they carry an individual's ideas as to what is right, good or desirable. He further argues that values are important to the study of organisational behaviour, because they lay the foundation for the understanding of attitudes and motivation and because they influence people's perceptions.

In arguing about education and values Wright (1997:53) posits that education is essentially, but not exclusively, about learning and teaching. Schools ought to be about a lot more than acquiring knowledge and skills, especially in times of social transformation. They are not just learning centres, they are places for nurturing cultural values. In a positive sense of the concept, schools are also "trading places" or cultural markets for society. It is through education that we put on offer (to the young) what we value. The analogy of a values market implies that whilst many elements are involved in the process of schooling, including economic and political elements, it is culture in the form of values that is the most essential element of education.

It is in that understanding, therefore, that if the value systems of society assume a fluid state, it creates problems for schools because educators and adults in the community are supposed to be exemplary in the lives of the students. Their behaviour, attitudes and values should be in line with real life situations expected to be internalised and owned by students throughout their lives.

Rutter (1979:1) in his study of effective schools also supports the above argument when he posits:

"The formation and maintenance of a social group, with norms and values that support the purpose of the school, may be the most important resource a school possesses".

He further suggests that values and norms are communicated and reinforced through three social mechanisms: (1) teachers expectations about children's work and behaviour; (2) models provided by teachers' conduct and by the behaviour of

other pupils; (3) feedback children receive on what is acceptable performance at school. This is in line with the support the children receive from home and the involvement of parents in the education of their children. The partnership between the community or home and the school leads to a strong schooling system and its failure results in disunity and death of a culture of teaching and learning.

3.2.2 The schooling system

In a report by the Task Team on Education Management Development (1996: 10) the following observations are made:

“The legacy of apartheid in the field of education is well-known : it has left the country with an education system that is characterised by fragmentation, inequality in provision, a crisis of legitimacy and in many schools, the demise of a culture of learning as well as resistance to changing the way things have been done in the past”.

In the same vein, the neglect of the quality of African education, combined with a rapid increase in numbers of students, led to the disintegration of the learning environment and the death of a culture of learning in many historically Black schools.

The demise of a learning culture was exacerbated by curricula which had little relevance to the lives and aspirations of the students. Moreover, rote learning and examination driven teaching methodology were emphasised at the expense of student participation and critical thinking (The Task Team on Education Management Development Report, 1996).

The above argument reveals that the legacy of the past had detrimental effects on the delivery of education to historically Black communities. The rote learning method used by teaching personnel at the expense of student participation was unproductive. The resistance to changing the way things have been done in the past and lack of

control by management in some schools resulted in the demise of a culture of teaching and learning. The next section seeks clarity from literature on the role of management in addressing school culture and a conducive climate for learning and teaching.

3.2.3 School culture

The school is viewed as an organisation in its own right as a social unit. The word "culture" can be applied to a social unit of any size that has had the opportunity to learn and stabilize its view of itself and environment around it (Schein, 1985:9)

The school as a social unit and a place where education, mostly, takes place, is studied in order to link a culture of teaching and learning to a school culture. Having discussed factors influencing the restoration of a culture of teaching, learning and effective schooling (*cf.* 2.2) and school environment factors (*cf.* 3.1) the aim of this section is to discuss organisational life and social relations of those involved in the teaching and learning situation.

In supporting organisational life and social relations within the school Lane (1992) maintains that while shifts occur in the overt organisational structure and goals, the school remains an essential component of institutional change, the school culture model, recognises the importance of attending, carefully, to the underlying values, norms, attitudes and behaviour patterns of the people within the school.

3.2.4 School relationships

According to Van der Westhuizen (1991:625) the school culture has a fundamental significance for all those involved. The organisational life of the school exerts a significant influence on the quality of the working life of the teacher and the students in the school.

Kaplan and Evans (1996:3) argue that teachers as instructional leaders in their classrooms should design and teach lessons using distinct qualities to motivate more student-learning and to increase students' academic achievement. Dodd (1996:10) advises that the students should learn not only the three R's but also the three C's : care, concern and connection. She maintains that in that way schools could become democratic communities that serve the needs of all students, no matter what their family background.

Learning is a process of entering a cultural meaning system. Learning cannot take place in isolation; entering into meaning systems shared by others, requires entering into relationships with others. The submission by Dodd (1996:10) about the three C's implies care about other people, concern about their problems or safety and connection refers to involvement, i.e. being part of a group of other people or social relationship. Jacobson (1996:23) contends that social relationships are central to situated learning; learning is significant not only for the skills or process which are acquired, but for the changing of the social relations it entails. He suggests that learning is not demonstrated solely by what one is able to do, but by whom one is able to relate to.

These changing social relationships contribute to a change in identity so that learning and identity become inseparable. Identity is inseparable both from learning and from culture.

Good social relationships in the school situation lead to effective schooling. Only when teachers and students feel safe, can learning occur. None of the culture building activities, norms, beliefs and values could be strongly addressed without dealing directly and effectively with school safety (Kaplan and Evans, 1996:4).

In advocating for safe conditions for learning which imply a conducive climate for teaching and learning, Pierce (in Kaplan and Evans, 1996:4) reports that comprehensive evidence presented by the research established that the nature of the classroom environment has a powerful influence on how well students achieve a

range of desired educational outcomes. She maintains that a constructive school climate can be viewed both as means to a valuable end, and as worthy ends in their own right. A conducive school climate leads to a positive school culture and vice versa.

O'Donnel (1994:101) contends that if the culture of the school is predominantly academic or custodial within a community which rejects concepts of betterment and authority, then it is likely that an anti-school and delinquent sub-culture may develop. An anti-school and delinquent sub-culture is the result of the negative are the results of negative and unnatural nurturing of students. In many instances the role the educator expects the students to play is unnatural and the activities the students are expected to engage in are unlikely to ever occur in their adult life. In most cases the students are regarded as defiant if they do not conform to such harsh measures and educator expectations.

With regard to such an attitude of educators, Van den Aardweg (1987:178) notes that educators are criticised by students, because they challenge them to confrontation, abuse them physically and verbally, show them up in front of the class and their friends, and subject them to personal humiliations and indignities. This indicates another factor that leads to a negative school climate: the closed climate which is characterised by a spirit of disinterestedness.

In an open climate there is mutual candidness between the school, i.e. the principal and members of staff, as well as between the staff members and students (Van der Westhuizen, 1991:632). In schools where there is a positive culture, understanding exists between students and educators and teaching is organised around relationships. When there is a positive relationship between the educators and students, students have a reason to commit to the instructional activities and attach meaning to the academic process.

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Green (1996:20) agrees that in a nurturing school the educators arrange classrooms so that:

- students may know exactly what is expected of them.
- teachers may prepare material that reaches the different strengths of each student.
- there may be no waste of time.
- the environment may support learning.
- the teacher may control the classroom without being in control.

He further advises that the educators should explore the community in which the students live and see the world from their students' perspectives. Without a positive relationship with the educator, students have little reason to commit themselves to the instructional activities of the curriculum.

Avenant (1986:54) postulates that seeing that most students also learn for and from each other, and that learning effectiveness is to a large extent dependent upon the social climate reigning in the school, socialisation is regarded as a basic process of education.

In conclusion this section has focused on different relationships as they generally occur in organisations and particularly in school and community settings.

Without a positive relationship with the educator, students have little reason to commit themselves to the instructional activities of the curriculum. The next section deals with the school as a social organisation.

3.2.5 The school as a social organisation

In addressing socialisation systems Arends (1997:69) states that the learning theory that seems to have contributed most to the direct instruction model is one that is variously known as the social learning theory or observational learning.

Avenant (1986:54) postulates that seeing that most students also learn from each other, and that learning effectiveness is to a large extent dependent upon the social climate reigning in the school, socialisation is regarded as a basic process of education. It can be argued that socialisation starts in co-operation among students of the same class, different classes, different schools and between the school and the communities. Any action which is contrary to school socialisation brings about frustration and misunderstanding among members. This is witnessed by Chisholm and Vally (1996:30) in their research findings in Gauteng schools, that in general there appears to be a marked lack of co-operation, trust and respect between different parts of the school body.

They say that one of the schools visited, for example, had three staffrooms for three district factions. They argue that this is the most critical clue as to why learning and teaching have collapsed.

School socialisation implies involvement in school activities. This is in line with the principle of partnership in education as revealed by Potgieter, Visser, van der Bank, Mothata and Squelch (1997:8) that an important aspect of the Schools Act is the principle that there must be a partnership among all stakeholders who have an interest in education.

They say that these stakeholders are the state, parents, learners, educators, other members of the community in the vicinity of the school, special education bodies and the private sector. Concerning involvement in school activities, Mc Lennan (1996:36) suggests that quality education requires impact, a school focused approach, real community involvement and management of training and support.

It becomes apparent from the above views on the social climate reigning in the school, as viewed by Avenant (1986:54), a partnership between all stakeholders as enunciated by Potgieter et al. (1997:8), that socialisation and involvement of all stakeholders are paramount in the restoration of a culture of teaching and learning.

In their classroom transformation project Smit, Naidoo and Le Roux (1996:3) highlight that an important part of the project would be to inculcate in the pupils the values of interactive and interdependent co-operation. They say that pupils will need to learn the skills of team work, groupwork, transactional analysis, organization and development. In supporting team work, organization and development Wright (1997:7) in his address to the National Consultative Conference on the culture of learning, teaching and service postulates that parents and communities worldwide share some common hopes about schools.

He says that these include the hope of social, and economic mobility from one generation to the next, passing on elements of a valued way of life, preparing the young for useful roles in society, helping young people acquire desirable skills, knowledge and attitudes, as well as teaching useful social and second-order skills, like learning to live with others and learning how to learn. He identifies the following as educational barriers:

- Restricted access to schooling
- Alienation within schools
- Poor quality teaching
- Poor facilities and furniture
- Poor health and frequent illness
- Long distances and lack of transport
- A hostile school environment – violence, drugs, sexual harassment
- Over- crowded schools.

3.2.6 Conclusion

In conclusion, it can be pointed out that the school management has a responsibility to create and bring about accepted norms, values and beliefs in a school. The school as a social unit should maintain good social relationship

within, in order to promote and motivate more student- learning and to increase parent and student participation in the school affairs. The involvement of students in school activities is of paramount importance in the restoration of a culture of teaching and learning which is fundamental to effective schooling.

In the following section community support and involvement, resources for education and learner affairs will be discussed and analysed to show how they contribute to effective or ineffective schooling in the secondary schools.

3.3 COMMUNITY SUPPORT AND INVOLVEMENT

3.3.1 Introduction

The term "community" in the school situation suggests parents (Magqaza, 1993:18). Van der Westhuizen (1991:406) notes that the parent community includes parents of students at the school, as well as parents of former pupils and future parents. The local community includes individuals and families who work and live together in geographical proximity to ensure their individual welfare and progress, as well as that of the wider community.

Van der Westhuizen (1991:406) also highlights that the school community may be seen in a narrower sense as the form of community life in which the school principal, educators, parents, students and former students work together in the interest of educative teaching and training of the students.

Pitout, et al. (1993:34) maintain that the family is the primary group to which children belong and parents are the most important educators.

3.3.2 Parental involvement

In the foregoing the school community is linked with parents of students whose primary aim is to work together with school staff members in educating the students. Working together in this case suggests participation or involvement in school affairs. In support of participation in school affairs Meintjies (1992:60) contends that the broad guideline is that parents should contribute to creating an optimum educational environment at home, at school and in the community. He suggests the following areas of involvement:

- Participating in school governance, attending class and school meetings, liaising with their children's teachers.
- Keeping up to date with their children's progress, monitoring homework as well as instilling discipline and love of education.
- Looking after textbooks and other school resources in their care.
- Participating in building an effective parent organisation.

It is quite apparent from the above comments that the contribution of the parents in the education of their children is necessary if a culture of teaching and learning is to be restored. Thus, Bailard and Strang (1964:103) advise that teachers should share their philosophy of education with parents. Everard and Morris (1986:32) suggest that in sharing their philosophy, parents should produce the commitment to goals on which a sense of achievements depends.

The Open University (1981:37) adds that research evidence indicates that parental interest in and attitude towards education are positively correlated with the academic attainment of their children.

Academic attainment refers to the acquisition of knowledge, insight and skills, i.e. development of intellect, memory and dexterity. In supporting academic attainment

and involvement of parents Pitout et al. (1993:39) maintain that a school and the community should strive for three goals inside and outside the classroom:

- Educating the child to become a useful and efficient citizen who will be able to take his place in society and fulfil his duties towards his community and country.
- Preparing the child for an independent and successful life in the work he will eventually do.
- Assisting the child to develop into a person with an educated mind and good moral character.

Liphan and Hoe (1974:320) assert that the principal is responsible for planning, organising, guiding and controlling of school-community relationships, but the eventual success of the activity is jointly determined by everyone involved in it at the school, namely the principal, teachers and students. They maintain that the principal should be involved in the community in community activities.

By his participation in community activities he can clarify the strengths and weaknesses of the school and thus promote school-community relationships. This implies that community involvement in school activities is paramount if effective schooling is to be maintained. It is also observed that the principal as head of the school has a responsibility to plan and organise parent participation.

With regard to community involvement or participation, the Department of Education and Training (1997:2) notes that the South African Schools Act gives certain powers and responsibilities to governing bodies. Van der Westhuizen (1991:425) adds that parent involvement in school activities is further encouraged by parent-teacher associations as well as parent associations at regional, provincial and national level.

Literature has revealed that parental support and involvement in education are hindered by scarce resources to support education programmes, like providing

educational equipment and improvement of physical structures, particularly in historically Black schools where there are limited resources. In addition to scarce resources, a dysfunctional family has a direct or negative impact on schooling.

3.3.3 Dysfunctional family life

This hindrance of parental support and involvement, according to Le Roux (1993:37) is aggravated by the fact that for many African families the struggle to keep the family ties is hindered by economic and social factors, in particular by the migrant labour system that destroys family life. He maintains that deprivation, that is a direct result of broken family relationships, is a manifestation of an anti-child culture-the chief victim being the young child. Van den Aardweg (1987:154) argues that the reasons for the dramatic increase in youth suicide rates can be speculatively attributed to the breakdown of the family structure, changing value systems, a sense of not belonging and the disillusionment with the educational system.

The implications of the above is that family ties are paramount in the upbringing of the child. Broken family relationships affect the child psychologically, and as a result, by the time he/she reaches secondary, education he/she is a misfit. In most cases the child becomes violent, riotous and has an inability to control anger. Van den Aardweg (1987:175) adds that the most frequently cited causes of violence are deteriorating living conditions in many big areas, accompanied by the movement of the population, rising costs for services, poor pay, overcrowding, separate zoning with the affluent living alongside the poor, increasing youth hostility in the midst of economically deprived and often educationally starved homes and schools with often little or no parental supervision.

Youth hostility has a direct bearing on school riots or strikes which destroy a culture of learning. Riotous behaviour of students affects school administration in many ways. Absenteeism of students and educators becomes the order of the day

and this results in ineffective schooling. In order to address these imbalances which may be the result of dysfunctional family life, Euvrard (1994:18 in Malan, et al.1996:58) reports that the research indicates that a needs-based approach is essential for successful guidance of students. This implies that before the urgent need for effective study guidance can be dealt with effectively, certain pivotal subskills need to be dealt with. Malan et al. (1996:58) maintain that the following are evident from literature:

- Environmental factors play a significant role in study successes.
- The dynamics of the systematic context of the child, with specific reference to the family-school-interface, play a significant role in learning and study success.
- The recognition of the total student and his total needs, is required.
- There must be a specific focus on fostering positive attitudes.
- The development of a positive self-concept is a core requirement.
- A realisation that study success is possible for all students must be developed.

In helping the students who demonstrate at-risk behaviour or imbalances due to traumatic intrusion in their lives, Koorts (1996:8) advises that behaviour counsellors should be involved in providing support services to students and teachers.

Counsellors attempt to guide individuals towards successful and meaningful human relationships and in acting along socially constructive lines.

What is apparent is the lack of a positive influence on students by the parents, and this results in anti-social behaviour and gangsterism.

3.3.4 Lack of positive adult influence on students

Van Schalkwyk (1991:119) postulates that although all people share some qualities common to all people, they all differ in some respect. Thus, some people are more

musical than others, some have an aptitude for languages and others for painting or sculpture. Some are good at arithmetic others at literature, or manual skills and still others at sport.

This reveals that a person is unique, i.e. no two people are the same, they have different gifts from birth. The duty of the school or education is to nurture and develop the inborn traits so that a person may contribute positively to the society. Positive contribution constitutes a basic feature of the school, in that, as a place of teaching and learning, it manages its activities purposefully in order to speed them up and to make them effective and efficient.

In support of teaching activities, Van der Westhuizen (1991:275) states that a teacher who has been effectively equipped by virtue of his/her basic training and who also ensures that he/she keeps abreast in all related fields, serves the pupils entrusted to his/her care to the maximum extent. On the basis of the relationship of trust entrusted on educators, parents regard the school as a social organisation. The contribution to nurture positive behaviour is sometimes hindered by lack of resources for education, particularly in the historically Black schools.

3.4 RESOURCES FOR EDUCATION

In a review of key educational issues and policy options as published by the World Bank (1995:2) the following observations are made:

“For most black children and youth who have managed to enter formal schooling, apartheid has meant a second-rate education. Under-investment in facilities and maintenance has led to severe overcrowding, especially in African schools. African teachers in particular have been poorly educated and inadequately trained, so the quality of instruction they are able to offer their pupils is often low. Operating budgets in many African Departments have been scarce, and materials are frequently undersupplied and outdated. And across the board, education sector

management and planning have not been accorded priority resulting in insufficient use of resources and little accountability. Moreover, certain educational policies such as the requirement that all children master English and Afrikaans, as well as their initial language of instruction (which is often different from the mother tongue) have posed serious hurdles for Black pupils. The situation is complicated immeasurably by the destruction of the culture of learning and teaching, and the politicization of education that came about in the context of the struggle against apartheid policies. The unintended consequences of these circumstances are two-fold. First, learning outcomes are low (one measure of which is matriculation examination results) and levels of repetition and drop out are high among African students, leaving them insufficiently prepared to go on to higher levels of education and training. In addition, approximately 1,8 million African children of school-going age (Gr 1 to 12) are not in school at all. Thus, in either case, most Africans (and to some extent coloureds) have not been offered adequate preparation by the education and training system to become economically productive adults."

This underpins the need for a strategic intervention to ensure equitable and efficient use of resources in order to maximize the return on investment in education. Return on investment in education will not only ensure equity in delivery, but also improvement in the schooling system as a whole. This argument brings us to the socio-economic background of students, which is characterised by unemployment and inequitable allocation of resources, particularly to historically Black schools, and low standards of education. Inequitable allocation of resources has a direct, negative influence on the progress of the learners in historically Black schools.

3.5 LEARNER AFFAIRS INFLUENCING A CULTURE OF TEACHING AND LEARNING

3.5.1 Introduction

This section deals with the socio-economic background of students and factors that affect teaching and learning negatively, like violence in school, alcohol and drug

abuse, gangsterism, dysfunctional family life, lack of positive influence and absenteeism of students from school.

When these factors are predominant in a society, it results in a closed school climate which is characterised by a spirit of disinterestedness among staff members and students. The school principal finds himself in situations which negatively affect the school and the school community and which require dynamic decisions on his / her part.

In acknowledging the above view, Van den Aardweg (1987:174) asserts that within society at large, school violence has become a major social concern. She maintains that school violence is a social threat to the viability of school-based teaching and learning. The social threats, which are negative in nature, in the most cases are the results of socio-economic background.

3.5.2 Socio economic background of students

Economically, there is a great difference between urban and rural areas in the Eastern Cape Province. Although 55% of the Province's population is functionally urbanised, the Province is grossly poverty stricken. Seventy-two percent of the households live in poverty, that is, below the breadline. With an average of approximately four people depending upon the income of one individual, the Province is the second poorest nationally. It goes without saying that poverty affects education in a number of ways.

Starving students under-perform academically and also in physical activities. It is no exaggeration to say that the majority of students in this Province have one meal a day, because many families receive an exceptionally low income and the Province is plagued by high unemployment. Research undertaken in 1994 indicated an unemployment rate of 45,3%. Furthermore, 78,2% of the unemployed population had been unemployed for more than a year. Also 88,8% of these individuals did not have post-school qualifications and had not been trained for a

specific skill (Department of Education, Sport and Culture, 1996:4).

Unemployment and the lack of specific skills have a detrimental effect on educational progress and support by parents.

Inequitable allocation of resources coupled with low standards of income makes it impossible for school management to improve the standard of education in the historically disadvantaged communities. Effective management and effective capacity development are both reliant on the availability of appropriate levels of infrastructural, financial and other related resources. The inequities in the historical allocation of these resources are particularly severe, and require urgent attention (Task Team on Education Management Development 1996:68).

The allocation of resources to historically Black schools is discussed in Young and Burns (1987:1):

“... Classrooms designed for thirty pupils housing 60 or 70 pupils, often without desks, sometimes with few, if any, books or stationery. They also experience frequent disruptions to schooling caused by students’ protests against what they know is unequal education provision and under-qualified teaching”.

The economic, social and overcrowding problems in historically Black schools are highlighted by Mboya (1987) in Young and Burns (1987:68) when he contends:

“Overcrowded classrooms, inadequate teaching facilities, unhealthy and deteriorating school buildings and disproportionately few professionally trained teachers are ever present in Afrikan schools. Because the population of school age children is increasing every year, the numbers of children with special problems – social, psychological, economic, health – which require individual attention and extensive support services are enormous. Little, if any, is being done to initiate such programmes in Afrikan schools. There are no school social workers, no school counsellors, no school psychologists to attend specifically to the problems of Afrikan children”.

The Eastern Cape suffers from a lack of adequate economic infrastructure. The development of infrastructure in rural areas has, to a great extent, been neglected. This negligence has created a situation whereby the quality and quantity of essential aspects of infrastructure such as roads, telecommunications, power and specialised communication services are at an unacceptably low level. Thus access to critical services such as schools and medical assistance is exceptionally difficult for rural residents. Access to school is directly related to the quality of education as a whole (Department of Education and Training 1996:3-4). Inequality of provision of educational facilities contributes to educational crisis and violence in the schools.

3.5.3 Educational crisis and violence

School violence which disturbs the administration of the school and leads to a poor culture of teaching and learning is multi-causal. It should be noted that one incident or cause leads to one another, and if there is no control this may result in a collapse of school administration. The National Education conference (1992:74), in drawing up a code of conduct for students, educators and parents, asserts that the present education system in general, and African education in particular, is characterised by a deep-rooted crisis. It agrees that this crisis is reflected in inter alia:

- The high drop-out and failure rates in schools, colleges and universities.
- The collapse of the culture of learning.
- The undemocratic, bureaucratic, inefficient and corrupt administration of education which has led to, amongst other things, the collapse of the effective management of schools.
- The violence that has had a devastating effect on stability in the communities and its ramifications for education.

In support of the code of conduct Essop (1992:2) observes that the education crisis is reflected in the lack of and disrepair of schools, overcrowded classrooms, high drop-out and failure rates, the lack of suitably qualified teachers and low levels of literacy and numeracy. He argues that these visible symptoms hide the deeper consequences of the crisis and the profound effects it has had on the development of the economy and the society.

In relation to the lack of and disrepair of schools and collapse of effective management, the Daily Dispatch (4.4.1997:1) reports that several hundred students at Mgwali Public School in the Central Region held 13 of their teachers hostage in the school grounds for more than eight hours in demand for the appointment of a headmaster and better facilities. The students also refused to continue writing mid-year examinations as there were not enough desks to accommodate them.

Such occurrences reveal a lack of proper planning, lack of transparency on the part of management, and lack of involvement of students in the administration of the school. Here ignorance of the students about what was happening in the school led to confrontation between students and educators. The students voiced their anger by taking the educators hostage in demand for participation.

It can be pointed out that a school crisis which leads to aggressive behaviour of students is sometimes viewed as the end product of dissatisfaction and conformity to negative and unlawful practices, like alcohol and drug abuse. Hollins (1996:120) links conformity to negative behaviour and unlawful practice when he says that school resistance may take several different forms, including:

- Refusing to follow school rules and not conforming to the expected behaviour.
- Deliberately and overtly displaying different values.
- Overtly defying the authority of school personnel.

He maintains that these behaviours are a predictable psychological response to being in a situation that is personally invalidating and culturally incongruous.

3.5.4 Alcohol and drug abuse

The negative impact that alcohol and tobacco use and other drug-related practices may have on health, economic growth, social relationships, community life and emotional and spiritual well-being is widely acknowledged (Rocha-Silva, de Miranda and Erasmus, 1996:3). Pretorius (in Le Roux 1993:3) links the negative impact of alcohol and drug abuse to the modern world that has become problematic, because of drug trafficking. He contends that socio-pedagogy has an urgent task of studying and researching the social life of the child in education, as well as the relationship between education and society.

It is quite apparent that the society has contributed in one way or another to the negative behaviour of students. Poor relationship between the community and the school encourages drug use among students. According to Rocha-Silva et al (1996:77) the survey findings and the insights that emerged from an in-depth qualitative study show that young people presented with a fair degree of risk proneness with regard to the development of alcohol, tobacco and other drug-related problems. They maintain that the research findings indicate that the young people were confronted with a fair degree of:

- social support for alcohol, tobacco and other drug use;
- exposure to alcohol, tobacco and drug use;
- limited discrimination against alcohol, tobacco and other drug use.

Concerning community life Smith (in Le Roux 1993:31) asserts that the community does not live in isolation, but exists in a complex social, economic and cultural environment which directly influences education in the community.

He says that students are more exposed to the influences of and trends in society, especially with regard to their education. The educators and students are faced not only with harmful and impending societal influences, but also with the conflict between educational and societal influence.

Van den Aardweg (1987:174) associates alcohol and drug use with violence and vandalism and the fear they engender, which has a deleterious effect on the morale of both teachers and students and destroy the proper learning environment. He maintains that the school should be a safe environment in which students can learn, work, play and gain respect for others, and in which teachers can teach without fear and disruption. According to Hollins (1996:120) destruction of a proper learning environment begins for many youngster when the school culture and the home culture are in conflict, or when the demands and expectations of the school are inconsistent with the real-life experience of students. When the conflict escalates and the school teachers are unrelenting in their determination to force students to conform to school practices, student resistance can result.

The Task Team on Education Management Development (1996:32) advises that to overcome such resistance, it is necessary that there be open lines of communication, participation and involvement of all stakeholders, and an atmosphere of facilitation, support, negotiation and agreement. The implication is that the community and school cultures should be reciprocal. This is possible if there is good working relationship between the community and the school through parental involvement in school activities.

Van der Westhuizen (1991:409) argues that for the school principal the involvement of the community, i.e. parents and their say in educational affairs, has the implication that it affects his management responsibility directly in the sense that by instilling healthy attitudes between the school and the community he encourages confidence in the school. He suggests that the school principal should be so well equipped for his

task that he should be able to act with authority and self-confidence as far as the school-community relationship area of his management task is concerned.

It can be concluded that the abuse of alcohol and drugs by students can be overcome and in this way a culture of teaching and learning and positive student behaviour can be restored if there are open lines of communication among the educators, students, community (parents) and the Department of Education officials.

3.5.5 Gangsterism

A gangster is a member of a gang of violent criminals (Sykes, 1984:406). Van den Aardeweg (1987:175) states that youths participating in violence in their community will not limit such behaviour to outside the school. She maintains that isolation, powerlessness and dissatisfaction with the treatment by those in authority were found to be important factors contributing to school violence in a community. With regard to isolation and dissatisfaction of students with the treatment they receive from the community and school, Le Roux (1993:109) notes that the child who turns to gangsterism often feels deprived and inadequate, and has not found socially acceptable channels for satisfying his needs. He maintains that the mother or father either had not played a role that was admired by the child or else on account of the lack of a deep love relationship, was not accepted as an ideal.

Some schools are also "culprits" by depriving students of the love relationship and therefore encouraging them to resort to gangsterism.

Referring to the alienation of students Atkinson, Atkinson and Hilgard (1983:480) contend that such students resort to anti-social behaviour which results from a number of causes, including membership in a delinquent gang or a criminal sub-culture, the need for attention and status, loss of contact with reality, and an inability to control impulses.

They assert that anti-social personalities have little feeling for anyone except themselves, and are seen to experience little guilt or remorse, no matter how much suffering their behaviour may cause others. It becomes apparent that sympathetic interventions by all stakeholders in addressing anti-social behaviour of students in the schools are necessary. Anti-social behaviour which precedes delinquent gangsterism could lead to a total collapse of school administration.

It can be suggested that, whilst school education is viewed as a continuation of home or community education, parents should be involved in school activities. Involvement of parents in the education of their children guarantees understanding and open communications between the school and the home. Smit (1987:164) agrees with the above view when he says that excellence in education can occur only in the presence of an effective school or home. He maintains that the motivated teacher's fervour spills over into the home.

3.5.6 Absenteeism and punctuality

The National Education Conference (1992:79) in a bid to rebuild a culture of learning in South African schools, drew up a draft code of conduct for educators, students and the broader community. The aim with the code of conduct was to address constant absenteeism and latecoming to school by both students and educators. Respect for time is a fundamental condition for successful learning and teaching (Culture of learning, teaching and service, 1997:1)

The Focus in Education (1992:4) called upon students to attend school regularly, arrive punctually and to do all work assigned by teachers diligently.

The National Education Conference (1992:77) states that the undertaking of the learning responsibilities of the students requires that they should maintain regular and punctual attendance of school and classes. In support of the above views, the Ministry of Education Culture and Sport (1997:4) advises that students should

arrive at school punctually and educators should encourage students by giving them awards for regular attendance.

The Task Team on Education Management Development (1996:19) argues that the concept of restoring a culture of learning and teaching has been loosely used in the last few years in South Africa to refer, on the one hand, to the absence of school going habits and values, and on the other hand, to a loss of faith on the part of school communities in the benefits and legitimacy of education. Meintjies (1992:49) reports that the working groups in the National Education Conference produced a nine-page code of conduct document which addresses disciplinary problems, including absenteeism and late coming to school. The code:

- diagnoses disciplinary problems in schools and other education institutions;
- states clearly what will be required of students, teachers and parents if a learning culture is to be resuscitated;
- sets out requirements for effective management of schools; and
- suggests regular attendance of school and general regard for punctuality.

In encouraging regular attendance of school, the South African Schools Act (Act no. 84, 1996:4-6) emphasizes that every parent must see to it that every learner for whom he or she is responsible attends a school from the first school day of the year in which such learner reaches the age of seven years, until the last school day of the year in which such a learner reaches the age of fifteen years or the ninth grade.

The Schools Act regards a child as a responsibility of the parents and on that basis they are responsible for his/her actions. Active participation of parents in the education of their children can help to resuscitate a culture of learning and effective schooling. In the same vein, students are expected to be involved in the school affairs if the process of resuscitation of learning is to be successful.

3.5.7 Conclusion

This section has focused on factors which disturb the administration of the school and lead to a poor culture of teaching and learning. School violence, and high drop-out and failure rates in schools are the major concerns in the discussion.

The negative impact of alcohol and drug related practices is viewed as having a destructive effect, not only on education, but also on the economy of the country. The use of alcohol and drug is associated with violence and vandalism, which have deleterious effects on the morale of both educators and students.

The discussion emphasises that gangsterism leads to delinquency or a criminal sub-structure which could become a burden on the state. Absenteeism and late-coming to school affect academic progress and lead to poor achievement. Dysfunctional family life and a lack of a positive influence contribute to defiant behaviour of students and, in some cases, educators. The next section will discuss management factors, functions and involvement of students in bringing about a positive school culture which promotes effective schooling and good achievements.

3.6 MANAGEMENT FACTORS

3.6.1 Introduction

This section links up with the previous discussion on environmental factors that contribute to the welfare of a school, community support and involvement that bring about effective schooling, and the demise of a culture of teaching and learning. It also discusses managerial factors or management styles that contribute to a positive or negative school climate.

3.6.2 School climate

The term organisational climate is borrowed from the terminology of non-educational organisations, therefore, in essence it refers to the way in which an employee experiences and perceives the quality of his or her personal working life. Authors on educational management also use the term "organisational climate" to refer to the way teachers experience and perceive the quality of their working lives as a result of a specific management situation (Van der Westhuizen, 1991:631).

Schneider, Gunnarson and Niles-Jolly (1994:18) maintain that climate is the atmosphere that employees perceive is created in their organisations by practices, procedures and rewards. These perceptions are developed on a day-to-day basis. They maintain that climate is the "feeling in the air" one gets from walking around the establishment.

With regard to the "feeling", experience has revealed that anyone who visits more than one school quickly notes how schools differ from each other in their "feel", each appears to have a personality of its own.

The implication is that the atmosphere in different schools differs and the quality of human activity is greatly determined by the skills and activities of those in authority. The school managers are the major role-players who could make the school atmosphere conducive to effective teaching and learning. Sadker and Sadker (1991:265) contend that a safe and orderly climate is a necessary condition for learning. Orderly school climate means positive school atmosphere that leads to positive behaviour of students, educators and parents which is the basis for effective teaching and learning.

Sadker and Sadker (1996:265) suggest the following guidelines and data collection strategies to determine the climate of a school:

- Are the building and grounds clean and well kept, or are graffiti, broken windows and other signs of neglect evident?
- Observe the halls and on playgrounds, especially between classes and before and after school. Do students behave in an orderly way or are disruptive conduct and language apparent?
- Interview students and teachers. Do they think the school environment is safe and orderly?
- Is there a written discipline code or policy?

It is apparent that the educational climate of the school can be either negative or positive depending on the management styles and skills of those in authority, and the attitude and co-operation of the students and parents. In support of the above argument Halpin (170-180) distinguishes six types of organisational climate of the school which differ in one way or another:

3.6.2.1 Open climate

The open climate is when staff morale is maintained, staff and students are motivated to deal with the problems. Hoy, Hoffman, Sabo and Bliss (1996:52) point out that an open climate is one in which the principal is supportive of the teachers' actions and suggestions; the principal gives freedom to teachers to act and does not supervise too closely; and he avoids "bureaucratic trivia", not burdening or hindering teachers with trivialities. Nobbit, Rogers and Mc Cadden (in Green 1996:19) agree when they report that the "atmosphere" of any particular school will be greatly influenced by the degree to which it functions as a coherent whole with agreed upon ways of doing things which are consistent throughout the school, and which have the general support of all the staff.

3.6.2.2 Autonomous climate

The autonomous climate is characterised by the fact that educational staff have a great measure of freedom to satisfy social needs. The general spirit is more people-orientated than task-orientated (Van der Westhuizen, 1991:632).

3.6.2.3 Controlled climate

The controlled climate is task-orientated, and gives preference to tasks above human needs, with little opportunity for promoting social relationships. The morale in a controlled climate is high and the climate is more open than closed.

3.6.2.4 Familiar climate

In a familiar climate there is a jovial attitude between the school principal and the rest of the staff. Work satisfaction is average, mainly because of the extent to which social needs are satisfied. However, the staff receives little guidance to motivate them to achieve goals (Van der Westhuizen, 1991:632).

3.6.2.5 Paternalistic climate

The paternalistic climate is characterised by the passivity of the school principal, a lack of collaboration, the forming of groups, lack of involvement and poor morale. The paternalistic climate may be regarded as the most extreme form of a closed structure.

3.6.2.6 Closed climate

The closed climate is characterised by a spirit of disinterestedness among staff members and pupils. Staff changes frequently and work satisfaction is poor (Halpin, 1996:180). In a closed climate, according to Hoy et al. (1996:53) schools are not pleasant places for the principal, the staff or the students.

The principal distrusts the actions and motives of the staff, does not support educators, is rigid and authoritarian, and is perceived as burying the staff in unnecessary paperwork.

With reference to the types of organisational climate in a school, the above explanation depicts a picture of different administrative controls. This makes it clear that teachers and principals should not be under the impression that all schools have the same management styles and administrative approaches.

Management skills and know-how of educator differ from one school to another. It is apparent that the different management styles in the schools will have an impact on school culture as a whole. Thus, Schneider et al. (1994:25) maintain that climate change precedes culture change. What is paramount in school management is advance planning that involves educators, students and school governing bodies, so that climate and culture change may be reciprocated.

3.6.3 Planning as management task of the principal

According to Killen (1977:23) planning is the process of deciding in advance what is to be done, who is to do it, how it is to be done and when it is to be done. Avenant (1986:53) states that effective teaching is the result of thorough planning and systematic presentation.

The implication, according to Magqaza (1993:2), is that effective school leadership is based on good planning. He says that because planning is a line management function that can and should involve others, but cannot be fully delegated to subordinates, it follows that managers and planners should possess the necessary skills and understanding to plan effectively. Van der Westhuizen (1991:135) maintains that planning as a function of management is the activity of bridging the gap mentally from where the leader or manager and the group are

now, to where the leader wants to be at some future moment in terms of accomplishing a task.

The above statements imply that planning should involve educators, parents and students if it is to be effective. In supporting the above the Department of Education and Training (1990:232) maintains that a principal must do everything in his power to obtain the goodwill and co-operation of the parents.

Parental interest in the education of their children, according to Jacobson, Logsdon and Wiegman (1973:451) can be exploited if the principal acquaints himself with the necessity for carrying on an intelligent programme of building school-community relations.

It can be pointed out that this process is possible if thorough and advance planning is maintained for the benefit of the students and the school as a whole. It is quite apparent that in planning, the parents become involved in school activities by means of bodies such as parent-teacher associations (PTAs) and school governing councils, i.e. as representative of the wider community. The Department of Education and Training (1991:231) acknowledges such associations as both welcomed and strongly recommended, because there are countless examples of schools where these associations perform invaluable services.

Concerning student's involvement in planning, Jacobson et al. (1973:341) suggest that students may participate and assist in the planning of the administration of the school and can gain valuable experience in the process.

Everard and Morris (1986:32) explain that involving students in planning show them recognition and increase their sense of responsibility.

Expressing similar views, Van der Westhuizen (1991:348) argues that the school should make provision for preparing students as fully as possible by exposing them to as many aspects of life as possible during their school career.

Dean and Holm (1987:185) assert that students can plan their own individual learning and they can do it as an integral part of their own regular classroom learning.

It can be concluded that the process of joint planning can create self-reliance, good co-operation between students and staff members and love for the school. Badenhorst (1987:68) sums up that action of this nature can also motivate students to greater participation in school activities.

3.6.4 The motivational role of the principal

Motivation is the process of channelling a person's inner drives so that he or she may want to accomplish the goals of the organisation. Van der Westhuizen (1991:296) argues that management activities such as planning, organising and decision-making are dormant cocoons until the leader triggers the power of motivation in people and guides them towards their goals. Avenant (1986:54) contends that the basic condition of good education is that it must be tuned in to motivate the pupils to co-operation, interest and enthusiasm. He says that a motivated teacher knows that his pupils will seldom learn without the necessary motivation.

The implication of the above statements is that changing mind-set of the individual towards required or set goals or expectations is paramount if effective schooling is to be accomplished. Because each individual is unique and there are divergent views about schooling between the parents and students, it requires a skilled manager to bridge the different motives so that he/she may guide them towards the goals of the school. It can be argued that motivation towards effective schooling brings about effective learning. Arends (1997:5) notes that effective teaching requires individuals who can foster their students' academic achievement and guide them toward important social, moral and ethical goals. Jones (1996:40) maintains that learning skills and motivation which a team culture enables, form the mainspring of innovation, quality and efficiency. Positive motivation requires

understanding between or among different groups of people. This also suggests discipline, because motivation usually leads to agreement and compromise. Eckermann (1994:80) postulates that good discipline implies a system of negotiated rules and regulations, recognised as legitimate by children as well as teachers, which ensures that the classroom climate is warm, supportive and enjoyable, organised and structured to actualise each individual child's academic, social and emotional potential.

When the classroom climate is warm, supportive and enjoyable students take the initiative and responsibility to learn and maintain discipline amongst themselves for better academic achievement. Motivated students know when to study, how to study and what to study for assessment.

Dodd (1996:15) states that students can take more responsibility for themselves when they reflect on and monitor their own progress towards meeting expectations for behaviour and achievement. Motivation is a major inspiration for students during lesson presentation.

Thus, the Department of Education and Training (1996:175) advises that teachers should make every effort to present their lessons as graphically and interestingly as possible, so as to inspire their students. It can be concluded that motivation plays a great role in the restoration and sustainability of a culture of teaching and learning when students are involved in the process.

3.6.5 Student involvement

The involvement of students in school activities is of paramount importance for the restoration of a culture of teaching and learning which is fundamental to effective schooling. The idea is that the students' participation in planned activities would afford them the opportunity to be actively involved in and be exposed to situations that would equip them with expertise, knowledge and skills

that they would be expected to evince as worthy adults. In support of students' participation Jacobson et al. (1973:341) advise that students may participate and assist in the planning and the administration of the school and can gain valuable experience in the process. Everard and Morris (1986:32) agree that by involving students we show them recognition and increase their sense of responsibility.

It can thus be concluded that the students are one group of the key participants in the educative and administrative processes. Schooling becomes effective when students are actively involved. The Department of Education and Training (1990:179) maintains that the students' council may assist with the orderly running of the school in accordance with the educational aims of the school and the school rules. Jacobson et al. (1973: 343) postulate that since the council is representative of all the students in the school, the social activities should be planned to meet all their needs.

Students' activities in the school should be coherent with those of the school and the student body as a whole. Students' involvement in the running of the school can yield good results if it is properly supervised by educators. It can also create self-reliance, good co-operation between students and staff members and a love for the school. Such an open climate is conducive to effective teaching and learning. Badenhorst (1987:68) sums the situation up by saying that action of this nature can also motivate students to greater participation in the school activities.

3.6.6 Conclusion

This section has presented perceptions or views of academics about the concept of a culture of teaching, learning and effective schooling. The educator, as a professional and responsible official has the task of creating up a conducive learning environment for every student under his / her care. The student, on the other hand, has a responsibility to learn if he / she wants to succeed in his / her studies, but he / she cannot do that if he / she is not aware of the task, or does not

pay attention to the task. Effective schooling is viewed as a result of dedication, commitment and hard work of both the educator and the student, in order to make their goal, i.e. achievement, realizable.

A school culture that is conducive to teaching and learning is not underestimated in discussing the educative-learning process. Planning as a function of management is discussed as an activity of bridging the gap mentally from where the leader or manager and the group are now to where the leader wants to be at some future moment in terms of accomplishing a task. Motivation, on the other hand, is viewed as a major inspiration for students during lesson presentation. The involvement of students in school activities is of paramount importance in the restoration of a culture of teaching and learning which is fundamental to effective schooling. The next sections deal with didactical concepts and staff affairs.

3.7 DIDACTICAL CONCEPTS

3.7.1 Introduction

This section identifies and discusses purposefulness, individualization and evaluation as teaching and learning principles, which are fundamental in promoting an effective schooling environment.

It is maintained that to be effective, teaching must be purposeful or intentional, and that if it is to be successful it should be evaluated. Individualization is viewed not only as a major inspiration for students during lesson presentation, but also as an encouragement during parent participation in school affairs. Concerning evaluation, the Northern Province Culture of Learning, Teaching and Service (COLTS) notes in its twelve-point plan:

“One of the reasons pupils fail is that teachers do not give sufficient work to pupils and there is sporadic assessment of pupils’ work. Classwork, homework, assignments, tests and examinations must be given on regular basis” (Culture of Learning Teaching and Service 1997:2).

3.7.2 Purposefulness

A culture of teaching and learning is characterised by purposeful behaviour on the part of both the educator and students. Arends (1997:5) states that effective educators have personal qualities that allow them to develop authentic human relationships with their students, as well as with parents and colleagues. The Commonwealth Secretariat (1993:40) holds the same view as Arends regarding authentic human relations in asserting that the quality of the school environment includes the quality of its relationships with the community. She maintains that an important management function of the head of the school is to maintain a strong, positive working relationship between the school and the community for effective school management. The implication, according to Morrison and McIntyre (1973:140-141) is to create an environment in which a culture of teaching and learning is promoted. It becomes clear that the positive working relations between the school and community lead to understanding, good co-operation and effectiveness. Positive and co-operative relationships result in proper education, i.e. a positive culture of teaching and learning which is fundamental for good academic achievement in the school.

Potgieter et al. (1997:7) view the ideal of a positive relationship as good, purposeful behaviour that restores a culture of teaching and learning. It is also academically important to note that students are in one class as unique individuals who should be treated as such, in a purposeful manner, for their cognitive, spiritual and physical development.

3.7.3 Individualisation

Since every pupil is a unique, distinctive individual and differs radically from each other, it is a basic principle that teachers should individualise teaching (Avenant, 1986:54). The implication is that individual needs, strengths and weaknesses of the student should be taken into consideration in the teaching situation. It should

also be borne in mind that the uniqueness of the student does not mean isolating him from the group of other students, or the community of which he/she is part. Pitout, Smit, Windell and Steinmann (1993:46-47) contend that the child is an individual, but an individual in a social environment. They maintain that the child is also homo civis, a being who shares his existence with others. They point out the following:

- The teacher should apply the principles of individualisation and socialisation in the classroom.
- Children should also be assisted in conforming to the rules, standards and norms of the society.
- Children should be assisted to enter into respectful and responsible relationships with classmates, teachers and parents.
- The community is constantly changing. Education must prepare the individual child and make him competent to live in such a society and serve as a useful member of that society.

The above statements address a culture of teaching and learning where conformity to rules, standards and norms of the school and society is the basic principle. This is also in line with the views of Kaplan and Evans (1996:1) who state that the culture reflects the organisation's values and beliefs, rituals, philosophy, norms of interaction and expectations about the way things are done. Looock and Grobber (1997:34) contend that conformity to the institution, its rules and its expectations leads to an organisation's effectiveness, while conformity to individuals, their personalities and their needs leads to individual efficiency. Individualised education contributes to the improvement of the development of the student, leads to a decrease in disciplinary problems and strengthens the student's feeling of independence.

3.7.4 Evaluation

Evaluation, measurement and assessment are interlinked, and play an important role in helping the educational manager to maintain and restore a culture of learning. Measurement is concerned with the qualitative assessment of a student's progress (Pitout et al. 1992:133). Achievement is assessed or measured by means of a test or examination. Failure to assess or measure the performance of students, discourages further learning.

Evaluation, according to Avenant (1996:183) indicates the determination of the effectiveness with which learning occurs in a pupil or group of pupils. Reynders (in Van der Westhuizen 1991:221) says that evaluation is a task which has as purpose the identification of merits and deficiencies, and is an integrative part of the control task. He says that the quality and functionality of tasks are measured by means of evaluation. The implication is that learning is evaluated to find out if it is effective or not. Arends (1997:48) maintains that in general, a teacher's evaluation activities are aimed at one of the following three important goals:

- diagnosing prior knowledge and skills;
- providing corrective feedback; and
- making judgements and grading students' achievement.

This also suggests that an educator should apply self-evaluation or assessment in order to determine whether his teaching is effective or not. This is also incumbent on the students to evaluate their learning skills, commitment and dedication to their work.

Evaluation in a broader sense also addresses, according to Chisholm and Vally (1996:3) the RDP's (Reconstructive and Development Programme) culture of Learning Programme that introduced a new dimension and initially focused on rebuilding the material and social conditions necessary for schooling to take place: school buildings and renovations and capacity building of school governing bodies.

One may point out that these are the basic requirements for the promotion of a culture of teaching and learning in the secondary school.

Although the above analysis has presented a positive view of the school environment and classroom situation, literature surveyed has also revealed negative aspects that affect a culture of teaching and learning in the schools. This included unprofessionalism of staff in a number of ways.

3.8 STAFF AFFAIRS INFLUENCING A CULTURE OF TEACHING AND LEARNING

The behaviour of educators, including absenteeism and late-coming to school, is causing concern to the public. The Sunday Times (1997:5), for instance, reports that when President Nelson Mandela launched the national campaign for learning and teaching, he called on teachers to set an example. He said that they needed to show their commitment to education by being punctual, preparing thoroughly for lessons and behaving professionally.

It is also reported that the research into Gauteng schools by the University of the Witwatersrand found that students consistently complained of teachers' lack of professionalism, including a lack of respect by teachers for one another and for students, sexual abuse and harassment of students, absenteeism, use of corporal punishment and drunkenness (Sunday Times, 1997:5).

At the National Education Conference (1992:79) the view was expressed that the undertaking of teaching responsibilities requires the development of respect for the job, and in particular, to be punctual, attentive, of sober mind and body, enthusiastic and well-prepared for lessons. Strong opinion was expressed for the elimination of unprofessional behaviour, such as drunkenness, and the use of drugs and assault, which destroys the culture of teaching and learning.

These opinions reveal concern about the negative attitude of educators, which is fundamental to the lack of a culture of teaching and learning. Such unprofessional behaviour of educators could also lead to confrontation with students.

Concerning absenteeism, drunkenness and the abuse of children, one may assume that parents have taken a back seat at the expense of their children. This is in contrast with their responsibilities to be involved actively, both as individual parents and collectively in school governance structures. They are also required to have regular discussions with their children about general school matters in order to be informed about conditions in the school, as well as the views and concerns of their children with regard to unprofessional behaviour (National Education Conference 1992:80-81). Van der Westhuizen (1994:22) asserts that educational management is determined by time, because everything develops or changes in the course of time and everything is carried out within time. He suggests that cognisance must be taken of facts such as planning, organising, guidance and control of time-related matters such as administrative time, didactic time, the lesson period, school day, school year, signs of the times, to give only a few examples.

Good time management contributes to effective schooling and efficient teaching. Good management promotes continuity and co-ordination of the school activities and alleviates disruptions of the school programme, misunderstanding and conflicts in the school. To point out the advantages of good time management, Chrispeels (1992:114) noted that in a 1989 effective-school survey, that 100 per cent of the staff agreed that it contributed to achieving the following:

- Homework was regularly assigned.
- The school had a written work policy.
- Classes started promptly.
- Practice work was planned so that students might be successful.
- Students learned to the end of the period.

3.9 RELATED RESEARCH

Investigations into topics similar to this research were discussed in 1.5. In this section statistical findings of studies in similar fields by other researchers are discussed. The following findings or observations were noted during the literature survey. Ndebele (1995:28) noted that in the Butterworth Region (part of the Eastern Cape) 55% of the senior secondary school educators were males. Mkosi (1997:131) found that the highest percentage of educators in the Transkei Area had teaching experience of more than ten (10) years. Mosoge (1989:98) reported that in the Vaal Triangle 72,5% of the principals had 6-10 years teaching experience. He also determined that 57,7% of the principals were appointed permanently.

Concerning the pupil: teacher ratio, Chisolm and Vally (1996:19) reported that the pupil : teacher ratio in their investigation in the Gauteng Province was within the prescribed requirements in the secondary schools (1:35). Steyn (1999:66) determined that the pupil: teacher ratio in the Eastern Cape was 1:35,08 in 1994 and 1:35,02 in 1996. His projection for the year 2000 was 1:35,50.

With reference to the poor pass rate in secondary schools, a number of views are put forward to address improvement of the pass rate in the schools. According to Martins in Heystek and Louw (1999:21) principals of South African Schools express the desire that parents should participate more actively in school activities with the aim of improving the standard of education. Lack of parental involvement in the affairs of the schools suggests the empowering of school governing bodies to improve parental participation in school affairs. Heystek and Louw (1999:24) indicate that parental participation in organised school activities is 2% in South African rural schools and 29% in urban schools. When one compares the pass rate and the level of parental participation, it can be pointed out that the participation of parents in school activities has a positive influence on the academic achievement of the students. Barnard (1999:28) says that the teachers and parents obtain information on the educational progress of students through scholastic tests. The implication is

that parents and teachers should work as partners in education in order to correct the wrongs students do, to motivate them to work hard for better achievement, and to commend them for good things done. Windham (in Steyn 1999:66) notes that in the urban schools the effectiveness and efficiency of the school system obviously depend on the actual teaching, management and achievement of the learners. Christie et al. (1997:9) maintain that schools that involve parents in school governance show attributes that are associated with effective schools, that is, active and strong leadership, a safe, orderly climate, good student-educator relationships, parental involvement, collaborative planning and school wide development. Orderly climate and good student-educator relationships are the results of good human relations among the where school population.

3.10 SUMMMARY AND CONCLUSION

This chapter has given meaning to the promotion of a culture of teaching and learning in the teaching situation as a basic function of a school manager.

Positive factors influencing effective schooling, for example school climate, culture, involvement of the community and students in decision-making are discussed at length to highlight approaches that may be applied in restoring a culture of teaching and learning.

Violence, alcohol and drug abuse, gangsterism, absenteeism from school of both students and educators, dysfunctional family life, and lack of positive influence are discussed as factors that contribute to retardation of teaching and learning in the school. The school is presented as a social system within the hierarchy of a larger social system, the community.

Socialization is discussed as starting for the co-operation among students of the same class, different classes, different schools, and between the schools and communities. Didactical concepts, purposefulness, planning, motivation, individualisation and evaluation have been surveyed as

fundamental in the promotion of effective teaching and learning. Effective teaching is viewed as being purposeful or intentional, and if it is to be successful it should be planned.

In conclusion, it is vitally important to note that literature review was not limited to a particular school culture, but can be applied to a culture of teaching and learning in any school and community. The next chapter will analyse the findings of the quantitative research on the restoration of a culture of teaching and learning in the Eastern Cape Secondary Schools.

CHAPTER 4

RESEARCH PROCEDURES AND ANALYSIS OF RESULTS

4.1 INTRODUCTION

This chapter focuses on the research procedures followed in collating the information for this investigation. An in-depth discussion of the analysis of results of the research is given.

The questions for the questionnaire have been derived from the literature survey. The factors emanating from issues surrounding the school system, community support and involvement, resources for education, learner affairs, management factors, didactical concepts and staff affairs influencing a culture of teaching and learning, form the basis of this research. In essence the questionnaire has been structured as follows:

- Section A deals with the particulars of the respondents, that is, from question 1 (one) to 13 (thirteen).
- Section B, which forms the basis of this research, is divided into seven categories, which are as follows:

Factors emanating from the school system, starting from question 14 (fourteen) to 20 (twenty); community support and involvement from question 21 (twenty-one) to 29 (twenty-nine); resources for education from question 30 (thirty) to 40 (forty); learner affairs influencing a culture of teaching and learning from question 41 (forty-one) to 48 (forty-eight); management factors from question 49 (forty nine) to 57 (fifty-seven); didactical concepts from question 58 (fifty-eight) to 67 (sixty-seven); and staff affairs influencing a culture of teaching and learning from question 68 (sixty-eight) to 81 (eighty-one). The research was undertaken in the Central, South Eastern and Northern Regions of the Eastern Cape Province, which are divided by imaginary boundaries, indicating common cultural background of the population.

Two flow charts sketch the research procedures followed in the investigation and the period taken to collect the data, until the writing of the report. The chapter opens with the research procedure, description of the distribution and return of the questionnaires and the analysis of the results. It closes with a summary and conclusion.

4.2 RESEARCH PROCEDURE

Data was gathered by means of a self-completion structured questionnaire. The questionnaire, probing school culture and its relationship to a culture of teaching, learning and effective schooling was administered to principals of secondary schools, selected at random. The use of a questionnaire for this research was advantageous because the area is wide and it would be difficult to cover the whole population when using other tools of research like interviews.

The advantages of the use of a questionnaire in research such as this are evidenced by Mahlangu (1987:84-85) and Cohen and Manion (1986:295) who explain the advantages of the questionnaire as follows:

- The questionnaire permits a wide coverage with a minimum expense of time and money.
- It reaches people who are difficult to contact.
- It lends itself well to the collection of data which could be obtained in no other way.
- It is useful when it is impossible to interview individuals personally.
- The questionnaire permits well-considered and more thoughtful answers.
- A well-compiled questionnaire could be assessed without much loss of time.
- It allows for uniformity and ensures that answers are more comparable.

Mahlangu (1987:85) however, points out some disadvantages of this type of research in terms of limitations such as the following:

- There might be a high percentage of questionnaires which are not returned. If the response is poor, the validity of the results would be affected.
- Bias might arise from respondents' lack of understanding of the questions, or resentment might be felt at the interference in their personal affairs. Falsifications for various reasons and the bias of non-response should be considered.
- The ability or willingness of the respondent to provide information would affect the validity of the results.
- The questions might be misinterpreted and such misinterpretation might be almost impossible to detect.
- The completion of a long questionnaire might be time-consuming.
- The respondent might have little interest in a particular problem and therefore might answer the questionnaire indiscriminately.

In order to succeed in an investigation, a questionnaire should be reliable and its content and construction valid.

In order to address reliability and validity, the researcher adopted a specific pattern in drawing up and administering the questionnaire. After the questionnaire had been compiled, a pilot study was undertaken to test reliability and validity.

4.2.1 Content and construct validity

Validity is concerned with soundness, that is, the effectiveness of the measuring instrument. It would raise such questions as: What does the test measure? Does it, in fact, measure what it is supposed to measure? How well, how comprehensively, how accurately does it measure it? (Leedy 1989:26).

The content of the questionnaire addresses the factors that affect a culture of teaching and learning in the schools. All the categories are interlinked, namely, factors emanating from the school, community support and involvement in

education, resources for education, learner affairs, management factors, didactical factors and staff affairs.

The test and re-test (in verifying questionnaire consistency and reliability) approach adopted through the pilot study, the restructuring of questions and final approval by the promoter indicated that the content was valid and consistent. The consistency of the questions and the appropriateness of the content relate to the logical construction of the questionnaire.

Concerning the construction of the questionnaire, a thorough survey of literature was undertaken and the format of the questionnaire construction was discussed with the promoter. Educators managing secondary schools and colleges of education were consulted on problems affecting schools and the reaction of educators to these problems and the general attitude of students. This made a plan for and the debate about the arrangement of the questions easier, consistent and relevant in addressing a culture of teaching and learning in the schools.

Relevancy in this case suggests reliability.

4.2.2 Reliability

Questionnaire reliability means that a questionnaire is consistent. Gay (1987:135) maintains that the unreliable test is essentially useless; if a test is unreliable, then scores for a given sample would be expected to be different every time the test is administered. On the other hand, if the questionnaire is reliable, the information it provides is stable, and similar results are obtained when the same questionnaire is used more than once to investigate the same problem.

The questionnaire is divided into T1,T2,T3,T4,T5,T6,T7 and T-total factors. T1 to T7 factors indicate the reliability of the subsections and T-total in this research shows that the questionnaire as a whole can be taken as highly reliable.

The reliability of the different sections of the questionnaire, as well as the questionnaire as a whole for this investigation is determined by means of the Cronbach Alpha Coefficient. The values are listed as follows:

Table 4.1: Reliability coefficients for the questionnaire

CATEGORY	RELIABILITY COEFFICIENT
T1	0,9265
T2	0,8787
T3	0,8041
T4	0,7417
T5	0,8325
T6	0,8595
T7	0,8172
T-TOTAL	0,9231

The high values of the reliability coefficients of all the categories indicate that the questionnaire as a whole as well as the sub-sections thereof can be taken as highly reliable.

4.2.3 Constructs of the questionnaire

4.2.3.1 Pilot study

The pilot study formed the preliminary stage of this investigation. The sample of the questionnaire was distributed to twenty educators, i.e. principals of secondary schools and education development officers and lecturers of colleges of education, selected at random. Minor changes were effected on the basis of the responses of the respondents. After changes were made, the questionnaire was submitted to the promoter for scrutiny and comments. Changes and re-arrangements of the questions were also pointed out. After the final corrections, the questionnaire was prepared for distribution to the respondents for investigation.

4.2.3.2 Questionnaire distribution

20% (twenty percent) of the principals were selected randomly from the Central, Northern and South Eastern Region secondary schools (cf 1.6.4.1) as a 20% randomly selected sample is seen as representative of the population of principals.

Two methods of distributing the questionnaire were used:

- posting
- delivering and returning

4.2.3.3 Posting

Twenty questionnaires with reply envelopes were posted to schools (principals) in the Central and Northern Regions. These schools have reliable mail systems. There was no fear of losing the mail in transit. In the rural areas (schools) postal services are unreliable and delivery is very slow. To overcome this problem, the questionnaires were delivered by circuit managers to schools.

4.2.3.4 Delivering and returning

Twenty-seven (27) questionnaires in sealed envelopes were delivered by circuit managers to principals in the Central Regional Schools, i.e. twenty percent (20%) of 220 schools in the region which included seventeen (17) schools that received questionnaires through the post.

Twenty questionnaires (20) were delivered to principals in the Northern Region schools, i.e. twenty percent (20%) of 118 schools which included three schools that received the material through postage.

Thirteen (13) questionnaires were sent to the principals in the South-Eastern Region, i.e. twenty percent (20%) of the sixty eight (68) schools in the region.

The respondents were requested to return the completed questionnaire forms to the researcher in the sealed envelopes provided to the circuit managers for transmission.

The size of the sample, 20% of the total number of schools in the targeted regions, was predetermined so that it might be handled efficiently within limits of time.

It was decided to use simple random sampling for this research in order to give an equal chance to every member of the principalship in the targeted districts within the specific period to be a member of the sample.

4.3 RECEIVING THE QUESTIONNAIRES AND PROCESSING OF DATA

The total number of questionnaires sent to the schools was eighty (80), that is, forty-four (44) to the Central Region, twenty-three (23) to the Northern Region and thirteen (13) to South-Eastern Region.

The total number of questionnaires that were returned was sixty-eight (68), that is, forty (40) from Central Region, eighteen (18) from Northern Region and ten (10) from South Eastern-Region, giving eight-five percent (85%) of the total questionnaires returned. This can be seen as a high response rate.

Concerning the processing of data, the computer centre of the University of Orange Free State used the SPSS / X programme. F-tests and the Scheffé procedure were used to analyse the mean, standard deviation, variance and the level of significance. The t-test was used to analyse differences in means. The Cronbach Alpha Coefficient determined the reliability of the different sections and the whole questionnaire.

The high level of the interpretation of the data revealed the actual position in the various schools in the Province. It also assisted in presenting quality work and in depth analysis of the information gathered. The next section deals with the analysis and interpretation of the results.

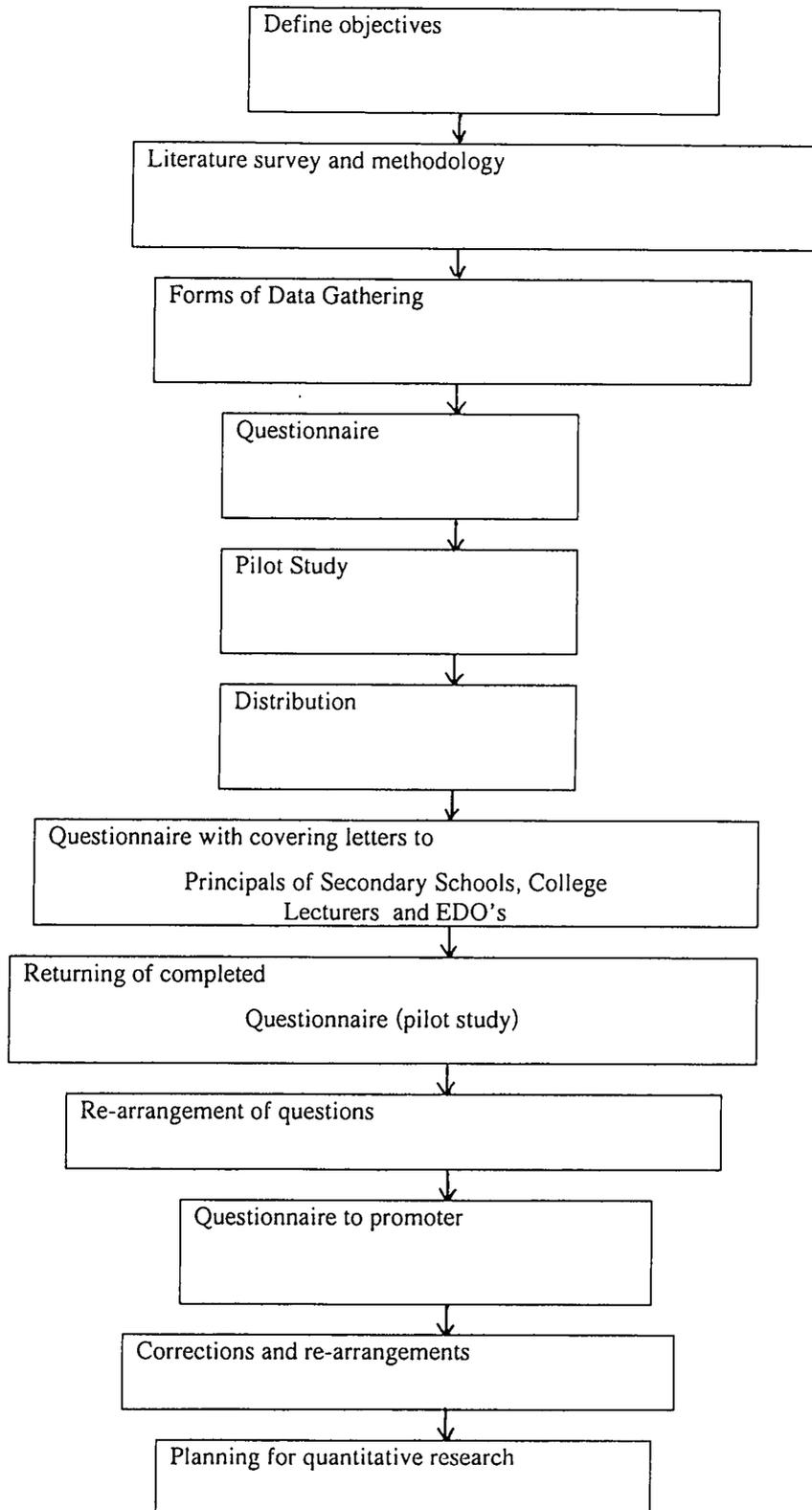


Figure 4.1: Flow chart depicting the methodology of the research

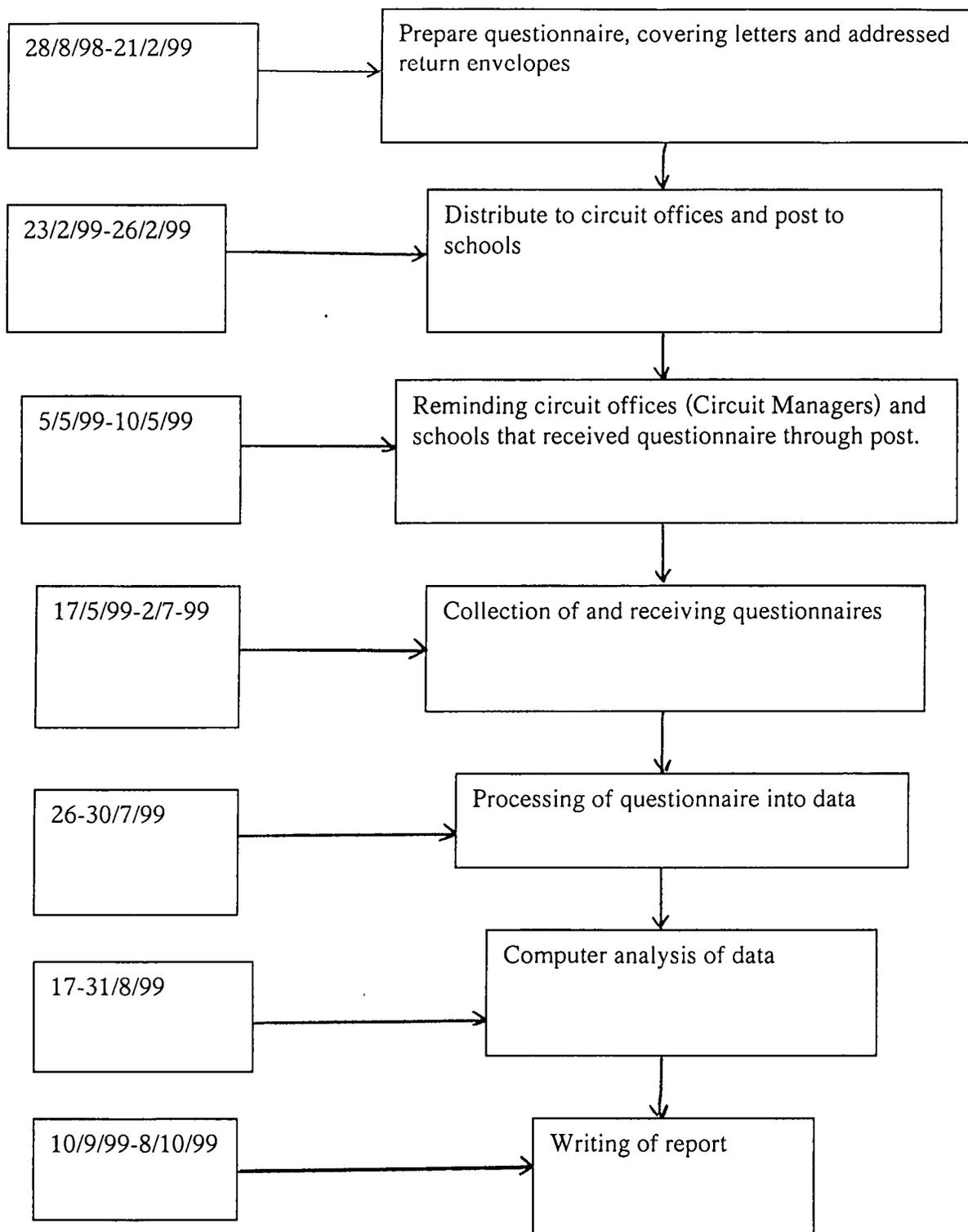


Figure 4.2: Flow chart depicting the planning and distribution of the survey and the analysis of the data

4.4 ANALYSIS OF THE RESULTS

4.4.1 Introduction

This section deals with the quantitative information that was collected during the investigation. The seven categories that were presented during the research are analysed with reference to the particulars of the educators and the schools, in addressing a culture of teaching and learning. These have bearings on the progress achieved and maintained in the schools. The coefficients correlation of the scores between and among the various categories and the schools are highlighted.

4.4.2 Definition of terms

- The mean

Walizer and Wienir (1978:182) contend that the mean is an average. It describes the distribution by providing a score that each case would have if the variables were distributed equally among all observations. In other words, the mean is the category of the variable that every observation would be if all observations were the same score. The mean is the point on the score scale that is equal to the sum of the scores divided by the total number of scores (Polit and Hungler, 1995:381).

- Standard deviation

The standard deviation is a measure of the spread or dispersion of scores.

The deviation of each score from the mean is squared, these squared deviations are then summed, the results are divided by $N-1$, and the square root is taken.

- The correlation coefficient

Wiersma (1991:312) describes the correlation coefficient as an index of the extent of the relationship between two variables, which can take on values from $-1,000$ through 0 to $+1,000$, inclusive. The greater the absolute value of

the coefficient, the stronger the relationship. The correlation of indicates no relationship between variables, in which case it is said that the variables are independent. The sign or the coefficient, plus or minus, indicates the direction of the relationship. If the sign is plus, high scores on one variable go with high scores on the other variable. The same is true for low scores on both variables going together. If the sign is minus, the relationship is reverse, that is, low scores on one variable go with high scores on the other variable, and vice versa.

- Analysis of variance, t-test, F-test, Scheffé procedure

The aim of the t-test is to compare the means of two groups in order to determine if the difference in the means is attributed to chance or if it is a genuine difference. The aim of analysis of variance is to explain the total variance of measurements of the dependent variable which is sub-divided into different levels of the independent variable (De Wet, Monteith, Steyn, Venter 1981:212-214). The F-test is used to determine the significance of the difference between variances (De Wet et al. 1981:219). By using the Scheffé procedure it is possible to determine between which specific groups the difference is significant (Huysamen 1985:100).

4.4.3 Analysis of results

4.4.3.1 Section A: Particulars of educators and school:

Table 4.2 : Biographical particulars

Particulars	Location	Frequency	%
Location of school (A1)	Rural	46	67,6
	Township	15	22,1
	Urban	7	10,3
Gender (A2)	Male	57	83,8
	Female	11	16,2
Type of school (A3)	Boys	0	0
	Girls	1	1,5
	Combined	67	98,5
Teaching experience (A4)	Less than 1 year	2	2,9
	1-5 years	5	7,4
	6-10 years	15	22,1
	more than 10 years	46	67,6
Experience as Principal (A5)	Less than 1 year	8	11,8
	1-5 years	16	23,5
	6-10 years	21	30,9
	more than 10 years	23	33,8
Status as Principal (A6)	Temporary	5	7,4
	Permanent	63	92,6
Qualifications (A7)	Matric & Diploma	18	26,5
	Degree & Diploma	37	54,4
	Post Grad Degree & Diploma	13	19,1
Management training (A8)	Self-Development	12	17,6
	In-service	8	11,8
	Formal studies	46	67,6
	Missing	2	2,9
Student enrolment (A9)	Less than 500	35	51,5
	500-1000	31	45,6
	more than 1000	2	2,9
Number of Educators (A10)	Less than 30	62	91,2
	30-50	6	8,8
	more than 50	0	0
Matric Pass Rate 1996 (A11)	Less than 30%	38	55,9
	30%-50%	19	27,9
	50%-90%	8	11,8
	missing	3	4,4
Matric Pass Rate 1997 (A12)	Less than 30%	42	61,8
	30%-50%	16	23,5
	50%-90%	7	10,3
	missing	3	4,4
Matric Pass Rate 1998 (A13)	Less than 30%	43	63,2
	30%-50%	14	20,6
	50%-90%	8	11,8
	missing	3	4,4

4.4.3.2 Discussion

From table 4.1 the following can be concluded:

- The majority of the schools (67,6%) are situated in the rural areas.
- The majority of the respondents are men (83,8%).
- With the exception of one school for girls, all other schools are combined schools (98,5%).
- The majority of the principals (67,6%) have more than ten years' teaching experience and more than five years experience as principals (64,7%).
- Many principals (92,6%) are appointed permanently and only 7,4% of the principals are temporary.
- The majority of respondents (54,5%) have degrees and diplomas.
- Management training of the majority of the principals (67,6%) was acquired through formal studies.
- The highest number of schools (51,5%) have less than 500 students and 91,2% less than thirty educators.
- The majority of schools had a pass rate of less than 30%, namely 55,9% in 1996, 61,8% in 1997 and 63,2% in 1998.

4.4.3.3 Section B

(i) Correlation coefficients

Table 4.3: Correlation Coefficients between the T-factors

	T1	T2	T3	T4	T5	T6	T7	TOTAL
T1		0,817	0,667	0,421	0,740	0,735	0,650	0,863
T2	0,827		0,673	0,481	0,866	0,736	0,626	0,893
T3	0,667	0,673		0,443	0,602	0,689	0,694	0,834
T4	0,421	0,481	0,443		0,457	0,561	0,374	0,621
T5	0,740	0,866	0,602	0,457		0,735	0,675	0,869
T6	0,735	0,736	0,689	0,561	0,735		0,791	0,899
T7	0,650	0,626	0,694	0,374	0,675	0,791		0,837
TOTAL	0,863	0,893	0,834	0,621	0,869	0,899	0,837	

From table 4.3 it can be seen that all the correlation coefficients are positive. All are highly significant at the 1% level of significance. It can, therefore, be concluded that there is a highly significant relationship between all the T-factors.

(ii) Mean, Standard Deviation, Analysis of Variance and F-test

Only those cases where significant differences are found are indicated.

Table 4.4: Mean and standard deviation of T1 factors (factors emanating from school system) with reference to the location of the schools

Location	Mean	Standard Deviation
Rural	3,05	0,58
Township	2,99	0,74
Urban	4,16	0,43
TOTAL	3,15	0,69

The above table shows that the urban group is the most positive about the effects of the factors emanating from the school system on a culture of teaching and learning.

Table 4.5: Variance and level of significance of T1 factors (factors emanating from school system) with reference to the location of the school.

Source of Variance	D.F.	Sum of squares	Mean squares	F. Ratio	F Prob.
Between groups	2	8,03	4,02	10,97	0,0001
Within groups	65	23,80	0,37		
TOTAL	67	31,83			

As indicated in table 4.5 there is a significant difference between some of the groups. According to the Scheffé procedure the significant differences are between:
The urban group and both the rural and township groups.

Table 4.6: Mean and standard deviation of T2 factors (community support and involvement) with reference to the location of the schools

Location	Mean	Standard Deviation
Rural	2,86	0,56
Township	2,82	0,47
Urban	4,05	0,29
TOTAL	2,97	0,63

Table 4.6 reveals that the urban group is the most positive about the effects of community support and involvement on a culture of teaching and learning in the schools. In the rural and township groups, it seems that there is less support and involvement.

Table 4.7: Variance and level of significance of the T2 factors (community support and involvement) with reference to the location of the schools.

Source of Variance	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between groups	2	9,04	4,52	16,75	0,0000
Within groups	65	17,54	0,27		
TOTAL	67	26,58			

As seen in table 4.7 the Scheffé-procedure indicates that the significant differences are between the urban group and both the rural and township groups.

Table 4.8: Mean and standard deviation of T3- factors (resources for education) with reference to the location of the schools

LOCATION	MEAN	STANDARD DEVIATION
Rural	3,08	0,58
Township	2,85	0,41
Urban	3,64	0,18
Total	3,09	0,56

Table 4.8 shows that the urban groups are most positive about the effects of resources for education in the promotion of a culture of teaching and learning in the schools.

Table 4.9 : Variance and level of significance of the T3-factors with (resources for education) with reference to the location of the schools

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	2,97	1,48	5,40	0,0068
Within groups	65	17,86	0,27		
TOTAL	67	20.83			

Table 4.9 indicates that there are differences among the three groups. According to Scheffé procedure the significant differences are between the urban and both the rural and township groups.

Table 4.10 : Mean and standard deviation of T4-factors (learner affairs) with reference to the location of the schools

LOCATION	MEAN	STANDARD DEVIATION
Rural	2,30	0,47
Township	2,16	0,51
Urban	3,20	0,30
Total	2,36	0,54

As indicated in table 4.10 the urban group is the most positive about the effect of learner affairs on the culture of teaching and learning.

Table 4.11: Variance and level of significance of T4-factors (learner affairs) with reference to the location of the schools

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	5,68	2,84	13,28	0,000
Within groups	65	13,90	0,21		
TOTAL	67	19,58			

The Scheffé test indicates that the significant difference is between the urban groups and both the rural and township groups, as depicted in table 4.11

Table 4.12: Mean and standard deviation of T5-factors (management factors) with reference to the location of the schools

Location	Mean	Standard Deviation
Rural	2,75	0,50
Township	2,63	0,40
Urban	3,57	0,16
TOTAL	2,81	0,53

The urban group is most positive about the effects of management factors on the culture of teaching and learning, as can be seen in table 4.121.

Table 4.13: Variance and level of significance of T5-factors (Management factors) with reference to the location of the schools

Source of Variance	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between groups	2	4,73	2,37	11,15	0,0001
Within groups	65	13,80	0,21		
TOTAL	67	18,53			

The Scheffé procedure indicates (table 4.13) that the significant differences are between the urban group and both the township and rural groups.

Table 4.14: Mean and standard deviation of T6-factors (didactical concepts) with reference to the location of the schools

LOCATION	MEAN	STANDARD DEVIATION
Rural	3,24	0,43
Township	3,00	0,45
Urban	3,93	0,14
Total	3,26	0,48

The township group is the most negative about the didactical concepts and the urban group the most positive about the influence of didactical concepts on the culture of teaching and learning as depicted in table 4.14.

Table 4.15: Variance and level of significance of the T6-factors (didactical concepts) with reference to the location of the schools

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob
Between groups	2	4,12	2,06	11,85	0,0000
Within groups	62	11,29	0,17		
TOTAL	67	15,41			

In table 4.15 the Scheffé test indicates that the significant differences are between the urban and both the rural and township groups

Table 4.16: Mean and standard deviation of T-total factors with reference to the location of the schools

LOCATION	MEAN	STANDARD DEVIATION
Rural	2,97	0,39
Township	2,82	0,41
Urban	3,70	0,10
Total	3,01	0,45

It becomes apparent from table 4.15 that the urban group is the most positive about the effect of all the T-factors together on the culture of teaching and learning in schools.

Table 4.17: Variance and level of significance of T-total with reference to the location of the schools

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	3,93	1,97	13,61	0,0000
Within groups	65	9,40	0,14		
TOTAL	67	13,33			

The Scheffé test also reveals that the significant differences are between the urban group and both the rural and township groups, as shown in table 4.17.

Table 4.18: Mean and standard deviation of T1-factors (factors emanating from school system) with reference to teaching experience

EXPERIENCE	MEAN	STANDARD DEVIATION
Less than 1 year	2,86	0,40
1-5 years	2,69	0,21
6-10 years	2,74	0,35
More than 10 years	3,35	0,73
TOTAL	3,15	0,69

Table 4.18 indicates that the principals with more than ten years teaching experience are the most positive about the effects of the factors emanating from the school system on a culture of teaching and learning.

Table 4.19: Variance and level of significance of T1-factors (factors emanating of the school system) with reference to teaching experience

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob
Between groups	3	5,54	1,85	4,49	0,0064
Within groups	64	26,30	0,41		
TOTAL	67	31,83			

According to the Scheffé-test the significant difference is between group four (more than ten years) and group three (six to ten years' teaching experience), as depicted in table 4.19.

Table 4.20: Mean and standard deviation of T3-factors (resources for education) with reference to highest qualifications

QUALIFICATIONS	MEAN	STANDARD DEVIATION
Matric plus teaching profession	3,39	0,52
B Degree plus teaching profession	2,99	0,54
Post-graduate plus teaching profession	2,96	0,55
TOTAL	3,09	0,56

The above table (table 4.20) shows that the respondents with matric plus teacher qualifications are the most positive about the need of resources for education in the schools in order to promote a culture of teaching and learning.

Table 4.21: Variance and level of significance of T3-factors (resources for education) with reference to highest qualifications

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	2,22	1,11	3,88	0,0256
Within groups	65	18,60	0,29		
TOTAL	67	20,83			

According to the Scheffé-procedure the significant difference is between group two (Bachelor's degree plus teacher qualification) and group one (matric plus teacher qualifications), as seen in table 4.21.

Table 4.22: Mean and standard deviation of T4-factors (learner affairs) with reference to highest qualifications

QUALIFICATIONS	MEAN	STANDARD DEVIATION
Matric plus teaching profession	2,60	0,53
B Degrees plus teaching profession	2,22	0,49
Post-graduate plus teaching profession	2,41	0,59
TOTAL	2,36	0,54

The above table indicates that the respondents with matric plus teacher qualifications are the most positive about the commitment of learners to their studies in order to promote a culture of teaching and learning.

Table 4.23: Variance and level of significance of T4-factors (learner affairs) with reference to highest qualifications

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	1,81	0,90	3,30	0,0431
Within groups	65	17,77	0,27		
TOTAL	67	19,58			

The Scheffé procedure (table 4.23) indicates that there is a significant difference between group two and group one.

Table 4.24: Mean and standard deviation of T4-factors (learner affairs) with reference to training in management

TRAINING	MEAN	STANDARD
Self-development	2,73	0,69
In-service	2,39	0,65
Formal studies	2,25	0,45
TOTAL	2,35	0,55

Table 4.24 shows that the respondents who developed themselves in management training are the most positive about learner affairs influencing a culture of teaching and learning in the schools.

Table 4.25: Variance and level of significance of T4-factors (learner affairs) with reference to training in management

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	2,22	1,11	4,08	0,0216
Within groups	63	17,18	0,27		
TOTAL	65	19,40			

According to Scheffé test there is a significant difference between group one (self-development) and group three (formal studies) (table 4.25).

Table 4.26: Mean and standard deviation of T1-factors (factors emanating from school system) with reference to student enrolment

ENROLMENT	MEAN	STANDARD DEVIATION
Less than 500	3,14	0,73
500-1000	3,07	0,55
More than 1000	4,57	0,61
TOTAL	3,15	0,69

Table 4.26 reveals that the principals in schools with an enrolment of more than 1000 are the most positive about the effects of factors emanating from the school system on a culture of teaching and learning.

Table 4.27: Variance and level of significance of the T1-factors (factors emanating from school system) with reference to student enrolment

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	4,25	2,12	5,00	0,0095
Within groups	65	27,59	0,42		
TOTAL	67	31,83			

The Scheffé test indicates that the significant differences are between group three (more than 1000) and both groups one (less than 500) and two (500-1000 enrolments), as depicted in table 4.27.

Table 4.28 Mean and standard deviation of T2-factors (community support and involvement) with reference to student enrolment

ENROLMENT	MEAN	STANDARD DEVIATION
Less than 500	2,94	0,58
500-1000	2,94	0,63
More than 1000	4,06	0,71
TOTAL	2,97	0,63

Table 4.28 shows that group three (more than 1000) is the most positive about the effects of community support and involvement on a culture of teaching and learning.

Table 4.29: Variance and level of significance of T2-factors (community support and involvement) with reference to student enrolment

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	2,42	1,21	3,25	0,0450
Within groups	65	24,16	0,37		
TOTAL	67	26,58			

Significant differences according to the Scheffé-test are found between group three and both groups two and one (table 4.29).

Table 4.30: Mean and standard deviation of T5-factors (management factors) with reference to student enrolment.

ENROLMENT	MEAN	STANDARD DEVIATION
Less than 500	2,80	0,56
500-1000	2,75	0,45
More than 1000	3,72	0,24
TOTAL	2,81	0,53

Table 4.30 indicates that group three (more than 1000) is the most positive about the effects of management factors in the promotion of a culture of teaching and learning.

Table 4.31: Variance and level of significance of T5-factors (management factors) with reference to student enrolment.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob
Between groups	2	1,78	0,89	3,45	0,0376
Within groups	65	16,75	0,26		
TOTAL	67	18,53			

The Scheffe test reveals that a significant difference is found between group three and group two, as depicted in table 4.31.

Table 4.32: Mean and standard deviation of T-total factors with reference to student enrolment

ENROLMENT	MEAN	STANDARD DEVIATION
Less than 500	3,02	0,47
500-1000	2,95	0,39
More than 1000	3,74	0,22
TOTAL	3,01	0,45

Table 4.32 shows that group three (more than 1000 students) is the most positive about the effects of all factors that promote a culture of teaching and learning.

Table 4.33: Variance and level of significance of T-total factors with reference to student enrolment

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	1,19	0,59	3,18	0,0480
Within groups	65	12,14	0,19		
TOTAL	67	13,33			

The Scheffé test reveals that there is a significant difference between group three and group two, as depicted in table 4.33.

Table 4.34: Mean and standard deviation of T1-factors (factors emanating from school system) with reference to pass rate of matric for November 1996

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools (less than 50%)	3,00	0,72
Average schools (50%-70%)	3,08	0,42
Good schools (more than 70%)	3,96	0,56
TOTAL	3,14	0,70

The principals of good schools (an average pass rate of more than 70%) are the most positive about the effects of factors emanating from the school system, as can be seen in table 4.34.

Table 4.35: Variance and level of significance of T-factors with reference to pass rate of matric for November 1996

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob
Between groups	2	6,28	3,14	7,85	0,0009
Within groups	62	24,80	0,40		
TOTAL	64	31,08			

The Scheffé procedure indicates that the significant differences are between group three and both groups one and two, as seen in table 4.35.

Table 4.36: Mean and standard deviation of T2- factors (community support and involvement) with reference to pass rate of matric for November 1996

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools (less than 50%)	2,89	0,58
Average schools (50%-70%)	2,69	0,38
Good schools (more than 70%)	4,01	0,37
TOTAL	2,97	0,64

Table 4.36 reveals that the good schools (average pass rate of more than 70%) are the most positive about the effects of community support and involvement on a culture of teaching and learning in the schools.

Table 4.37 : Variance and level of significance of T2 – factors with reference to pass rate of matric for November 1996

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	10,44	5,22	20,15	0,0000
Within groups	62	16,06	0,26		
TOTAL	64	26,50			

The Scheffé procedure shows that significant differences were found between group three and both groups one and two, as depicted in table 4.37.

Table 4.38 : Mean and standard deviation of T3 – factors (resources for education) with reference to pass rate of matric for November 1996

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	3,08	0,62
Average schools	2,81	0,34
Good schools	3,61	0,19
TOTAL	2,80	0,56

The good schools (more than 70% pass rate) are the most positive about the need for resources for education in order to promote a culture of teaching and learning, as depicted in table 4.38.

Table 4.39: Variance and level of significance of T3- factors (resources for education) with reference to pass rate of matric for November 1996.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	3,62	1,81	6,76	0,0022
Within groups	62	16,61	0,27		
TOTAL	64	20,23			

Table 4.39 shows that the significant differences are between group three and both groups one and two.

Table 4.40 : Mean and standard deviation of T4 – factors (learner affairs) with reference to matric pass rate November 1996.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,28	0,48
Average schools	2,20	0,33
Good schools	3,09	0,57
TOTAL	2,36	0,53

Table 4.40 shows that the good schools are the most positive about the effects of learner affairs in promoting a culture of teaching and learning.

Table 4.41: Variance and level of significance of T4 – factors (learner affairs) with reference to matric pass rate November 1996.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	5,04	2,52	12,16	0,0000
Within groups	62	12,84	0,21		
TOTAL	64	17,87			

The Scheffé test indicates that the significant differences are between group three and both groups one and two, as shown in table 4.1

Table 4.42: Mean and standard deviation of T5 – factors (management factors) with reference to matric pass rate for November 1996.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,75	0,55
Average schools	2,63	0,33
Good schools	3,50	0,29
TOTAL	2,81	0,53

The good schools are the most positive about the effects of management factors in promoting a culture of teaching and learning, as depicted in table 4.42.

Table 4.43: Variance and level of significance of T5 – factors (management factors) with reference to matric pass rate for November 1996.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	4,60	2,30	10,46	0,0001
Within groups	62	13,63	0,22		
TOTAL	64	18,22			

The Scheffé procedure indicates that the significant differences are between group three and both groups one and two, as indicated in table 4.43.

Table 4.44 : Mean and standard deviation of T6-factors (didactical concepts) with reference to matric pass rate November 1996.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	3,26	0,48
Average schools	2,96	0,29
Good schools	3,80	0,33
TOTAL	3,24	0,48

Table 4.44 shows that group three is the most positive about the effects of didactical concepts in promoting a culture of teaching and learning.

Table 4.45: Variance and level of significance of T6 – factors with reference to matric pass rate November 1996.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	4,04	2,02	11,52	0,0001
Within groups	62	10,87	0,18		
TOTAL	64	14,92			

The Scheffé procedure indicates that the significant differences are between group three and both groups one and two, as indicated in table 4.45.

Table 4.46 : Mean and standard deviation of T- total factors with reference to matric pass rate for November 1996.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,97	0,45
Average schools	2,79	0,27
Good schools	3,61	0,26
TOTAL	3,00	0,45

Table 4.46 reveals that group three is the most positive about the effects of all the factors on the promotion of a culture of teaching and learning.

Table 4.47 : Variance and level of significance of T-total factors with reference to matric pass rate for November 1996.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	3,81	1,91	12,66	0,0000
Within groups	62	9,33	0,15		
TOTAL	64	13,14			

The Scheffé test shows that the significant differences are between group three and both groups two and one, as depicted in table 4.47.

Table 4.48: Mean and standard deviation of T1-factors (factors emanating from school system) with reference to pass rate of matric for November 1997

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,97	0,70
Average schools	3,18	0,36
Good schools	4,08	0,49
TOTAL	3,14	0,70

Table 4.48 reveals that the good schools are the most positive about the effects of factors emanating from the schools system on a culture of teaching and learning.

Table 4.49: Variance and level of significance of T1 – factors (factors emanating from school system) with reference to pass rate of matric for November 1997.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	7,45	3,73	9,78	0,0002
Within groups	62	23,63	0,38		
TOTAL	64	31,08			

The Scheffé procedure shows that the significant differences are between group three and both groups one and two, as depicted in table 4.49.

Table 4.50: Mean and standard deviation of T2 – factors (community support and involvement) with reference to pass rate of matric for November 1997.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,84	0,57
Average schools	2,82	0,37
Good schools	4,13	0,20
TOTAL	2,97	0,64

Table 4.50 indicates that the good schools are the most positive about the effects of community support and involvement on the culture of teaching and learning.

Table 4.51: Variance and level of significance of T2 – factors (community support and involvement) with reference to pass rate of matric for November 1997

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	10,49	5,24	20,30	0,0000
Within groups	62	16,01	0,26		
TOTAL	64	26,50			

The Scheffé procedure indicates that the significant differences are between group three and both groups one and two, as depicted in table 4.51.

Table 4.52: Mean and standard deviation of T3 – factors (resources for education) with reference to pass rate of matric for November 1997

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	3,02	0,62
Average schools	2,94	0,36
Good schools	3,62	0,20
TOTAL	3,07	0,56

Table 4.52 reveals that average schools are the most positive about the availability of resources for education in order to promote a culture of teaching and learning in the schools.

Table 4.53: Variance and level of significance of T3 – factors (resources for education) with reference to pass rate of matric for November 1997

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	2,49	1,25	4,35	0,0170
Within groups	62	17,74	0,29		
TOTAL	64	20,23			

The Scheffé procedure indicates that the significant differences are between group three and both groups one and two (table 4.53).

Table 4.54: Mean and standard deviation of T4 – factors (learner affairs) with reference to pass rate of matric for November 1997.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,28	0,48
Average schools	2,16	0,31
Good schools	3,27	0,30
TOTAL	2,36	0,53

Table 4.54 shows that group three is the most positive about effects of learner affairs in the promotion of a culture of teaching and learning.

Table 4.55: Variance and level of significance of T4 – factors (learner affairs) with reference to pass rate of matric for November 1997.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	6,65	3,33	18,39	0,0000
Within groups	62	11,22	0,18		
TOTAL	64	17,87			

The Scheffé test shows that the significant differences are between group three and both groups one and two (table 4.55)

Table 4.56: Mean and standard deviation of T5 – factors (management factors) with reference to pass rate of matric for November 1997.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,72	0,53
Average schools	2,67	0,36
Good schools	3,59	0,17
TOTAL	2,81	0,53

The good schools are the most positive about the effects of management factors on the culture of teaching and learning, as depicted in table 4.56.

Table 4.57: Variance and level of significance of T5 – factors (management factors) with reference to pass rate of matric for November 1997

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	4,83	2,41	11,18	0,0001
Within groups	62	13,39	0,22		
TOTAL	64	18,22			

According to the Scheffé procedure, table 4.56 shows that the significant differences are between group three and both groups one and two.

Table 4.58 : Mean and standard deviation of T6 factors (didactical concepts) with reference to pass rate of matric for November 1997

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	3,23	0,48
Average schools	2,99	0,30
Good schools	3,90	0,18
TOTAL	3,24	0,48

Group three (good schools) is the most positive about the effects of didactical concepts on the promotion of a culture of teaching and learning, as seen in table 4.58.

Table 4.59 : Variance and level of significance of T-6 factors (didactical concepts) with reference to matric pass rate – 1997.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	4,08	2,04	11,66	0,0001
Within groups	62	10,84	0,17		
TOTAL	64	14,92			

According to the Scheffé procedure, table 4.58 shows that the significant differences are between group three and both groups one and two.

Table 4.60: Mean and standard deviation of T – total with reference to pass rate of matric for November 1997

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,93	0,44
Average schools	2,86	0,27
Good schools	3,70	0,10
TOTAL	3,00	0,45

Table 4.60 shows that good schools are the most positive about the effects of a culture of teaching and learning in the schools.

Table 4.61: Variance and level of significance of T-total with reference to pass rate of matric for November 1997.

Source of Variance	D.F.	Sum of squares	Mean Squares	F Ratio	F Prob.
Between groups	2	3,88	1,94	12,97	0,0000
Within groups	62	9,27	0,15		
TOTAL	64	13,14			

According to the Scheffé procedure the significant differences are between group three and both groups one and two in the matric pass rate for November 1997, as depicted in table 4.61.

Table 4.62: Mean and standard deviation of T1-factors (factors emanating from the school) with reference to matric pass rate for November 1998.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,97	0,69
Average schools	3,11	0,28
Good schools	4,09	0,45
TOTAL	3,14	0,70

Table 4.62 reveals that the good schools (group three) are the most positive about the effects of factors that emanate from the school system on a culture of teaching and learning.

Table 4.63: Variance and level of significance of T1-factors with reference to pass rate of matric for November 1998

Source of Variance	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between groups	2	8,41	4,21	11,51	0,0001
Within groups	62	22,67	0,37		
TOTAL	64	31,08			

The significant differences are between group three and both groups one and two, according to Scheffé-test, as depicted in table 4.63.

Table 4.64: Mean and standard deviation of T2-factors (community support and involvement) with reference to pass rate of matric for November 1998

PASS RATE	MEAN	STANDARD DEVIATION
Poor school	2,85	0,57
Average school	2,74	0,33
Good schools	4,06	0,27
TOTAL	2,97	0,64

The good schools (group three) are most the positive about the effects of the community support and involvement in the promotion of a culture of teaching and learning in the schools, as seen in table 4.64.

Table 4.65: Variance and level of significance of T2-factors (community support and involvement) with reference to matric pass rat for November 1998

Source of Variance	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between groups	2	10,85	5,43	21,50	0,0000
Within groups	62	15,65	0,25		
TOTAL	64	26,50			

The Scheffé procedure shows that the significant differences are between group three and both groups one and two, as depicted in table 4.65.

Table 4.66: Mean and standard deviation of T3-factors (resources for education) with reference to matric pass rate for November 1998

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	3,04	0,61
Average schools	2,86	0,30
Good school	3,60	0,19
TOTAL	3,07	0,56

Table 4.66 reveals that group three (good schools) is the most positive about the effects of resources for education in the promotion of a culture of teaching and learning.

Table 4.67: Variance and level of significance of T3- factors (resources for education) with reference to matric pass rate for November 1998

Source of Variance	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between groups	2	2,91	1,46	5,21	0,0081
Within groups	62	17,32	0,28		
TOTAL	64	20,23			

The Scheffé procedure shows that the significant differences are between group three and both groups one and two.

Table 4.68: Mean and standard deviation of T4-factors (learner affairs) with reference to matric pass rate, November 1998.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,27	0,47
Average schools	2,13	0,21
Good schools	3,23	0,29
TOTAL	2,36	0,53

Table 4.68 shows that group three (good schools) is the most positive about the effects of learner affairs in promoting a culture of teaching and learning in the schools.

Table 4.69: Variance and level of significance of T4-factors (learner affairs) with reference to matric pass rate November 1998

Source of Variance	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between groups	2	7,23	3,62	21,09	0,0000
Within groups	62	10,64	0,17		
TOTAL	64	17,87			

The Scheffé test shows that the significant differences are between group three and both groups two and one, as depicted in table 4.69.

Table 4.70: Mean and standard deviation of T5-factors (management factors) with reference to matric pass rate for November 1998.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,73	0,58
Average schools	2,60	0,28
Good schools	3,58	0,15
TOTAL	2,81	0,53

Table 4.70 indicates that group three is the most positive about the effects of management factors on promoting a culture of teaching and learning.

Table 4.71: Variance and level of significance of T5- factors (management factors) with reference to matric pass rate of for November 1998

Source of Variance	D.F.	Sum of Sequence	Mean Square	F Ratio	F Prob.
Between groups	2	5,71	2,86	14,16	0,0000
Within groups	62	12,51	0,20		
TOTAL	64	18,22			

According to the Scheffé procedure the significant differences are between group three and both groups one and two, as depicted in table 4.71.

Table 4.72: Mean and standard deviation of T6-factors (didactical concepts) with reference to matric pass rate for November 1998

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	3,22	0,47
Average schools	2,92	0,22
Good schools	3,89	0,17
TOTAL	3,24	0,48

Table 4.72 shows that group three (good schools) is the most positive about the effects of didactical concepts in promoting a culture of teaching and learning in the schools.

Table 4.73: Variance and level of significance of T6-factors (didactical concepts) with reference to matric pass rate for November 1998.

Source of Variance	D.F.	Sum of Sequence	Mean Squares	F Ratio	F Prob.
Between groups	2	4,79	2,39	14,65	0,0000
Within groups	62	10,13	0,16		
TOTAL	64	14,92			

The Scheffé test indicates that the significant differences are between group three and both groups two and one, as shown in table 4.73.

Table 4.74 : Mean and standard deviation of T-total factors with reference to matric pass rate for November 1998.

PASS RATE	MEAN	STANDARD DEVIATION
Poor schools	2,94	0,44
Average Schools	2,80	0,20
Good schools	3,68	0,10
TOTAL	3,00	0,45

Table 4.74 indicates that group three (good schools) is the most positive about the effects of the school management in the promotion of a culture of teaching and learning.

Table 4.75 : Variance and level of significance of T-total factors with reference to matric pass rate for November 1998

Source of variance	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Between schools	2	4,46	2,23	15,90	0,0000
Within groups	62	8,69	0,14		
TOTAL	64	13,14			

According to the Scheffé procedure the significant difference is between group three and both groups one and two, as shown in table 4.75.

(iii) The t-test for the difference in means

In the case of less than three groups being part of the analysis, the t-test for the difference of means is used. This applies for A2, A3, A5, A6, A10. No significant differences were found in any of the instances.

(iv) Analysis of means

In order to determine which of the T-factors possibly contribute most to a culture of teaching and learning, the means of T-factors are compared in table 4.76. All the means are calculated where the maximum value is 5,00.

Table 4.76 Comparison of means of T-factors

T-Factor	Mean
T1	3,15
T2	2,97
T3	3,09
T4	2,36
T5	2,81
T6	3,26
T7	3,23
T-TOTAL	3,01

The order of the factors from the highest to the lowest is T6, T7, T1, T3, T2, T5, T4. Factor T6, namely didactical concepts, therefore, possibly contributed most to a culture of teaching and learning. The fact that there are positive and significant relationships among all the T-factors is an indication of the interrelationship among all these factors and the importance of the contribution of each of the factors towards a culture of teaching and learning.

4.5 Discussion

From the biographical information of the respondents the following becomes clear:

The differences among the rural, township and urban schools are revealed in this investigation. The location of the schools indicates that the schools in the Eastern Cape Province are mostly rural (67,6%) as compared to urban (10,3%) and township (22,1%). The allocation of senior posts, principalship in this case, suggests a

traditional approach of male chauvinism because 83,8% of principals are males (see also 3.9).

Concerning teaching experience the research has shown that 67,6% of the principals have more than ten (10) years' experience. This suggests that the schools are managed by well experienced officials who are in a position to guide the students in a career-path and empower parents in their role in the education of their children. The research indicates that 92,6% of the principals are appointed permanently. One may assume that teaching experience and condition of appointment are some of the major characteristics that can motivate a person to give the best effort in his/her undertaking, that is, teaching and managing schools.

Coupled with teaching and managing schools, the student enrolment, when compared with the number of staff members, indicates a high workload on the educators.

In the case of this research the majority of the schools (51,5%) had less than 500 students and less than thirty (30) educators (91,2%).

Concerning academic achievements in the matriculation examination, 55,9% of the schools in 1996, 61,8% in 1997 and 63,2% in 1998 had a pass rate of less than 30%. This shows that there was no improvement in the pass rate for the past three years. This period is when all matriculants in the Province wrote the same examination. The question is, what needs to be done to improve the pass rate in the secondary schools? One may argue that the principals have reasonable experience, the majority is appointed permanently and the pupil: teacher ratio is within the required limits. The research has indicated different levels of factors emanating from the school system in the three locations of schools that may be the reasons that there was no improvement in the matriculation pass rate for previous three years.

The township schools seem to be lacking control (table 4.3: mean 2,99) as compared to urban schools (table 4.3: mean 4,16). They also show less community support and involvement (table 4.5: mean 2,82), when compared to urban schools (table 4.5 : mean 4,05). When one compares the pass rate and the level of parental participation, it can be pointed out that the participation of parents in school activities has a positive influence on the academic achievement of the students.

In line with parental participation, the learner activities can influence a culture of teaching and learning both negatively and positively. Gangsterism, violence and drug abuse are negative influences that affect teaching and learning in the schools. It appears that township schools are most affected by the negative influence (table 4.9: mean 2,16). The high failure rate is one of the indicators of a negative culture of teaching and learning. What can be done to resuscitate a culture of teaching and learning in schools? Parents seem to be neglecting their responsibility to participate in activities, particularly in rural schools. The implication is that parents and teachers should work as partners in education in order to correct the wrong students do, to motivate them to work hard for better achievement and to commend them about good things done.

Concerning students' progress, it appears that the management factors that influence a culture of teaching and learning are felt most in the urban schools (table 4.11: mean 3,57).

Parental and educators' support has shown that in the urban schools didactical control is the most positive to the effects of a culture of teaching and learning (table 4.11:mean 3,57). Didactical control implies that teaching is controlled and monitored for better results.

An orderly climate and good student-educator relationships are the results of good human relations among the whole school population. The research has revealed that the urban schools (table 4.11:mean 3,57) are the most positive about the

effects of the management factors on a culture of teaching and learning in the schools. Good human relations which bind staff, students and parents together, suggest that a code of conduct in each school, incorporating school and classroom rules, as well as clear sanctions against all transgressors (students, staff and parents) is necessary.

In conclusion, it can be pointed out that glaring differences are visible among the three types schools, according to location, discussed in this research. One may argue that the standards have gone down in the township schools, which used to do better than the rural schools. In all categories the means of the T-factors, with reference to the location of the rural schools, are the lowest and the standard deviation the highest. The question is, what can be done to normalise or improve the standard of education in the secondary schools? Recommendations on how, to improve the culture of teaching and learning given in Chapter 5, will attempt to answer the question.

- A comparison of the different means among the groups with reference to thirteen particulars where significant differences were found are provided. The groups with the highest means are given in table 4.77.

Table 4.77 groups with highest means

Particulars

Mean

	T1	T2	T3	T4	T5	T6	T7	T-Total 0
A1	Urban (U)	U	U	U	U	U	U	U
A2	Male	M	M	M	M	M	Female	M
A3	Combined	C	C	Female	C	F	C	C
A4	>10 years	>10	>10	>10	>10	>10	>10	>10
A5	1-5 years	1-5 years	1-5	1-5	1-5	1-5	1-5	1-5
A6	Permanent	P	P	P	P	P	P	P
A7	Matric & prof.	Post grad.	M + P	M + P	M + P	M + P	M + P	M + P
A8	In-service	Self dev.	s.d.	s.d.	I.s.	s.d.	s.d.	s.d.
A9	>1000 students	>1000	>1000	>1000	>1000	>1000	>1000	>1000
A10	30-50 educators	30-50	30-50	30-50	30-50	30-50	30-50	30-50
A11	41-50%	41-50 %	41-50%	41-50%	41-50%	41-50%	41-50%	41-50%
A12	41-50%	41-50%	41-50 %	41-50%	41-50%	41-50%	41-50%	41-50%
A13	41-50%	41-50%	41-50 %	41-50%	41-50%	41-50%	41-50%	41-50%

According to the table the majority of the following groups are most positive about the effect of all the factors on the culture of teaching and learning in the secondary schools: urban group, male principals, the principals of combined schools, principals with more than 10 years' teaching experience, 1-5 years' experience as principal, permanent appointment, matric and professional qualifications, self-development in management training, more than 1000 student enrolment, 30-50 staff members, 41-50% matric pass rate from 1996 to 1998.

4.6 Summary and conclusion

Chapter 4 has outlined the procedures followed in conducting this research and provided an analysis of the data collected. The questions of the questionnaire were

based on the perceptions of the academics on factors emanating from the school system, community support and involvement, resources for education, learner affairs; management factors, didactical concepts and staff affairs.

A clear line of action or steps to be followed in the research were discussed in detail and illustrated by means of flow charts to give a vivid picture of the research procedure and distribution of the questionnaire from pilot study to the final research process.

Concerning the population of the research, 20% of the total number of schools in each targeted region was used in order to handle the sample efficiently within time limits. Simple random sampling was administered to give a chance to every principal in the districts targeted. The validity of the questionnaire as a research tool, the construction thereof were discussed at length.

The reliability of the questionnaire, and the coefficients of the T-factors were highlighted. The T-factors were analysed in relationship to the location of the schools.

An analysis of the data was presented and cross references were made to explain the findings. A clear picture is given of the differences in opinion among the schools with different locations. The urban schools appeared to be the most positive about the effects of all the T-factors on a culture of teaching and learning.

In this chapter the procedures followed for this research were explained, and the results analysed. Urban schools were the most positive about the effects of school management on the promotion of a culture of teaching and learning in schools. More attention needs to be paid to the improvement of management in township and rural schools. Parental involvement in school affairs was identified as one of the major requirements for the improvement of a culture of teaching and learning in the township and rural schools. The next chapter deals with the recommendations for the restoration of a culture of teaching and learning in secondary schools.

CHAPTER 5 RETROSPECTIVES AND FUTURE PERSPECTIVIES

5.1 INTRODUCTION

This Chapter presents the recommendations for the restoration of a culture of teaching and learning, which follow the literature survey and quantitative research in the secondary schools. A culture of teaching and participation, community support and involvement, learner affairs influencing a culture of teaching and learning, resources for education, management factors, didactical affairs are discussed. Staff affairs influencing a culture of teaching and learning and promotion posts are taken into consideration in the discussion of a culture of teaching and learning. Human relations and interpersonal skills are viewed as key aspects in service delivery. A model for school management structures for the schools and statutory body, that starts from the school through districts, and regions up to the province is discussed. Involvement of students, educators and parents is viewed as a continuous process for the betterment of the standard of education, school discipline and upliftment of students' morale, as well as the dedication of educators and commitment of parents in the education of their children.

Concerning the improvement of the standard of education, continual quality improvement should be based on self-assessment and evaluation in terms of inputs towards quality education. The role of the managerial team, school governing body and the community in ensuring quality education is discussed in relation to the South African Schools Act (Act No. 84 of 1996). The school policy is presented as reflecting the political, social and economic culture and is interpreted as school development and an appendage to the provincial and national policies. School development involves capacitating school managers, students and parents. This means that all stakeholders should be involved from the initial stages of school development. The principles of collaboration and consensus decision-making underpin the process of development. Collaboration and consensus decision-making clearly indicate that the duties of all stakeholders are viewed as paramount in school

administration, and the initiation of activities does not rest with the principal alone. This suggests that although the principal is within his/her rights to utilise his/her staff, students and parents as he/she thinks best, it is always advisable to gain their support and to plan in co-operation with them, and by so doing he/she is developing them. This, according to Metcalfe and Rule (1992) suggests consultation, participation and co-operation in school activities. The next section will discuss factors emanating from the school system with reference to a culture of participation in the secondary schools.

5.2 FACTORS EMINATING FROM THE SCHOOL SYSTEM

Participation in this case includes communication, joint decision-making or consultative decision-making, delegation and joint goal-setting. The principal, as a head of the school, should involve his/her managerial team, educators, parents and students through their representative council in planning school activities. This, in one way or another, promotes a culture of teaching and learning. There should be open lines of communication in the sharing of thoughts, feelings and experiences. A culture of participation suggests involvement. When people are not involved, they feel neglected, unimportant or sidelined. In the school situation participative rules and regulations should be clearly defined.

The research under review has revealed that a culture of participation in some secondary schools needs more attention if ownership of projects, schools and accountability are to be maintained. On the basis of the demise of a culture of participation and a need for clear channels of communication from students to educators, from educators to top management and parents, and from the principal to the circuit manager, it is recommended that the entire school staff and representatives of parents and students should be involved in school meetings to discuss school planning and development. A specific approach to needs analysis should be formulated and articulated on the basis of the vision and mission of the school. The principles of collaboration and consensus decision-making should underpin the whole process of needs analysis.

Consensus decision-making supports the new approach to a culture of teaching and learning, which requires consultation, participation and co-operation in school activities. Effective learning implies participation of students in the learning activities and constant consultation between the student and the educator. Teaching and learning should be student-centred if effective learning and good achievements are to be attained. The school population should be consulted about and participate in school activities as a routine exercise. When parents consult educators of their children on any school affair, it strengthens the bond of trust between them and commits their children to disciplinary measures in the school. It is obvious that as the child respects his/her parents, the regular parent visit to the school will have positive impact on the child's behaviour, resulting in a positive attitude toward his/her studies (cf.3.2.4).

Sustainable results through proper control, monitoring of teaching activities and parental participation breed a positive culture of teaching (cf.3.2.3). A culture of teaching is possible only when there are good human relationships. This means that co-operation of the principal, staff, students and parents is necessary for the maintenance of discipline, and an understanding and promotion of the school policy.

5.3.2 Human relationships and interpersonal skills

Schools can become learning organisations only if all stakeholders are learners. The educators, parents and students should be seen as partners in education. The principal, as head of the school, should open doors for consultation, communication and problem-solving in co-operation with stakeholders.

Five principles, advocated by Senge et al. (1994) in Keefe and Howard (1996:37) can be regarded as corner stones for good human relations and interpersonal skills that could promote a culture of teaching and learning in schools. They should be

mastered separately, but together they build a learning organisation or partnership.

These are:

- Building a shared vision
- Personal mastery
- Mental models
- Team learning
- Systems thinking.

“Building shared vision” refers to a school vision to provide an effective and efficient education service that will fully develop human potential, a service driven by the staff that is committed to values of accountability and dedication. Vision building never ends. It is an ongoing process that engages all members of the organisation in continually reflecting on what they, together, want to create or achieve.

All members should see the picture of the future clearly, not just leaders. It involves a commitment from the principal to work with all stakeholders to discover (not dictate) the vision, to actualise it in the school, to regularly reflect on its evolution, and to accept the fact that it will and must change. In conclusion, each school should have a vision and mission statement which should be internalised by everybody in the establishment, including parents. In so doing personal mastery will be inculcated in the minds of all stakeholders (cf.3.2.4).

Like building a shared vision, personal mastery creates and clarifies one’s own vision and helps to create an organisation that supports individuals in developing their personal skills. Developing a personal vision is the foundation of shared vision. Individuals should feel that they could create their own lives in terms of what really matters to them. Real shared vision can develop in an organisation

only when all the individuals feel support in their personal quest for mastery (cf.3.2.5).

Few schools or districts in the research sample, as indicated in the research, encourage this kind of individualised growth. It is not just an issue of staff development or access to training, but of encouraging people to make a difference. This approach could be strengthened during the clustering process if it is properly managed. A school benefits from highly skilled staff, but relatively few educators try to achieve personal mastery in the skills that matter to them and that can make a difference in their organisation. It can be pointed out once more that each school is unique with its weaknesses and strengths. It is on the basis of the differences encountered in the various schools that circuit/district/regional-based training is recommended in order to build good relations and interpersonal skills among stakeholders in the educational institutions. Some educators do achieve personal mastery, but they can become more frustrated than those who are simply putting in their time. Such frustrated educators need the support of the managerial team to boost their morale and revitalise their personal mastery. It should not be taken for granted that an educator masters everything that he/she is supposed to be doing. The managerial team, particularly the principal, should have a broad vision so that he/she may assess the behaviour and personal beliefs of every individual in the school. This assessment is based on the mental models which involve understanding how personal beliefs, ingrained assumptions and beliefs affect and shape the thoughts and actions (cf.3.2.5). Understanding personal beliefs assists in promoting good human relations in the school situation.

Good relations and interpersonal skills play a great role in addressing uncertainties about life and environment. Sharing ideas about the school management, academic expertise and didactical approach to different school, subjects contributes to a culture of teaching and learning. Principals should not think that because they are heads of the schools, they can dictate issues to the

subordinates. This belief contributes toward the school crisis in the present day schooling.

The expulsion of most principals by the students and the communities, for instance, is cited by some respondents as a result of uninvolved, unilateral decision making and intransigence of some of the principals. It is obvious that organisations (schools) can have great difficulty in achieving a shared vision when the personal vision of their members is divergent. When individuals do not share a common vision, they cannot confront the differences to mould a shared synthesis. To achieve long-term improvement, schools and districts must change their mental models, initially by confronting their differences and then by creating, through dialogue, a new consensus. Consensus, in this case, promotes teamwork. Teamwork suggests human relations and interpersonal skills.

Human relations and interpersonal skills form a pattern of interrelationships among the family members from home to the school. The interpersonal relationship is further modified in the school situation to suite the environment of teaching and learning and prepare members for further relations among the various school population (cf.3.2.4).

What is paramount in this process, is the realisation that each individual, school or environment is unique and the approach should consider all possibilities during the interaction. This means that the managerial team, from the school level up to regional level, have a great role to play in the whole process. What transpires should not cloud the vision of the various groups, that of providing an effective and efficient promotion of a culture of teaching and learning. In systems thinking every stakeholder is involved. No-one can blame another for any failure because each group is accountable, and the process aims at addressing the problems in the schools. It can be concluded that each approach undertaken should be nurtured by all members for better future consumption.

In conclusion, this section has highlighted recommendations for a culture of teaching, learning and participation of stakeholders in education. Communication and consultation are viewed as tools to improve good human relations. The principles of transparency, collaboration, consensus and joint-decision making underpin the approach of a culture of teaching and learning.

Because schools differ in administration, management and academic performance, clustering of schools is viewed as a constructive way of learning from one another. A clearly proposed structure and facilitation of the whole process are indicated to help the individual managers, students and parents to access the process.

Good relations and interpersonal skills form a chain reaction through systems thinking to stress team work and accountability. Because everybody is involved in the process, no individual group or person will be blamed for failure, instead review, consultation, collaboration and consensus on short-comings and major problems will be considered, so that the system may be on track once more. The whole process is undertaken to address the demise of a culture of teaching and learning in the schools.

On the basis of the discussion covered so far, the next section is going to present community support and involvement in school affairs.

5.3 COMMUNITY SUPPORT AND INVOLVEMENT

5.3.1 Introduction

This section deals with community support and involvement in the running of school affairs. Participation of parents is viewed as paramount. Communication should be emphasised from the school level through district/region to provincial level. The clustering of the school governing bodies will promote team work.

The systemic approach of involving governing councils from schools to regional level will promote understanding, the sharing of views and will also promote a positive culture of teaching and learning in the schools.

5.3.2 Parent participation

The research has revealed that in most historically Black schools, an attempt to involve parents in school governance presents problems. Some principals maintain that some parents regard the function of school governing bodies as responsibility of the school. This notion indicates that such parents are not familiar with their rights as prescribed in the South African Schools Act, 1996 (Act No. 84 of 1996). The Act stipulates that parents are represented by the governing council in the school. The governing body, according to the Department of Education, Culture and Sport (1997:9), is a statutory group of people elected to govern the school. The general function of the governors is to assist the principal in organising and managing the school activities in an effective and efficient way on behalf of the community and in the interest of the students in the school (Government Gazette, 1996:16).

In order to fulfil their functions, it is recommended that the school governing councils should be restructured and transformed in such a way that they ultimately form a provincial organisation with representatives from the school, district and regional levels. In this way a provincial governing council will form an umbrella body for all councils in the province.

5.3.2.1 School governing council

The South African Schools Act, 1996, which came into effect in January 1997, encourages parents to become actively involved in school affairs in order to support quality education in the schools (also cf. 3.3.2). It sets out the rights of students, parents, educators and non-educators in the schools and articulates a

meaningful role in representative and co-operative governance. It recognises the importance of the students in education transformation with the establishment of representative council of students.

In order to address full participation, co-operation and involvement, it is recommended that the circuit manager or manageress audits the following:

- The formation of the school governing council in each school in the circuit.
- The availability of the South African Schools Act and the accessibility of the information therein, that is, ensure that the Act is available in the language of the user.
- The consistency and sustainability of empowerment of the council. Based on the needs observed during the investigation, it is recommended that the council members should be workshopped every six months and thereafter annually, until the period expires, that is, three years as specified by the Act.
- Parents' attendance of school meetings.
- Consistency in the payment of school fees and contribution to fund-raising campaigns.
- Co-operation among the three stakeholders.
- Involvement of parents, industrialists and academics in school affairs and how they are involved.

It should be pointed out that industrial people, in particular, are important in the curricular planning of the school with a view to the career paths of students. It can be noted, also, that the maintenance of sound relationships, and co-operation and co-ordination among parents, educators, students and industrialists will strengthen the sense of ownership of the school by all stakeholders, and will eradicate vandalism of the school property. All the suggested approaches are possible only if there is mutual understanding among all participants, and parents and students are given room for initiating projects and duties. It should not only be a top-down or bottom -up approach, but a two-way process with clear

guidelines for implementation. The circuit manager/manageress acts as a co-ordinator. He/she is in charge of the different schools with different governing councils. As a co-ordinator the onus is on him/her to co-ordinate the formation of a circuit governing council.

5.3.2.2 Circuit governing council

The discussion on a circuit governing council involves the various school governing councils which play a vital role in improving a culture of teaching and learning in the schools. The focus is on the formation of a cluster or forum of school governing councils, that can address the concerns, problems, weaknesses and failures in the schools and promote co-operation among all schools.

The cluster would depend on the geographical situation of the circuit, that is, the size of the area and the distance of one school from another. This means that the school governing councils could come together and elect a circuit forum which is representative of the school in the area. The second approach which might be determined by the size of the circuit or geographical situation, is rezoning the area into more than one zonal governing council. The zonal councils might then form a circuit governing council.

The purpose of clustering school governing councils into a circuit council is to improve planning, controlling, organising, motivating and directing the affairs and needs of the schools. A culture of teaching and learning depends on proper management. When there is a problem in one school, the school governing council meets and addresses the problem (cf.3.3.2). When everything possible has been done by the school population to solve the problem, but in vain, the school governing council takes the matter to the circuit governing council, which is the upper body in the circuit. It should be noted that the circuit is headed by the circuit manager/manageress who works with the circuit governing council

chairperson as a co-ordinator of the council. Unresolved circuit disputes are reported to the district governing council for attention.

5.3.2.3 District governing council

Like a circuit, which is composed of schools, the district is formed by different circuits, under the control of a district manager/manageress. The work of the district manager/manageress, in this case, is to co-ordinate all circuit governing councils into a district governing council. In addition to circuit governing councils' representatives, all circuit managers/manageresses are also members of the district council in their right as co-ordinators of the circuit governing councils. The district governing council, as an umbrella body in the district receives and discusses all unresolved circuit disputes. This is part of the decentralisation of power to the people to manage the affairs of the communities, schools and their children. The district governing council reports to the regional governing council. This entails marshalling and arranging people or structures into a particular pattern so that their activities may follow a certain course.

5.3.2.4 Regional governing council

The region is formed by various districts and is headed by the regional director. The district governing councils elect representatives to the regional governing council. The regional council addresses all academic, administrative, managerial and financial matters of the school as enunciated in the South African School Act, 1996. The systemic approach in handling educational matters is necessary to set uniform norms and standards for the organisation, governance and funding of schools. It is imperative that commonalities should be identified, assessed and monitored. It is also possible to evaluate strengths, weaknesses, opportunities and threats within the system of education, for the benefit of all involved and the maintenance of a positive culture of teaching and learning in the schools. The regional governing council reports to the provincial governing council.

5.3.2.5 Provincial governing council

The various regional governing councils elect regional representatives to the provincial governing council. In order to build sound administration management and participation, it is recommended that in addition to regional representatives the provincial governing council should include representatives from the provincial chief directorates, namely Education Provisioning and Management, Financial Management and Research Planning, and Information Technology. The four chief directorates are the cornerstones in the education service delivery for the whole province.

It can be concluded that the involvement of all stakeholders in education can bring about a positive thinking, participative approach and a new culture of teaching and learning. In formal education, management is essential as a result of the involvement of many partners, the execution of a variety of tasks, and the utilisation of many resources. The systems thinking approach will break the “walls” of suspicion, unaccessibility, isolation and doubts. The information is transmitted from the school up to the provincial level and vice versa for the benefit of all stakeholders. The process follows a bottom-up and top-down approach. Commonalities and differences are identified and addressed. Weaknesses, problems and misunderstanding are verified and remedied. The state can influence education in many ways, for example, by determining the role of the central and local government in connection with education, or by taking action against teachers and pupils for misconduct or immorality, or by employing and terminating the services of teachers. In figure 5.1 a flow chart of the proposed governance structure for school is depicted.

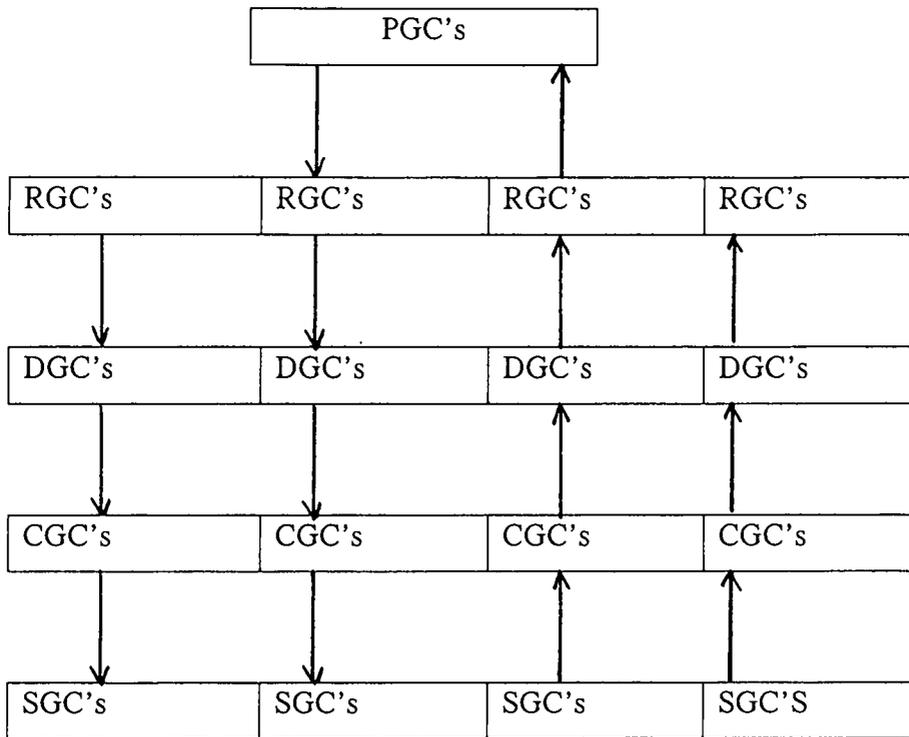


Figure 5.1: Flow chart : Governance (School Governing Councils)

KEY :

- SGC's - School Governing Councils
- CGC's - Circuit Governing Councils
- DGC's - District Governing Councils
- RGC's - Regional Governing Councils
- PGC's - Provincial Governing Councils

5.3.3 Conclusion

In this section support, participation and involvement of all stakeholders in the schools were addressed. A culture of parent participation is in line with the promotion of a culture of teaching and learning. The proposed systematic approach in governance addresses implementation and review processes in

management and administrative activities. This also opens channels of communication from the school to provincial administration.

The above indicates that the problem of uninvolved parents who are involved in education, undisciplined students, vandalism and drug abuse by both students and educators can be addressed jointly by all stakeholders. Transparency in handling programmes and accessibility of certain relevant officials can be monitored in order to encourage more participation and service delivery to the schools.

The flow chart in figure 5.1 illustrates the systemic approach for a better understanding of the system to be followed in involving stakeholders in education. The next section deals with learner affairs in influencing a culture of teaching and learning.

5.4 LEARNER AFFAIRS

5.4.1 Introduction

This section focuses on how learner affairs could influence a culture of teaching and learning in the schools. Joint decision-making motivates students to learn and to participate in group work. Dedication to their studies and acceptance of school regulations, norms and standards will result in a positive attitude toward school discipline. The study has revealed that the urban schools are the most positive about the effects of learner affairs on a culture of teaching and learning.

Late-coming to school, absenteeism, violence and drug abuse, on the other hand, are presented as negative influences to a culture of learning (cf.3.5.1). These impact unfavourably on the students' responsibilities, aspirations and commitment to their work.

5.4.2 Students' responsibilities

Learners are the most important stakeholders of the three components, namely parents, educators and students. Parents send them to school to learn and the educators are there to teach them. It is true that in order to fulfil their ambition and the wishes of their parents, they should accept themselves as learners. As soon as they accept themselves, they will also recognise the norms of the school as a basis for effective learning. When they accept the norms of the school, they find relationships, determine common attributes and formulate positive outcomes on their own (cf.3.5).

Formulating positive outcomes implies taking responsibility for learning in terms of participating in compulsory study periods. Each school has rules, regulations and a policy that should be observed by everyone in the establishment.

Compulsory study period refers to a time-frame planned for students' learning based on the school policy. Participation during lesson presentation, doing class-work, assignment and homework are students' responsibilities if academic achievements are to be attained. Taking initiative in forming study groups and acquiring study skills through participation in group work and leadership during discussions and lesson presentation, equip and prepare students for examinations. Extra-mural activities like music, sport and extra classes which are part of the school programme, should be taken serious by students. The student representative council should encourage students to participate in the various modes of sport. Students' participation is strengthened by good communication between the students and educators. Shared activities between staff and students, such as away-from-school outings, also contribute to better student outcomes. It can be pointed out that a student is to be empowered with learning skills so that he/she may learn to study and do extra-mural activities independently or without depending much on the educator, except for guidance purposes.

Extra reading is to be encouraged in order to acquire skills in language, knowledge and reading. Workshops on leadership skills should also be organised and implemented to inculcate a sense of responsibility. They (students) should be guided in choosing subjects and grades for future careers from as early as grade ten.

A record or register of attendance for learners should be kept and they should account for being absent. Frequent evaluation of school work to familiarize them with possible questioning and answering should be monitored. It can be pointed out that a number of negative influences also affect education.

5.4.3 Factors affecting learning

This research has revealed that the examination performance during 1996, 1997 and 1998 in most schools in the study was below average. This was caused by a number of factors that were encountered by the students and educators in the schools. Some of the aspects that could affect education are (cf.3.5.3):

- Violence in school
- Gangsterism
- Drug and alcohol abuse
- Vandalism to school property.

The above aspects are criminal in nature and in order to eradicate the behaviour, the students' representative council should co-operate with educators, mobilize and network with all stakeholders and other departments to address the problem. It is apparent that drug and alcohol abuse, vandalism, gangsterism and violence are major social problems that spill over from the communities into the schools. Students should take the initiatives to address the problem. The schools and the Department of Education should take a firm stand in stamping out the behaviour by:-

- negotiating with the criminal justice system to protect the schools;
- formulating basic principles of discipline in the schools (cf.3.5.4):
- a clear negotiated code of conduct;
- campaigns to address the practice of drug abuse;
- support systems which are in place to assist in addressing the drug and alcohol problem in schools;
- clustering schools;
- special needs Directorate to work with COLTS to eradicate criminal practice in schools.

The envisaged networking could in one way or another assist in the normalisation of hooliganism in the schools and bring about a culture of teaching and learning.

5.4.4 Conclusion

Learners are presented as being in the centre in the learning process. Their success in education is dependent mostly on their commitment to learning and being responsible for their actions. Taking responsibility for learning implies active participation in the affairs of the school, and also accepting rules and regulations prescribed from time to time by the school authorities.

Social problems, that is, gangsterism, violence in schools, drug and alcohol abuse and vandalism of school property, that may hinder teaching and learning were highlighted. Clear steps to be taken to stamp out the behavioural problems were discussed at length. Proposals were made regarding the relevant departments and directorates that can support the campaign to fight against the social problems.

This section was aimed at presenting a clear picture of how to assist students and maintain a culture of teaching and learning in schools.

5.5 RESOURCE FOR EDUCATION

5.5.1 Introduction

In this section instructional material for teaching and learning will be discussed. Relevance and maintenance of equipment are the major issues in this regard. A system is proposed for maintaining, good recording, registration and keeping material for a specified period. Recommendations for requisitions and writing off will also receive attention. Selecting material for a particular purpose and training of students in handling the equipment are illustrated (cf.3.4).

5.5.2 Instructional material

Instructional material refers to equipment used in the teaching and learning process. It can be divided according to the number of subjects offered in the school, like Language, Geography, History, Science, Accounting, Typing and Economics. The material is provided either by the Department of Education or the school. The research has revealed that in some schools there is shortage (cf table 4.52) and in others there is virtually no material for teaching science subjects. Experiments are not done, only the theoretical part is given attention. There are not enough textbooks for all students, and in some cases three to four students share one textbook. This is a recipe for the demise of a culture of teaching and learning, and it contributes to the high failure rate.

In most cases this shortfall is attributed to ignorance of departmental regulations on the administration of school material by the school authorities and a lack of control over the available material. When materials get burnt out, lost or are consumed, proper procedures are not followed to replace the material (cf.3.4).

In order to avoid shortages and unaccounted for material in the school, it is recommended that:

- stock should be registered
- all materials, be it textbooks, science equipment, typewriters, computers or garden tools should be counted and entered into the stock register.
- textbooks should be stamped, and numbered.
- all instructional material should be marked.
- the life-span of the material received should be considered and care should be taken to maintain and control the stock for the duration of the specified period.
- care should also be taken to protect the material against theft, damage and misuse.
- damaged, stolen and worn-out material should be reported as such to the district office in the relevant section.
- this leads to the writing off of the material “lost”, not only in the school records, but also in the regional provisioning section as well.

The next step is requisitioning of material. The requisition of instructional materials requires thorough planning, involvement of relevant personnel, like subject educators, and the consideration of the stock on hand. Writing off of stock and requisition complement one another. If writing off is effected only in the school register, the numbers on hand will not tally with those in the departmental register, and there is possibility of receiving fewer books or material than those ordered. The provisioning section supplies material according to the needs, taking into consideration what is already supplied and the life-span of the material.

5.5.3 Relevance of instructional material

The involvement of the subject educators in selecting instructional material is of vital importance. The contents of the material, textbooks in this case, should be relevant to the syllabi of the different classes. A number of authors have written a number of texts for different classes. The onus is on the subject educators to assess the relevancy and applicability for particular classes. This enormous task needs joint decision-making. The services of subject associations, where subject

educators come together and plan the subjects they teach, contribute to textbook selection.

These are many aspects that can be considered in material selection if a culture of teaching and learning is to be promoted. The process should consider the objectives of the lesson, for instance, the panel may evaluate if the objectives and learning outcomes are relevant, clear and attainable.

The second consideration is the content of the material. Is the content relevant and consistent with objectives identified (cf.3.4)? Does it lead from the known to the unknown? Accuracy of the content presentation plays an important role in understanding the text. The third consideration is readability of the text. It should be arranged within the logical structure of the syllabi and the new terms should be explained or defined so that the students may follow the logic of the presentation with ease. The language should be clear, concise and appropriate to the level and understanding of the intended readers.

The fourth consideration involves learning aids for better understanding. This includes examples, graphs, tables, summaries and references for further consultation. These are referred to as learning aids, because the student is in a position to compare and assess his/her understanding of the content by referring to illustrations provided.

The fifth aspect includes questions and exercises. Where possible it would be appropriate to select a text with sufficient questions and exercises for practice and self-tests. They should be distributed well throughout the text and meet the standard of the user, that is, they should range from simple to difficult exercises for more comprehensive self-assessment. The essence in selecting relevant instructional material is to motivate the students to achieve the objectives of teaching and learning within a reasonable period of their study time.

Concerning equipment for science and other subjects offered in the school, care should be taken to train the students to maintain and handle the equipment (cf.3.4). Students should also be taught to operate the equipment like sewing machines, computers, woodwork and electrical powered machines so that they may work independently for effective achievements.

5.5.4 Conclusion

The selection of relevant instructional material is of paramount importance for teaching and learning. The control of textbooks and the replacement of wornout material, the writing off and requisition of stock all require careful planning. The consistency, relevancy and readability of textbooks should be considered carefully, taking into consideration the user of the material, the student. The next section assesses management factors in relationship to leadership and professionalism.

5.6 MANAGEMENT FACTORS

5.6.1 Introduction

In this section, academic support of school managers, and the management and administration of the school as a whole will be attended to. Management is a task of school managers and educators, and academic support refers to empowering school managers and controlling students' work.

The school should be seen as a totality consisting of educators, students and parents. The school population should be empowered or capacitated not only in academic programmes, but also in rules, norms, beliefs and regulations of the school. School administration should be carried out in a manner that encourages the educators to work, organise and plan together so that they may speak with one voice when controlling, capacitating and disciplining the students (cf.3.6.1).

This means that the principal as a head of the school should afford his/her educators time or opportunities for leadership and professional development.

5.6.2 Opportunities for leadership and professional development

The discussion in this sub-section is on leadership, professional development and academic improvement that would lead to a positive culture of teaching and learning. In the same vein, lack of leadership and professional skills have been observed from the responses in this research. What is important for school managers, is to know what they want to achieve and how to do it.

The principal should involve the staff from the initial stages of planning. Many principals fail to understand that the staff is in a better position to observe and rectify the misbehaviour of either the students or educators and shortcomings in the teaching and learning process. Educators are the people who bring about change in the school. (cf.3.6.2).

The second option that can be chosen to improve a culture of teaching in the schools, is the clustering of schools with the purpose of empowering educators in professional and leadership development. The research undertaken has revealed academic, professional and administrative imbalances in the schools within the same circuit. The matriculation results for 1996-1998 indicated great differences in terms of performance. Although this may be viewed as a weakness in one way or another, on the other hand, it suggests a challenge for research and planning to improve the standard of education. The following structure or plan is recommended for the improvement of leadership, and professional and academic skills in the schools. The plan or model is based on the clustering of schools from circuit to regional level, wherein a provincial cluster could be formed by various regions in the province. The representatives of the circuit at district level are

decided on by consensus at the circuit level, and those from the district to the region, at the district level. In addition, regular workshops involving external facilitators and constant reports-back should be arranged at circuit level and cascade to the school level. Proper advance planning is vital if progress and good achievement are to be attained. The proposed format is as follows:-

- School managerial team for professional and academic improvement.
- Circuit managerial team.
- District managerial team.
- Regional managerial team
- Provincial managerial team.

It is suggested that from the needs determined by the groups, a stimulus for organising workshops and a selection of the programme content could be developed. The clustering model places the responsibility for planning and learning within the members on the groups themselves. Such a scheme would put greater emphasis on making the external agents, such as non-governmental organisation officers and education development officers act as professional partners.

It is quite apparent that the success of this model would depend upon the willingness of the members to accept "learning" and constant planning. The aim of clustering managerial teams can be viewed in many ways, and the following may be some of the problems to be addressed:

- Involvement of stakeholders to achieve school efficiency.
- Specifying problem areas
- Action plan – with time limits,
orientation and monitoring ,
review and evaluation,
setting realistic targets.

- Identifying professional assistance from the community, for example, parents, leaders and experts.
- Co-teaching with circuit managers and parents
- Disciplinary measures within the school.
- Planning funding for schools
- Business plan for schools.

Because the basis of the whole structure emanates from the school, it becomes apparent that each school should have a comprehensive school policy.

5.6.3 School policy

The school as an institution should be viewed or interpreted as a totality with components that function harmoniously to address the vision and the mission statement of the school (cf.3.6.3). Policies exist in various components of the school and they allow educators and students to function without first, and each time going to the principal for a decision.

Children will always be children, even if they are in the senior secondary school. They need guidance, support of adults and recognition of the fact that they can think for themselves and participate in decision-making. Be that as it may, the principal, staff, school governing council and students should come together and formulate a school policy governing students. The participative approach or involvement adopted by the school promotes ownership or partnership in the whole process. The general feeling of respondents was that no school can function effectively without sound discipline, order and a code of conduct. The policy should, therefore, address the needs of the school and promote norms, beliefs, values and standards of education. It can be concluded that there are various aspects that can be addressed when formulating a policy for students.

Educators, as adults, should be exemplary and be governed by their own school policy.

A principal should not make the mistake of thinking that his/her school will run smoothly, simply because he/she has put a healthy school policy in writing. He/she should fulfil the control function, in this respect, at all times. The school policy as a backbone of the school administration should encompass the school vision and mission in order to fulfil the aspirations and desires, not only of the school, but also of the Department of Education as a whole (cf.3.6.3). Although this may be interpreted as a very wide field, it is true to indicate that a school is a unique structure with its own plan to promote its vision and mission.

On the basis of the above, the school community must identify areas of concern and plan accordingly. In essence, the school should aim at addressing a positive school culture that would lead to effective teaching and learning (cf.3.6.3).

It is good to note that any success the educators aspire, depends on the support of parents that is directed by a policy.

The parents are represented by the school governing body in school management. The South African Schools Act (Act No. 84 of 1996) outlines the functions of governing bodies. The functions have a direct bearing on quality education provision at the school.

It is suggested that parents should be deeply involved in the education of their children and be in partnership with all stakeholders in order to promote good co-operation, understanding and a relationship of trust among all participants. The principal, in particular, becomes demotivated and powerless if the school governing body is inactive and uninterested in the school affairs. It is, therefore, strongly recommended that the parents and the community be called upon to play a meaningful role in school affairs. Once the parents participate fully in the

schools, the problems that exist in some schools could be resolved. It is also necessary that a capacity building programme be developed to assist the governing bodies on the understanding of the South African School Act (Act No. 84 of 1996) and regulations that are promulgated from time to time.

5.6.4 Conclusion

This section has addressed management factors. Attention was given to opportunities for leadership and professional development for the roles of students (cf.3.6.4), educators and parents. Clear models to formulate and manage the structures are suggested to support the end users, the school managerial teams. Policies governing students, educators and parents are also tabulated to give an understanding of what is expected from the stakeholders in education and what is to be included in the various school policies. The next section deals with didactical factors in the educational process.

5.7 DIDACTICAL FACTORS

5.7.1 Introduction

This sub-section discusses proposals that can be effected in the teaching and learning situation so that the cognitive, and affective aspects of learning may be enhanced. Group work, peer teaching, peer appraisal, assessment and examination, parental involvement and awards are included to develop a sense of ownership, pride, dedication and commitment to teaching and learning. Dedication and commitment are cornerstones for a sustainable and effective approach to teaching and learning. Lack of professional a commitment was echoed by the Vice President when he addressed SADTU National Congress in Durban on 5 September 1998. He said that it was unacceptable for teachers to arrive at work late or drunk, or to give more weight to toy-toying than to teaching. It may be argued that a commitment to teaching is in line with the suitability of educators to handle the subject they teach (cf.3.7.1).

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Research has revealed that some schools do not have suitably qualified educators to teach the secondary school subjects. Clustering of schools and the formation of subject associations are recommended to address the problem of underqualified educators, because educators are upgraded on the subjects they teach. Group work is seen as a breakthrough to address the ineffective teaching methodology in the schools. This includes a clear policy and an understanding of classroom activities (cf.3.7.2).

5.7.2 Group work

One of the basic principles of the didactical approach recommended to promote effective teaching and learning is to divide the class into groups with a group leader. Group leaders may alternate. The educator as a facilitator should make sure that every member of the class understands why a class is grouped, the topics to be discussed and the desired outcomes of the whole process. He/she should also evaluate how effective the process is and assist them to reach the outcomes continuously and make sure that the students are involved in the evaluation. By so doing, students may become more responsible for their learning and classroom behaviour. The classroom becomes student-centred and more participatory in management. The approach requires advance planning so that the educator-facilitator may create an environment where students actively learn how to access and develop knowledge from sources (cf.3.7.3). This approach, if properly managed and implemented, builds the confidence, commitment and dedication of the whole class. This may lead to peer teaching.

5.7.3 Peer teaching

Students who are well trained to work in groups and take responsibility for their own learning become critical thinkers, problem solvers and effective communicators. When a class has reached such a stage, each one teaches the other. Class leadership becomes spontaneous. Educators as facilitators must provide a

conducive learning environment. Peer teaching also means sharing of experience, knowledge and knowing one another (cf.3.7.4). Educators need to open opportunities for students to talk about what they have learnt so that it may be recorded in their minds and be readily available during the time of need. Lessons should accommodate students' participation.

Peer participation in the lesson starts from debate to leading the group in discussion on selected topics. The educators on the other hand should understand the students so that they may be able to place them in the relevant groups during discussions. Leaders of the different groups supervise the work given during the teaching period and check if the homework is done. A class may have more than four groups, depending on the size of the class and the number of students in a group. It is easy to monitor and assess smaller groups.

5.7.4 Assessment

In assessing the work of the group and the performance of the individual members, the educator observes the progress while going around monitoring and facilitating the learning situation. The most important aspect of assessment is that it gives more information about the behaviour and performance of the members and how much a group achieves (cf.3.7.4). Assessment tells about how effective teaching has been, how relevant resources are and how effectively the leaders have managed the learning process. It should be noted that assessment should be continuous, so that the facilitators may keep track of how learning progresses. For the sake of this discussion, assessment is viewed as informal with the aim of evaluating the teaching skills, styles, the approach of the group leaders and the co-operation of the members of the group. The educator should note the performance of the individual members and assess the weaknesses and strengths. His/her concentration and guidance should be focused more on under-performing, without declaring his/her findings openly.

The next step is to develop self-and peer assessment among the members of the group. In this case, the educator uses the assessment criteria to enable the students to evaluate their own and the work of their fellow students. In self-assessment the students check their work against the instruction or performance indicators given and they should be allowed to correct the work before they hand in. They give themselves grades, that is, they value their performance. The educators should encourage the students to ask when they do not understand.

The second step is to discuss with the students how they will introduce the assessment techniques to their groups and the whole class. The procedure is more or less the same as in self-assessment, but the student does not evaluate his/her work. The students change books and assess the work according to instructions and performance indicators provided. As soon as the exercise is completed, the book is returned to the owner and the results are announced. The most important aspects of self-and peer assessment are the writing of corrections after the announcement of results. All corrections are marked and corrected by the educator (cf.3.7.4). In most cases performance awards are considered as a form of motivation.

5.7.5 Performance awards

When the process (assessment) has been completed, the educators will be in a position where they will gather evidence that shows how well students have performed. This evidence may include observation and assessment of final demonstrations.

The performance could be awarded in difference ways, but it depends on the school and availability of resources. The most cost-effective way is to use floating trophies. These may be awarded monthly or quarterly, it depends on the plan of the school or the standard. The following example is based on the monthly awards:-

- One trophy for a class group for all subjects
- One trophy for different classes doing the same subject
- One trophy for a standard – different classes doing all subjects.

It can be concluded that the group work, self-and peer assessment help to promote a positive culture of teaching and learning, in that every student is forced to be punctual so that he/she may not miss a teaching period. Secondly, he/she works very hard to uplift the academic standard of the group and eventually the whole class. The awards system builds a competitive spirit of learning. Lastly, this exercise is cost-effective, but greatly rewarding at the end of the day. The next sub-section deals with lesson preparation to address the above process.

5.7.6 Lesson preparation

During peer teaching and assessment discussions, it was pointed out (cf 5.8.3) that teaching should be student-centred. The old methods of memorization and lecturing are substituted by student participation in the learning situation. Lesson preparation should be designed so that it may address the student activities during and after the lesson.

Lesson planning is an important part of the educator's work. For the sake of this discussion and recommendations, the educator should bear in mind four points in preparation:-

- Group work (cf 5.7.2)
- Assessment (cf 5.7.4)
- Homework (cf.5.7.4)
- Testing or examinations (cf.5.7.4).

The group leaders should understand the procedure to be followed, for example, introduction, presentation and conclusion. During the preparation the educator should plan learning outcomes that would act as guide. Constant written exercises

in class give practice for examination and assures understanding of the work presented. Homework, classwork and assignments should be monitored thoroughly, otherwise it will be a waste of time to give the work anyway. Testing or examinations, on the other hand, may take place daily, weekly, fortnightly, quarterly and annually. What is important, is that planning must be continuous and consistent in order to achieve positive results.

In essence, lesson preparation gives the educators more opportunities to decide on the teaching method and the form of assessment they will use to guide their students to meet the learning outcomes. The recommended approach encourages the planning of instruction, so that students may relate their learning to real life situations and roles they will assume outside school. This requires committed and dedicated educators who go an extra mile to fulfil their wishes of producing good results at the end of the.

5.7.7 Dedication

A dedicated educator organizes the programmes of the school and devises apparatus to teach the lessons. Each one strives to develop his/her own mechanisms to ensure quality education. Concerning extra-time or overtime, hard working educators have nothing to fear and everything to gain since their efforts will be recognised. Those who fail to do their work may find themselves under pressure from communities to improve, or make way for someone with a better professional approach, commitment and dedication to his/her vocation.

5.7.8 Conclusion

This section discussed group work as fundamental in the teaching and learning situation. The educator is seen as a facilitator throughout the process until the writing of the corrections by the students. In this way the classroom becomes student-centred. Peer teaching forms part of the group work, but the concentration

is on both the group and the individual for good achievement in the learning situation. Assessment refers to the educators' observation. It gives more information about the behaviour and how a group performs.

Performance awards are means to motivate the learners toward their studies. All this is possible only if the educator prepares his/her lessons thoroughly to meet the learning outcomes. Only committed and dedicated educators and students can succeed in maintaining the required standards of education. The next section deals with staff affairs that help the individual to contribute to the betterment of the educational standards.

5.8 STAFF AFFAIRS INFLUENCING A CULTURE OF TEACHING AND LEARNING

5.8.1 Introduction

This section discusses the orientation of educators, staff development and quality improvement as processes of upgrading professional performance of staff members. Upgrading qualifications prepares educators for academic delivery, and interaction between the principal and education development officers promotes and improves management skills and co-operation within the school. The staff component in the school situation forms the management under the leadership of a principal. The principal as head of the institution should take the initiative in involving educators in school activities. In most cases the beginner and transferred educators, for instance, find it difficult to adjust to a new environment. On the basis of the lack of uniform procedures to accept these educators, it is recommended that all schools should orientate them to allow them to socialise, and meet their needs regarding the security, direction and information in the school and the immediate community where the school is situated.

In order to make the orientation programme a success, the school policy as the backbone of the school administration should give direction to school management and the improvement of teaching and learning as policy issues. In order to assist educators in their commitment to teaching, the school should make available to the educators the general aims, values, practices and operating procedures of the school, the school timetable, programmes of study and the composition of the student body. The relationship between the educators and the students, the educators and the parents, the educators and the community, and among educators themselves should be viewed as paramount in the promotion of a culture of teaching and learning. Educators should develop attitudes that support deeper understanding of students in the classroom. When they force their will on unwilling students, tension results.

Effective learning which manifests in the classroom is not only the responsibility of the class educator, but also the students. The class-leaders should assist the educator in monitoring students' attendance and absenteeism. The attendance register should be marked daily and be scrutinised weekly by the member of the managerial team. Any student who constantly stays away from school should be brought to the attention of the school management and the parent timeously. All letters from parents should be filed by the class-educator for further discussion with the parents. Understanding among all role-players creates a conducive atmosphere for learning.

In a suitable climate the students not only work well, but also enjoy working and so benefit from what they are doing. In such a situation the educator easily engages students in extra-classes, Saturday and even holiday classes. This also promotes group work.

The group approach or clustering in the school is quite vital in this case. Clustering which forms the basis for the recommendations of this research

contributes to a culture of teaching and learning. The process also addresses staff development and co-operation among students.

5.8.2 Staff development

The term "staff development" has its origins in industrial training where, in its pure form, it was used in relation to the training of middle and senior management. In its application to school it has been extended to include the provision of opportunities for all educators to develop professional competence. It can be argued that the educators need to use the opportunities available to increase their skills, knowledge, competence and gain confidence in their work.

For the sake of this discussion, the focus is on academic development to help the educators in their teaching and thus help the students in their learning. Research has revealed that some schools have appointed underqualified educators in the subjects they teach. In most cases this was not their making. In order to address this shortfall, it is strongly recommended that:

- Regular consultations with subject advisors should be planned.
- Workshops for subject educators should be discussed and planned with subject advisors. The subject head should make regular follow-up on academic progress and reviews.

The approaches in which the school personnel can be developed to promote effective teaching and learning for better academic achievement include:

- The motivation of the teaching corps.
- Creating a climate of diligence and honesty in the classroom.
- Structuring the lesson in such a way that it invites the learners to participate actively.
- Promoting the students' desire to want to learn by building a challenge into the lesson.

- Giving the student the freedom to develop as a person and invite him/her to contribute to the lesson.
- Using every positive contribution that the student makes and building on it during the lesson.

Concerning professional development special emphasis should be placed on the role of the principal. The principals have great contribution to education in their right as heads of institutions. Research has revealed that more training on management, administration and finance is needed for principals if effective teaching and school management are to be successful and sustained. Clustering as a basis for a participative approach is quite relevant in the promotion of co-operation among principals from circuit to provincial level. A training programme will be easily administered in a cluster system. Study visits to each other's schools, including inspection of administrative layout (office arrangement) would be an integral part of the support and motivation, not only for beginner principals, but also for experienced principals. Education development officers (EDOs) play an important role in monitoring and facilitating the whole process.

Although it can be argued that support and training are likely to come from a variety of sources like non-governmental organisations, universities and technikons, department officials are basically appointed to develop school managers. Abdicating such responsibilities in favour of engaging private experts could be viewed as irresponsible. The recommendation, in this case, includes initial induction which is provided for at the circuit level, and taken up to the district by EDOs and subject advisors through workshops organised in each region. Workshops encourage joint participation and the planning of school

programmes. This also promotes a culture of teaching, management and a caring service that lead to quality improvement of the whole system of education.

5.8.3 Quality improvement

The improvement of the infrastructure in the schools, and the formation and election of school governing bodies and the students' representative councils are moves in the right direction to improve school management and administration. The proclamation of the South African Schools Act, 1996 (Act No. 84 of 1996) and the Education Acts of the various provincial departments outline the functions of governing bodies and educators in the schools. These functions have a direct impact on the quality of education provision. It is quite essential that the acts be workshopped for all education stakeholders. They should be translated into the languages of the users for easy reference and consultation. Understanding the acts builds self-esteem and confidence. Understanding the rules, regulations and acts of the department makes the individual familiar with what is expected of him/her in the learning-teaching situation. The primary responsibility for quality improvement should be vested with the group which has the main task for achieving particular goals of high quality educational learning and teaching programmes, the managerial teams and educators in the schools.

This discussion on quality improvement has given a clear direction for school management. The next section discusses upgrading of qualifications of educators as a method of improving delivery for better academic achievement and quality improvement in the schools.

5.8.4 Upgrading of qualifications

Comparatively speaking, the present period has seen education undergoing an explosion, when compared to a century ago, when education was viewed as something for the elite. The educators have equal chances to improve their

qualifications, either through part-time or full-time study at universities, technikons and colleges of education. The research has revealed that the majority of educators improve their qualifications through private studies. The administration of private studies needs co-ordination within the school so that educators do not improve their qualifications at the expense of the students. Part-time or private studies can improve the educators' performance in the classroom, particularly, if the courses or subjects studied are the subjects one offers in the school. The educator studies with the students and this motivates and encourages them.

It is proposed that in planning part-time studies for educators, care should be taken not to allow more than two educators in a school with fewer than ten educators to enrol during the same academic year. The allocation of duties to the studying educators should allow them enough time to pursue their studies with ease.

The Department of Education should also support the undertaking by offering temporary appointments to understaffed schools to alleviate the workload on the studying educator. The process will work well if it is co-ordinated, planned and everybody in the school is involved. If the process is not planned, there is no guarantee that it will yield good results. In many cases, studying educators are accused of doing so at the expense of their work. In the extreme cases, educators are accused of inciting students to go on strike for minor administrative complaints or alleged mismanagement of school funds in order to have time off to spend on their studies.

The second option in upgrading qualifications is to study full-time. The Department of Education in the Eastern Cape Province, currently makes provision for underqualified educators to apply for study leave for one year with full. This is an incentive and contribution to the improvement of teaching in the schools. This means that the school and the Department should incorporate upgrading of educators' qualifications into their programmes so that the process may be controlled and monitored. The education development officers as

representatives of the Department at the District level should monitor the process and give direction where necessary.

5.8.5 Interaction between the principal and education development officers

District and circuit managers are education development officers who visit schools regularly. They help the managerial teams to improve the management of the school and afford principals, educators and students the opportunity to raise their problems that the Department of Education must address. In order to make their work easy and acceptable they must be welcomed by the entire school community as officers who have the interest of the school at heart.

The circuit manager should develop a mechanism for identifying principals who play truant, as it is sometimes alleged, that they falsely claim to have gone to the circuit office while in reality they are engaged in personal businesses. It is also true that visits to the District Office by principals should be monitored so that they may be helped whenever necessary. Circuit offices need to introduce a visit register for principals; dates and time should be planned under normal circumstances (Top Management Meeting, 23.4.1998). It is high time that appropriate action be taken against culprits who do not observe full school hours. If the principal constantly stays away from school without tangible reasons, educators are likely to follow suit. This destroys a culture of teaching and learning. It has been observed during the research that the majority of principals do not conduct themselves as expected, that is, professionally. This notion is supported by the report of the COLTS Campaign Programme managers' meeting (1997:2) that one of the greatest maladies of our schools system is absenteeism. Principals, educators and students often are absent from school without valid reasons. It is strongly recommended that a closely monitored record of absentees should be kept by schools. It should be noted that not all schools fail to monitor absenteeism, in some there is good administration but in others there is a *laizze faire* attitude. Many people are asking questions like,

“Are education development officers doing their work?” “Is it because of the baggage of the past that there are such administrative differences in the schools?”

It is true that the present system of education has inherited the different ex-department systems and their diverse administrations. However, mourning about the past will not help the present system. What is needed is to implement the strategy of this research as recommended for better education achievement. The EDOs as supervisors of principals in the circuits should visit the schools and conduct meetings with the managerial teams. Regular workshops on conditions of service, including leave matters, should be planned and conducted consistently.

In addition to the control of absenteeism, enforcement of attendance to every class lesson or period should be maintained. Students are advised to learn not to “celebrate” when educators do not honour their lessons, as such conduct is to their own detriment. They must utilise proper procedures to assert their rights to be taught by reporting educators who do not honour their lessons. EDOs, principals and heads of departments, on the other hand, must monitor lesson attendance strictly and take steps to remedy deviation from set standards.

It is on the basis of the above problems that the education development officers are advised to interact with the managerial teams, particularly the principals so that they may discuss and advise one another about the appropriate actions to follow in monitoring and controlling defaults in the teaching and learning situation. It should be noted that punctuality is a fundamental condition for effective teaching and learning. The circuit manager, the principal and the school governing council should work together and address the negative attitude of late-coming to school. The school should develop clear policy on punctuality based on the norms of the school and the regulations of the Department of Education.

5.8.6 Conclusion

It can be concluded that staff development suggests empowerment. The induction or orientation of beginner and or transferred managers is the beginning of the exposure to basic requirements of the institution and the Department of Education. As a fundamental requirement for effective teaching, school managers are encouraged to upgrade themselves academically through in-service training, workshops and further studies in order to cope with the changes in education.

Education development officers as representatives of the Department, and supervisors in their circuits are advised to be supportive and co-operative with the school governing councils and managerial teams so that effective culture of teaching, learning and administrative continuity between the school and the district may be promoted.

5.9 GENERAL SUMMARY AND CONCLUSION

The first section of this chapter has focused on the recommendations for a culture of teaching and participation wherein staff commitment and preparation are discussed. Human relations and interpersonal skills are linked to building shared vision, personal mastery, mental models, team building and systems thinking. This chain reaction forms a system that addresses the need, not only of the participants, but of the whole school to promote an effective culture of teaching.

In the second section community support and involvement from the school up to the Provincial Department of Education have been discussed. Clear systems are proposed in the form of governing councils. The approach suggests continuity, transparency and involvement of parents in the education of their children. The third section has explained learner affairs influencing a culture of teaching and learning. Students' responsibilities and commitment to effective learning are presented. Factors that affect education negatively are also included in order to

portray the problems faced by the educators in the classroom and the solutions thereof. The fourth section has presented resources for education, and the fifth section has outlined management factors wherein professional development is discussed in relation to school based change through action research, planning and implementing change. A school policy governing students, educators and parents forms the backbone of the school administration.

Didactical and staff affairs are addressed in discussing the classroom situation, that is, the interaction between the educator and the students. Proposals and recommendations highlighted suggest a culture of caring, teaching and learning. The upgrading of qualifications means quality education and professionalism in the whole process of teaching. The last section has dealt with promotion posts to help the managerial teams and school governing councils in administering the schools.

In conclusion, it can be pointed out that consistency in the selection of the respondents for the empirical research was maintained. Chapter one discussed the procedures that were followed in the selection of the sample and the method used to access the data.

In chapters two and three a literature survey was conducted to get a broad overview for the investigation of a culture of teaching and learning in the secondary schools. In chapter three it was noted that literature review was not limited to a particular school culture, but can be applied to a culture of teaching and learning in any school and community. In chapter four the procedures followed for the research were explained and the results analysed.

Chapter five has presented recommendations for a clear policy, good management and administration of schools. The emphasis is on joint decision-making so that ownership and co-operation may be enhanced. Co-operation with members of the

school staff, school governing council and students brings about a positive culture of teaching and learning in the schools.

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518 N.U.17
P.O. Mdantsane
5219

15 April 1998

Dear Colleague

RE: QUESTIONNAIRE : CULTURE OF TEACHING AND LEARNING

The purpose of this questionnaire is to investigate the concept of school culture by providing a broad overview, researching its manifestations and suggesting strategies for promoting, managing and sustaining a positive culture of teaching and learning. It would, therefore, be appreciated if you would spend time to answer the whole questionnaire, which is part of the research for a Doctor of Philosophy degree thesis.

The research is conducted under the supervision of the University of Orange Free State, and the Department of Education in the Eastern Cape Province has given permission to distribute the questionnaire to all targeted Secondary Schools in the Northern, Central and South Eastern Regions.

All the information gathered through the questionnaire will be treated as confidential and no individuals or schools will be mentioned in the report.

Please, return the completed questionnaire to me within five days.

Thank you in advance for your help and support in my research.

Yours faithfully.

.....
O.B. MAGQAZA

Office of the DPS

STANDARD EDUCATION

Private Bag x 0032

BISHO

5608

18 December 1997

Mr O B Magqaza
518 N. U 17
P.O. Mdantsane
5219

Dear Sir

PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

Your letter dated 17 December 1997 refers.

Permission is hereby granted to do the research with respect to the restoration of a culture of teaching and learning in the Secondary Schools in the province.

The permission is subjected to the acceptance of the conditions stated in the attached annexure in writing.

The Department wishes you well in your research.

Yours faithfully

.....
DEPUTY PERMANENT SECRETARY: STANDARD EDUCATION

UNIVERSITY OF THE FREE STATE: SCHOOL OF EDUCATION

QUESTIONNAIRE: CULTURE OF TEACHING AND LEARNING

INTRODUCTION

The purpose of this questionnaire is to investigate the concept of school culture by providing a broad overview, researching its manifestations and suggesting strategies for promoting, managing and sustaining a positive culture of teaching and learning. It is constructed, purely, on scholastic principles and the identity of the respondent is protected. The respondent is, therefore, requested to be candid in his/her answers in order to give a true picture of what is taking place in his/her school.

DIRECTIONS

1. Attempt to answer all questions.
2. Whenever there is a square e.g. make a cross or a tick e.g. in the square next to the appropriate answer.
3. The dotted lines e.g. are for you to fill in the relevant information required.
4. Please note that there is no wrong or correct answer or response in answering this questionnaire, but honest response.
5. Do not give either your name or the name of your school.

SECTION A: PARTICULARS OF YOU AND YOUR SCHOOL

1. Where is your school located?

1	2	3
Rural	Township	Urban

2. Your sex

1	2
Male	Female

3. The sex of your school population

1	2	3
Male	Female	Combined

4. Your total teaching experience?

1	2	3	4
Less than 1 year	1 to 5 years	6 to 10 years	More than 10 years

5. Your experience as a principal

1	2	3	4
Less than 1 year	1 to 5 years	6 to 10 years	More than 10 years

6. Your position as principal

1	2
Temporary	Permanent

7. Your highest qualifications

1	2	3
Matric plus teacher qualifications	A Bachelor's degree plus teacher qualifications	A post-graduate degree(s) plus teacher qualifications

8. Your training in management (mark more than
-
- if applicable)

1	2	3
Self-development	In-service training	Formal studies which lead to a qualification

9. Number of students enrolled at your school

1	2	3
Less than 500	500 - 1000	More than 1000

10. Number of staff members at your school

1	2	3
Less than 30	30 - 50	More than 50

10. The pass rate of your matrics for the November examination of 1996

1	2	3	4	5	6	7	8
Less than 30%	30-40%	41-50%	51-60%	61-70%	71-80%	81-90%	More than 90%

12. The pass rate of your matrics for the November examination of 1997

1	2	3	4	5	6	7	8
Less than 30%	30-40%	41-50%	51-60%	61-70%	71-80%	81-90%	More than 90%

13. The pass rate of your matrics for the November examination of 1998

1	2	3	4	5	6	7	8
Less than 30%	30-40%	41-50%	51-60%	61-70%	71-80%	81-90%	More than 90%

SECTION B

1. To what extent do you grade a culture of learning in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

2. To what extent do you grade human relations in your school between the principal and the staff?

1	2	3	4	5
Very low	Low	Average	High	Very high

3. To what extent do you grade human relations between the staff and students in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

4. To what extent do you grade human relations between the staff and the Governing Council in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

5. To what extent do you experience the relationship between the school and the community?

1	2	3	4	5
Very low	Low	Average	High	Very high

6. To what extent does your school promote programmes for enhancement of good relations and interpersonal skills between management and staff?

1	2	3	4	5
Very low	Low	Average	High	Very high

7. To what extent does your school promote interpersonal relationships between students and educators?

1	2	3	4	5
Very low	Low	Average	High	Very high

8. To what extent do you perceive that the parental home, the school and the church cooperate in nurturing discipline in your students?

1	2	3	4	5
Very low	Low	Average	High	Very high

9. To what extent do parents contribute to ineffective teaching and learning in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

10. To what extent do you involve parents in planning the academic programme or policy in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

11. To what extent do you involve parents in school governance in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

12. To what degree are you sharing students' matters with parents?

1	2	3	4	5
Very low	Low	Average	High	Very high

13. How often do you communicate with parents through parents' meetings?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

14. How often do you communicate with parents through a parents' day?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

15. How often do you receive complaints from parents about poor academic performance of your matric students?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

16. How do you perceive student's commitment to their studies in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

17. To what extent do you experience coming late of students as a problem in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

18. To what extent do you experience absence of students from school as a problem in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

19. To what extent do you experience changing from one school to another by students as a problem in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

20. To what extent do students contribute to the ineffectiveness of teaching and learning in your school.

1	2	3	4	5
Very low	Low	Average	High	Very high

21. How often do you experience violence in your school?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

22. How often do you experience drug abuse in your school?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

23. How often do you experience gangsterism in your school?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

24. To what extent are your students committed to academic work like doing homework and assignments in forming study groups?

1	2	3	4	5
Very low	Low	Average	High	Very high

25. To what extent are your students committed to participate in extra-curricular activities?

1	2	3	4	5
Very low	Low	Average	High	Very high

26. How often do you receive complaints from parents about handling students' grievances?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

27. How is the condition of the school buildings in your school?

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

28. To what extent do you grade educational facilities and furniture in your school?

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

29. To what extent do you experience over-crowded classes in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

30. To what extent do you experience long distances travelled by your students and lack of transport to school?

1	2	3	4	5
Very low	Low	Average	High	Very high

31. To what extent do you experience a shortage of science equipment in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

32. To what extent do you experience shortage of textbooks for students in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

33. To what extent do you receive a supply of instructional material from the Department?

1	2	3	4	5
Very low	Low	Average	High	Very high

34. To what extent is the instructional material received relevant?

1	2	3	4	5
Very low	Low	Average	High	Very high

35. How many periods per week do you, as a principal, spend on teaching?

1	2	3	4	5
None	1-10	11-20	21-30	More than 31

36. How do you grade staff and student morale towards school work in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

37. To what extent is the school governing body involved in the decision-making of the school?

1	2	3	4	5
Very low	Low	Average	High	Very high

38. To what extent do parents participate in drawing school policies and constitution?

1	2	3	4	5
Very low	Low	Average	High	Very high

39. To what extent is interaction between the principal and school inspectors taking place in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

40. To what extent do you grade management training of senior staff in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

41. To what extent does your school allow opportunities for leadership and professional development of educators?

1	2	3	4	5
Very low	Low	Average	High	Very high

42. To what extent does your school allow opportunities for leadership development of school governing body?

1	2	3	4	5
Very low	Low	Average	High	Very high

43. To what extent does your school allow opportunities for leadership development of the student representative council?

1	2	3	4	5
Very low	Low	Average	High	Very high

44. What is the educator:student ratio in your school?

1	2	3	4	5
Less than 1:35	1:35-1:50	1:51-1:60	1:61-1:80	More than 1:80

45. What is classroom:student ratio in your school?

1	2	3	4	5
Less than 1:35	1:35-1:50	1:51-1:60	1:61-1:80	More than 1:80

46. How often do you evaluate students in your school?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regular

47. How do you grade motivation of the students by the educators in your school?

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

48. How do you grade teaching in your school?

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

49. How do you experience the teaching of languages in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

50. How do you experience the teaching of natural Sciences e.g. Mathematics, Science and Biology in your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

51. To what extent do educators actively engage students in their learning to enhance critical reasoning?

1	2	3	4	5
Very low	Low	Average	High	Very high

52. To what extent do educators actively engage students in their learning to promote cooperative learning?

1	2	3	4	5
Very low	Low	Average	High	Very high

53. To what extent do educators actively engage students in their learning to promote formation of study groups and development of study skills?

1	2	3	4	5
Very low	Low	Average	High	Very high

54. How do you perceive work satisfaction of your staff?

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

55. How often do your educators monitor students' homework?

1	2	3	4	5
Daily	Weekly	Monthly	Quarterly	Every 6 months

56. How often do your educators monitor students' classwork?

1	2	3	4	5
Daily	Weekly	Monthly	Quarterly	Every 6 months

57. How would you rate class-control by educators in your school?

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

58. To what extent do your educators engage themselves in the preparation for lessons they teach?

1	2	3	4	5
Very poor	Poor	Average	Good	Very good

59. To what extent do you grade team-work of your staff to create a collegial atmosphere?

1	2	3	4	5
Very low	Low	Average	High	Very high

60. To what extent do your educators engage students in extra-, Saturday/or holiday classes?

1	2	3	4	5
Very low	Low	Average	High	Very high

61. To what extent do your educators assist students in maintaining order and discipline in the school?

1	2	3	4	5
Very low	Low	Average	High	Very high

62. To what extent do your educators upgrade qualifications?

1	2	3	4	5
Very low	Low	Average	High	Very high

63. To what extent do your educators undergo in-service training within your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

64. To what extent do your educators involve themselves in information sharing with educators of other schools?

1	2	3	4	5
Very low	Low	Average	High	Very high

65. How often do your educators share information with subject advisors?

1	2	3	4	5
Never	Seldom	Occasionally	Often	Regularly

66. To what extent do your educators resign or leave your school?

1	2	3	4	5
Very low	Low	Average	High	Very high

67. To what extent do your educators take responsibility for self-empowerment?

1	2	3	4	5
Very low	Low	Average	High	Very high