

CONDITIONS OF SOME HIGH SCHOOLS IN QWAQWA AND THEIR PERCEIVED
INFLUENCE ON THE GRADE 12 RESULTS

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Declaration

I declare that this my original work and other people's work found in this paper has been properly acknowledge as references

Signature:.....

A handwritten signature in black ink, appearing to be 'L. M. ...', written over a dotted line.

Date:.....

DEDICATION

To my mother and father who supported me throughout my studies and kept on telling me that I could do it.

To my sisters Gugu, Nonhlanhla and Lungile who gave me a healthy competition when it came to studying. I had to be the first to get the Masters degree because I am the eldest.

To my five children Hlengiwe, Ndumiso, Njabulo, Mangaliso and Nomangaliso whose presence motivated me to carry on studying. Hoping that they'll also Love education and see its importance in Life.

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- ❖ University of the North (Qwa-Qwa campus) for making it possible for me to study this degree, and also the Free State University for allowing me to use their Library and also for making it possible for me to complete my study.
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- ❖ All the four schools in Qwa-Qwa Thabo Mofutsanyana District who opened their doors for me and teachers and students who allowed to be interviewed.

KEY WORDS

Conditions

Perceived

Influence

Motivation

Self esteem

ABSTRACT

This research investigates conditions of some high schools in Qwa Qwa Thabo Mofutsanyana District and their perceived influence on the grade 12 results. It is assumed that these conditions will affect the teachers and learners perceptions negatively. This leads to the schools not functioning well because of the problems that crop up. Teachers seem not to be able to carry their work effectively because of the shortage of books and learning aids for the learners. Students end up not performing well and the blame, which ends up being shouldered by the teachers seem to cause demotivation and poor self-esteem on teachers.

To confirm this finding I used qualitative study to conduct my research. Case study was used because I had to focus on four schools and a few individuals in those schools and particular happenings, their perceptions and accounts. This study was used also because I had an integral involvement in the study.

Interviews and observation were used while collecting the data. I also visited the four schools to look into the physical conditions in these schools. I observed that school number one and two who have good results both had good physical conditions. These schools both had doors and windows in their classrooms; these are protected by steel doors and steel windows. In school number three and four the schools physical facilities were not good. These schools didn't have doors and windows and their results are always bad should be built which should be furnished well with all required furniture, electricity and running water should be in place. Chemicals and aids for teachers should also be available for school number three running water should be installed in the laboratory, all required chemicals and aids for teachers should be available. For schools two three and four books should be supplied in time so that students may be able o do all required classwork in time and to study at their own pace and time.

I also suggest that there should be an intervention for both teachers and students. Teachers in school number three and four need to be given a new status. Providing the teachers with the best teaching and learning environment which meets the needs of the students but also in which the teacher receives emotional and administrative support. Counselling should also be given to these teachers, which would bring back the confidence these teachers once had.

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CHAPTER ONE

1.1 Introduction

This research looks into the physical conditions of some high schools in Qwa-Qwa and their perceived influence on the grade 12 results. It will be argued that children in schools without doors, windows, libraries and laboratories will always underperform if things don't change.

This chapter provides the background into the study in which I give the reader reasons why the study was conducted. The chapter also has problem statement and research questions in which the researcher states the questions in which the researcher which are answered by this research. Aims and objectives of the study are also in this chapter. Next is be Literature review in which some Literature that has been written on the topic are consulted and written on.

Methodology which is how the researcher went about conducting her research is also discussed. The chapter also reports results, has conclusion, recommendation and suggestions for further research. Chapters found in the study will also be briefly discussed. Significance of the study is also in this chapter which gives the reader reasons why the study was conducted and the importance of this study. Limitations of the study are also in this chapter.

1.2 Background to the study

Kies (2000) acknowledges high failure rate of black matriculants has been a predominant factor. She goes further to state that the Minister of Education recognizes that the truly disturbing results are clear indication that the South African education is bedevilled by serious problems that undermine the education process in South Africa. This is quite superficial because it focuses on poor school administration and educators' laziness and incompetence.

It is shown that the schools without doors and windows once had these, but were vandalized. As Kies (2000) states other very important factors contributing to high failure rate of black matriculants, are poverty and unemployment. In poverty stricken township, rural areas and squatter camps across the country many learners return to school to find their school buildings

and classrooms burgled and vandalized: doors and furniture removed and equipment stolen. In these impoverished areas anything that can be used to buy food or liquor is stolen. This occurs even at schools the thieves' children attend. In these areas learners see their brothers and sisters who have completed grade 12, but cannot get any work. They cannot further their education because their parents cannot afford tuition at tertiary institutions. These learners develop into learners who do not know why studying is important and have no inclination to study. This limits their chances to develop and succeed in school.

Vandalization of school property, strikes and stay- away from schools were some methods of protest used against the apartheid government before the democratic election of 1994. Since the upheavals in 1976, crisis has been the word used to describe the state of education in South Africa. During this period schools were used as instruments of protest against the government. Schools were vandalized and the students didn't attend regularly. This crisis has been reflected in critical shortage and disrepair of schools, lack of textbooks and learning resources and high failure rates. According to Kies (2000) when the present government took office in 1994, it expressed a commitment to transforming South Africa into a non- racial democracy. This was a big undertaking, for it meant not only the repealing of racist laws and regulations that underpinned the apartheid system, but also the formulation and implementation of policies that would uplift and inspire millions of oppressed people who because of their skin colour were doomed to life of poverty and traumatic humiliation.

Although the government has achieved remarkable success in replacing repressive apartheid legislation with progressive laws that guarantee the rights of citizens its socio – economic and education policies are in fact undermining the rights of the very people impoverished on many levels by the vicious apartheid system. For the rural and urban poor, all the new, progressive laws notwithstanding, life is still a hard struggle for survival. These societies are poor therefore their schools are poor. Such schools do not have enough study materials, they lack laboratories and, or laboratory equipment which lead them not to do any experiments. Textbooks are inadequate both in quantity and quality (Kies, 2000).

The assumption in this study is that a situation of this nature has very serious negative effects on the moral and self esteem of both the learners and the teachers. The inadequate resources

materials for teaching are conditions, which can lead to teacher's poor attitude to work and ineffectiveness.

1.3 Problem Statement

The problem of this study is to ascertain if poor school environment (that is classes that have no windows and doors, not enough furniture, shortage of books, laboratories or libraries etc) is perceived by learners and teachers to have an effect on the teaching effectiveness of teachers and academic performance of learners.

1.3.1 Research Questions

To give the study proper focus and scope the following questions were addressed:

- Are physical conditions and resources at selected schools in Qwa-Qwa perceived to contribute to the learners high failure rate?
- Are there differences in the perceptions of learners and educators with regard to the effect of poor physical conditions of the schools?

1.4 Aims and Objectives

The aim of this research is to find out if the physical conditions in schools have any adverse effect on the results of the learners. It also aims in discovering whether these results have any effect on the teachers and learners of those schools.

1.5 Significance of study

This study is important because if it is taken into consideration and the problems noted and rectified, this might influence the results positively in this manner:

- ❖ The working environment of the teachers' may be improved which would affect the teacher's motivation positively.

- ❖ With positive motivation, this would mean that the teachers' self esteem are positively affected and the teachers will have a positive self-esteem.
- ❖ Students would have learning material, which means that they would be able to study at their own pace and time. This would improve the results positively.
- ❖ Teachers who are motivated and have a positive self-esteem will be able to motivate their learners to do their work and to go an extra mile with their work.
- ❖ Laboratories will be well equipped which means that physical science and biology teachers would be able to conduct the experiments. Being able to conduct experiments and seeing what they read in books practically done improve the learners' understanding and the love of the subject, which would affect the results positively.
- ❖ Libraries will have books and students would be able to consult extra books on the subject they are doing in school. This would indeed affect the results positively.
- ❖ During winter the classes won't be that cold, which means that absenteeism, would be addressed and teachers would attend their classes well.

1.6 Limitation of study

With qualitative study one cannot generalise the researcher's findings to other schools. Other researchers cannot use the results of this research and generalise it to their studies all that can be done would be to adapt the study to their work.

1.7 Theoretical Framework

This research argues that broken windows, classes that have no doors and lack of resources in the schools that were studied are perceived to affect the grade 12 results. This therefore means that physical conditions are perceived by both teachers and learners to affect them negatively. Students end up not performing well because of the perceived lack of books and resources, and also physical conditions that sometimes causes them not to attend school effectively. The high failure rate, which is blamed on the teacher end up demotivating teachers who feel helpless to the whole situation. The teachers' demotivation and poor self esteem also seems to affect the learners. For this study the researcher used ecosystemic theory.

1.7.1 Ecosystemic theory

This theory was used because school conditions are perceived to affect the grade 12 results. With Ecosystemic theory the effects are not linear but mutual which means that everything affects one another. Physical conditions have been vandalized by the community whose children attend these schools. In turn the Vandalized physical conditions of the schools are perceived to end up affecting the society's children, Lincoln and Guba (1985)

1.7.2 Definition of terms

1.7.2.1 Condition

Fowler and Fowler (1978) define condition as things necessary for something else to be possible. The new encyclopaedia (1974) defines condition as a stipulation or provision that needs to be satisfied. It is also described as something that must exist or happen in order for something else to do so. Webster (1948) defines condition as that which limits or modifies the existence or character of something. For this study Fowler's definition of condition will be used which is things necessary for something else to be possible

1.7.2.2 Perceive

Fowler et al (1987) defines perceives as to apprehend with understanding.

The new encyclopaedia (1974) defines it as the process whereby stimulation is translated into organised experience. Webster (1984) defines perceive as in general to apprehend. For this research Webster's definition of perceive as in general to apprehend.

1.7.3 Literature Review

Poor academic performance may be also due to factors residing in the personality of the learner, factors related to the school (unmotivated teachers, poor infrastructural facilities, etc) or factors related to the community of the learners or where the school is situated (violence or high crime rate, unemployment, etc). The focus of this study is on the group of factors related to the school and that is the physical conditions in some high schools in Qwa Qwa and their

perceived influences on grade 12 results. This study has been looked into in other places although some of the studies topics weren't exactly the same as this topic, for example Bojuwoye (1992) conducted a case study in which he studied schools related factors affecting Nigerian Secondary School pupils' academic performance. Christiansen's (cited in Murphy, 1987) in his study of secondary and elementary education in 1980's Colorado USA studied how the learning environment should be structured to meet the needs of the learners and teachers. He suggests that the best learning environment should be structured to meet the needs of learners and teachers. He also suggests further that the best learning environment is the one that meets the needs of the learners but also in which the teacher receives emotional and administrative support. Even though some studies that are somewhat similar to this study have been conducted in other places this could be the first of its kind to be conducted in Qwa Qwa.

Kies (1997) states that education system mirror problems in the socio-economic environment. Fugleman and Goldstein (1976), Mortimore and Blackstone (1992), and Heath and Clifford (1990) supported this claim by reporting that differences exist in the educational attainment of children from different social backgrounds, whereby learners from privileged background tend to achieve better results and make more progress in school than individuals from less privileged backgrounds

Kies (2000) goes further into stating that the government policies still favour the upper class people who have money, since education has to a large extent been reduced to a commodity that parents must buy. The rich can buy the very best since they can afford to pay the exorbitant fees charged by private schools. The children of poorly paid or unemployed workers attend classes at the nearest public school to which poor people and uneducated parents are unable to give meaningful support. Millions of children attend schools that do not have facilities and equipment for learner in discovery knowledge. Equally frustrating is the fact that learners' homes lack the physical and cultural means for them to do research projects.

Bacharach, Bauer and Shebb (1989) claim that lack of resources materials for teaching has a direct effect on the teachers' motivation and satisfaction. It is further argued that a basic

principle of job design is that the employee must be provided with the resources necessary to carry out the assigned duties. No matter how motivated or competent employees may be, lack of materials will prevent them from accomplishing their responsibilities and may even result in frustration and demotivation. This can dampen the spirit of an articulated teacher and make her/him very ineffective.

1.8 Methodology

1.8.1 Qualitative Study

The use of the qualitative study instead of quantitative study.

Richardson (1997) states that quantitative methods are credited with greater reliability, greater accuracy etc. But the difference between qualitative and quantitative method is of resources, not of methodological superiority. The world is populated by entities of different kinds and these entities stand in certain defined relationships to one another. It is important to preserve a rhetorical distance between the observer and the observed. In natural sciences, this requirement is fulfilled through a discourse that makes marked distinctions between the scientists as observe and the nature of the observed objects. Electronics are not people, whereas we can find out about electronics, they cannot do the same about us. Quantitative methods obscure important questions concerning the relation between the researchers and our participants. That qualitative methods at least have the potential to draw attention to the extent to which we share with our participants all problems and possibilities of making sense of the world Richardson, (1997). Therefore in order to study individuals in their natural settings, qualitative study approach was used. Here I was an instrument of data collection, gathering words and analysing them inductively.

1.8.2 Case Study

In this research a case study was used because the researcher developed an in depth analysis of four schools. Another reason for using case study was because for data collection the researcher used multiple sources i.e observation, and interviews. It was also used because the research had focus on particular individuals and particular happenings with it and their

perceptions and accounts. The researcher also had an integral involvement in the study Hitchcock, G & Hughes, D (1991).

1.8.3 Population and Samples

Grade 12 learners and teachers of four schools in Qwa Qwa were used. Two of these schools were selected because they always have good results and their physical conditions are conducive for learning. The other two schools were selected because they were vandalized and the learners always perform poorly at the end of each year.

1.8.4 Instrumentation: Interview

To collect data Free Attitude Interview (FAI) was used because it gives the interviewees the freedom to speak and the information obtained become more relevant (Meulenberg-Buskens 1997)

During the interview I asked open-ended research questions, wanting to listen to the participants I was studying and shaping the questions after I had explored. I refrained from assuming the role of an expert with the best questions. Her questions changed during the interview process to reflect an increase in the understanding of the problem. Before the interviews were conducted I sought consent from the schools being studied and the individuals that were going to be interviewed. The names of the schools won't be mentioned nor would the names of individuals who were interviewed, this maintain confidentiality and protect the anonymity of individuals who were interviewed for one hour. The interviews were tape recorded as the interviewees responded to the questions and were transcribed thereafter. For analysis the I familiarised myself with the contents of the interview and for analysis she used grounded theory. Through this theory the researcher was able to produce analysis and explanation Hitchcock, G & Hughes, D (1991)

1.8.5 Data Analysis

Inductive method was used in this study, which entails looking at patterns of meaning in the data gathered through observation and interviews.

1.9 Results Interpretation

I found that both teachers and students in school number three and four perceived/ see themselves as negatively affected by the conditions of their schools. They report that classes that don't have any doors and windows demoralise them, they also seem to be affected by the shortage of books, some of these books were there in school but because of a flawed system of book recovery they got lost because students never returned them especially when they are not returning the following year. This is perceived affects the students' study a lot as they find it hard to study without materials for studying.

Students doing physical science also are affected because in both schools they can't perform any experiments as one of the schools didn't have a laboratory and the other had a laboratory, which could not be utilized. All these things seem to affect the teachers self esteem and their motivation. They feel that shouldering the blame by themselves is unjustified as they try to do their utmost best but to no avail.

1.10 Recommendations

Higgs (1995) states that education encompasses the individual person's total experience of existence and to achieve this in schools that have problems, positive intervention on both the teachers and students. It should be remembered that teachers are perceived to have been affected by the conditions under which they work which led to them having low-self esteem. This tends to kill their innovation and stifle their creativity. The appropriate intervention should strive to inspire excellence; seek it and in all things to strive to achieve it. After the intervention the teachers would exercise their faith, and put education first. This would be achieved by providing the teachers with the best learning environment that meets the needs of students but also in which the teacher receives emotional and administrative support.

Educators are often the most influential adults in a young persons' life. Teachers can be more effective in their teaching if they pay attention to child's self-esteem. Teachers can teach for self esteem enhancement. Through their emphatic involvement with the adolescents, teachers can

assist them in their struggle against the demands made on them by their own development and becoming, by parents, friends and the school. This doesn't mean that all students are affected by the physical conditions and the lack of resources. Some resilient students who are highly motivated tend to achieve and do their best. Some of these students end up being in the top hundred of students who scored high marks in the province as a whole.

1.11 Suggestion for further research

As the department of education is busy renovating the once vandalized schools it would be suggested that school number three and four should be revisited after renovations to see how the students and teachers are performing.

1.12 Chapter in the study

1.12.1 Chapter 2

Chapter two of this study has definition of concepts. It also has review of literature, which is the response to the related topics by other researcher. Here researches conducted by other people, which are somewhat similar to her study were used. These studies were then used as part of the basis of my study.

1.12.2 Chapter 3

Chapter three is made of methodology, which discusses methods used to conduct the study and the reason why this method was used. There will also be a brief comparison between quantitative and qualitative study which will form the basic as to why the researcher opted for a qualitative study. Instrumentation used to collect data will also be discussed and the use of a case study and interviews will be justified.

1.12.3 Chapter 4

Chapter four is made of the results and discussions of these results. This chapter will discuss the results on observation what the researcher observed in the four schools she visited. This will be accompanied by the grade 12 results of the four schools, how they were in 1997-1999. Results on the interviews conducted by the researcher on the learners and teachers will also be discussed in this chapter. Quotations from the respondents will also be quoted.

1.12.4 Chapter 5

This chapter restates aims, objectives and problem statement. It also highlights research procedures and restates the findings of this research. It also has the summary, conclusion, recommendations and suggestions for future research.

1.13 Conclusion

I conclude that if the department of education take this paper seriously it would should address the problems in these schools if it wants the results of these schools to improve. The schools should also change their system of issuing and retrieving the books. Books that are obsolete should be delivered to schools. All Classes should be fitted with doors, windows and burglar proof steel on their doors and windows. All schools should have a good fence surrounding the premises that will prevent the society from coming to school and vandalising it. The community should also be educated that all public buildings belong to the nation as they have been built with the nation's money and should therefore be protected by all means.

CHAPTER 2

Review of related literature

2.1 Introduction

In this chapter I looked at the theoretical framework of the study. I then went on to look at the definitions of some concepts from my study. The chapter is devoted to the review of related literature. It looks into the research studies that have been conducted, what findings have been arrived at. In this chapter the discussion focused on what is contained in the literature with regard to:

- The effect of sufficient learning resources on academic performance
- The effect of working environment on teachers' moral and self-esteem
- Effect of physical conditions of schools on teaching effectiveness of teachers
- Effect of physical conditions of schools on the students' learning.

2.2 Theoretical Framework

Ecosystematic theory

Physical conditions and lack of resources in the schools are perceived to affect the grade 12 results. This means that physical conditions are perceived by both the teachers and learners to affect them negatively. Ecosystemic theory was used because in this study there is no linear causality but mutual causality. Part of the system in the two schools seems to be influencing the smooth running of the school. Lincoln et al (1985).

2.3 Definition of operational concepts

2.3.1 Condition

Fowler and Fowler (1978) define condition as things necessary for something else to be possible. The new encyclopaedia (1974) defines condition as a stipulation or provision that needs to be satisfied. It is also described as something that must exist or happen in order for something else to do so. Webster (1948) defines condition as that which limits or modifies the

existence or character of something. For this study Fowler's definition of condition will be used which is things necessary for something else to be possible

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2.4 Related Literature

2.4.1 Sufficient resources and effective performance

Bacharach and Mitchell (1991) state that a primary part of any job designer is providing the incumbent with the resources necessary to carry out all assigned tasks. It is further stated that inadequate basic resources drain teachers energy such that they do not teach their pupils effectively. In a better workplace, teachers have access to the necessary resources and have a reasonable workload, while in a poor work place, scramble to find the missing resources adds to the teacher's workload. Additional duties also make it difficult to use the limited resources. Cocoran (cited in Bacharach, etc. al, and 1991) goes further into stating that equipment, materials and supplies represent the most basic tools of teaching. In some schools, lack of equipment, materials and other important things have a significant learning and teaching problem.

Teaching other people's children has become an extraordinary difficult occupation, make no easier by other people who hold little confidence in what educators do and when they pare away the resources with which they are expected to do it. A decade of decline in resources for learning give rise to poor exam results and hence poor academic performance which in turn give rise to poor public confidence in the school with subsequent lack of commitment to public education. As a result, schools face not only a crisis of self-confidence. Teachers feel unappreciated, not respected as professionals, under supported under valued and unrewarded.

They see the causes of the situation, as beyond control. They feel it is increasingly difficult to be effective as teachers (Barth, 1990).

2.4.2 Attractive working environment and teacher morale and self-esteem

In a study of urban schools Corcoran (cited in Bacharach et al, 1991) found that they could differentiate good and poor buildings based on facility, space, maintenance and safety. Facility refers to the actual physical plant. Recent renovations, modern and practical design, solid construction, and appropriate furnishing characterize a good facility: a good facility is not too expensive to maintain and operate. In contrast, obsolete features, poor design shoddy construction, and inadequate furnishings characterize a poor facility. In a good workplace, there are few repair problems, timely repairs and proven pride in the building. In a poor workplace, there may be broken windows, burned-out lights, major repair problems and a lengthy process of repairs.

Traditionally, there has been a tendency to ignore the effects of work environment on teaching. People assume that schoolwork environment have little effect on the quality of work. Only recently have researchers examined the school as a work environment. Research on teachers' stress shows the importance of work environment on the effort-performance Linkage. The stress Literature says that conditions in the work environment that constrain the efforts-performance Linkage serve as stressors. Individual teachers' reactions to these stressors vary. The research suggests that younger teachers or others with high intrinsic motivation will expend significant amounts of energy working around those barriers to performance. Over time however the efforts required to work around these stressors wears the individual down leading to burnout or malaise. Three elements of the work conditions affect teachers' performance: physical conditions, resources and collegiality (Bacharach et al, 1989). Teachers report that they try to do their utmost best but they find this difficult because it seems as if they don't have the support of their supervisors. Capability is not enough. The lack of self-confidence distracts professional attention and distracts from performance. Although a teacher may know how to teach if she/ he lack confidence, his or her efforts will be hesitant and less likely to lead to good performance. (Csikszentmihalyi, 1990).

Murphy (1987) argues that black teachers have a very poor self-image. They need to be given a new status, greater confidence and self-awareness so that the community will hold them in high esteem. A contributory factor to the very poor. Self-image is that their working environment compare very badly with those in the other schools. The school's commitment to provide a safe and attractive working environment is a key indicator of whether it is a good place to work. From a teacher's perspective, the maintenance and cleanliness of the school are indicators of the school system's attitude towards teachers. In a good workplace, there is emphasis on cleanliness the school facilities should be aesthetically pleasing (Bacharach et al, 1991).

Christianses (cited in Murphy, 1987) in his study of secondary and elementary education in 1980's Colorado USA suggest that the best learning environment is the one that meets the needs of the students but also in which the teacher receives emotional and administrative support. A poor environment leads to frustration which will lead to burnout conditions experienced by teachers. Burnout conditions in which teachers have to work (Murphy, 1987).

2.4.3 Physical environment and its effect on learning

In a study conducted by Van Doornick, Caldwell, Wright and Frankenberg (cited in Shaffer 1996) they visited the homes of fifty 12 months old infants from lower income families and used the home inventory to classify each child's early environment as intellectually stimulating or unstimulating. Five to nine years later, the research team followed up on these children by looking at their standardized achievement test scores and the grades they had earned at school. The quality of the home environment at 12 months of age predicted children's academic achievement several years later. Two out of three children from stimulating homes were performing quite well at school, whereas 70% of those from unstimulating homes were doing very poorly. Although the seeds of mastery and motivation may well be innate, it seems that the joy of discovery and problem solving is unlikely to blossom in a barren home environment where the child has few problems to solve and limited opportunities for learning.

It should also be taken into consideration that stress and strains of adolescence cause most teenagers to doubt themselves and their competencies, thereby undermining their self-esteem. They do experience more daily hassles and other negative events, both at home and at school. The child's tendency to explore, acquire new skills, and solve problems also depends on the character of the environment and the challenges it provides (Shaffer, DR 1996)

Performance management is a means to an end. The focus of performance management in education should be on learning. Learning is a shared responsibility and the chief product of relationships between students, and those with whom they interact most closely, their teachers. Learning also is affected greatly by the larger organisational context in which it occurs. Therefore, the effort of students, teachers and parents has to focus on the dynamics of learning to take place (Bacharach et al, 1989).

The Department of Education should realise that adopting higher standards and richer assessments will not results in improved learning, not by themselves. The collective will, activities and resources of the entire organisation also must be aligned towards meeting the end. So the conditions in which learning takes place should be looked into so that it cannot affect learners negatively. Barcharach et al (1989) believe that the school should be a place where students and teachers enjoy working and learning, people should take pride on the school and the part they play in the delivery of educational services to this community.

It should be realised that the children are influenced in countless ways by the varied aspects of the classroom situation. They learn from the teacher, including many things, which are not prescribed in the curriculum, and some things of which neither teacher nor pupils are aware. They also learn from fellow students and from the physical arrangements of the school. Part of what they learn is measurable as specific knowledge and skills, while another part involves changes, some very subtle but a few quite dramatic in attitude, emotions, social behaviour and a variety of other reactions (Hill, 1980). In a good physical environment there are few repair problems, timely repairs and proven pride in the building, In a poor physical environment, there may be broken windows, burned out lights, major repair problems and a lengthy process of repairs.

2.4.4 Arrangement of the environment and learning

Thorndike (cited in Hergenhahn and Olson, 1993) states that the environment must be made to resemble the real world as much as possible. Thorndike believed that learning would transfer from the classroom to the environment outside only insofar as the situations are similar. Guthrie (cited in Hergahahn et al, 1993) would have the learning environment arranged so that the desired responses are elicited. Like Thorndike, Guthrie believed that formal education should resemble real-life situation as much as possible. Cohen (1989) states that the physical environment is framework for learning, and it can contribute to either promoting or impeding learning; it must be in control as far as possible. The importance of the classroom has also been stressed by Marland (cited in Cohen, 1989) who wrote that the physical impression of the classrooms can be an ally or enemy in learning. Its arrangement can contribute to the control, the learning, the relationship and the pleasure of working together.

Researchers studying student' classroom behaviours are focusing increasingly on the influence of students' thoughts, beliefs and feelings about themselves, other person events. This focus on students problems assume that students are active information processor who affect classroom events as much as they are affected by them. Student beliefs are influenced by classroom events (Schunk and Meece, 1993). This may result in problematic behaviour.

The Skinnerians (cited in Hergenhahn et al, 1993 view unsolved problems as creating ambiguity or an organizational mis-balance in the student's mind, a condition that is undesirable. In fact, ambiguity is looked on as a negative state that persists until a problem is solved.

This further affects the learners' self concepts which refer to one's collective self- perception that are formed through experiences with and interpretation of environment. Behaviourists (cited in Schunk et al, 1992) do not deny the existence of mental processes, but they content that these processes, do not explain behaviour because the causes of behaviour reside primarily in the environment. To change behaviour one should alter environmental cues and consequences of actions. Students' perceptions of their classroom environment play an

important role in the students' academic achievements. In addition, changes in environmental factors no doubt have a very important indirect effect (Schunk, 1992). Brophy (cited in Schunk et al, 1992) goes further into stating that if we want to enhance the quality of learners' involvement in learning, increase the likelihood that they will opt for and persevere in challenging learning activities and develop an interest in learning, positive attitudes towards schools, and confidence in themselves as learners, we need to focus on classrooms and examine how the classroom can be structured to optimise students' motivation.

There is evidence that the nature of the classroom has an important effect on learners. An approach by Frazer et al (cited in Wright, 1991) reported results from the use of the individualized classroom environment questionnaire in British secondary Schools. Whilst in Australia, Frazer (cited in Wright, 1991) did a Meta analysis of twelve studies covering 17000 pupils. Both found that questionnaires results were consistently and strongly related to both cognitive and affective learning outcomes. A better achievement on a variety of outcomes measure was consistency found in classes perceived as having greater cohesiveness, satisfaction and goal direction and less disorganization and friction.

Frazer (cited in Wright, 1991) goes further into stating that research suggests that making the environment more congruent with pupils' needs, is another way of improving learning outcomes. Frazer (cited in Mac Aulay, 1990) asserts that the classroom environment is such an important determinant as student outcomes that those wishing to improve the effectiveness of schools should consider. John cited in Mac Aulay, 1990) also view classroom climate as a set of generalized attitudes, affective response and perception. Haertel (cited in Mac Aulay, 1990) also reported that better achievement on a variety of outcomes measures was consistently found in classes perceived by students as having greater cohesiveness, satisfaction, goal direction and organization.

2.5 Summary

The literature in this research state that the school conditions have a large impact on the quality of work and the learners' performance. It also shows that bad conditions in the work environment serve as stressors on teachers; they also serve as indicators of the school system

attitude towards them. Three elements of the work conditions affect teachers' performance: physical conditions, resources and collegiality. The teacher end up being demotivated, stressed up and may experienced burn-out condition.

The literature states that the school should be a place where students and staff enjoy learning and working. It also states that the best learning environment is one that meets the needs of the learners and also in which the teacher receive emotional and administrative support.

To improve the learning outcomes or academic achievement, the environment should be made congruent with the pupils' needs. Resource necessary to carry out all assigned tasks should be provided for both learners and staff members. This would lead to teachers teaching learners effectively.

2.6 Conclusion

It is of importance that the learning and teaching environment should be considered with great importance as they have an influence on what going on in school. For schools to be effective the department of education should make sure that teachers' working environment is satisfying to the teachers. They should also determine that learners have appropriate and enough books for their studies. Teachers also should have the appropriate teaching aids. The next chapter will discuss methodology.

CHAPTER 3

Methodology

3.1 Introduction

For this study the researcher used qualitative method.

In this chapter the researcher gives the reasons as to why she used qualitative study instead of quantitative study. Methods for collecting data are also being discussed and reasons for the use of these methods are discussed. The first things to be discussed are the reasons why I use qualitative study instead of quantitative study.

3.2 Research methods

3.2.1 Differentiation between Quantitative and Qualitative study and why qualitative study was used.

With quantitative oriented research social surveys, structured interviews and questionnaires and the use of official and unofficial statistics are the sources of data. Quantative data can be measured more easily, patterns can be established more clearly and therefore any patterns which are discovered and generalizations made will be accurate since they are located within a large body of materials. Criticisms on the use of quantitative data have been given by researchers. Research techniques designed for the collection of quantitative data have limitations and problems. Even though social surveys can capture a large population and are important in establishing the nature society as a whole. However the reliance on structured questionnaires may be a problem. These questionnaires may not be flexible enough to enable respondents' true feelings to come through. Also people often treat these kinds of instruments with suspicion. Questions may also lead the respondents into answering in a particular way this affecting the accuracy of the survey Hitchcock, G (1991)

Qualitative research shares good company with the most rigorous quantitative research, and it should not be viewed as an easy substitute for a statistical or quantitative study. For this study

qualitative study was used because the research topic researches what is going on which is in contrast to quantitative research that look for a comparison of groups or a relationship between variables with the intent of establishing cause and effect. Another reason for the use of qualitative research is the fact that the researcher researched her paper in a natural setting where she was an instrument of data collection whereby she gathered words, analysed them inductively, focused on the meaning of participants, and described a process that was expressive in language Creswell, J (1998.)

3.2.2 Case study

For this research a case study was used because it evolves around the in-depth study of a series of linked events over a defined period of time. The aim of the study being to try and locate the story of a certain aspect of social behaviour in a particular location and the factors influencing the situation so that key variables could be isolated and discussed. This educational research had a concern with the rich and vivid description of events within the case. It also had a focus upon particular individual groups and their perceptions and accounts. (Hitchcock G and Hughes, D 1991). Another reason for using case study was because for data collection the researcher used multiple sources i.e. observation, questionnaire and interviews therefore case study was of advantage as it uses multiple sources for data collection Creswell (1998).

3.2.3 Population and Samples

Grade 12 learners and teachers of four schools in Qwa-Qwa were used .To choose these schools convenient sampling was used, two of these schools were selected because they always have good results and their physical conditions are conducive for learning. The other two schools were selected because they are vandalized and always perform poorly at the end of each year. For anonymity the four schools' names won't be used, they will be referred to as school number one, school number two, school number three and school number four. On choosing these schools purposive/judgmental selection was used. This sampling method is based on judgment of a researcher regarding the characteristics of a preventative sample. The researcher selected schools that she judged to be typical of the population under investigation.

Thus two schools among those who were not doing well were chosen and two schools among those who were doing well were also chosen. When the researcher visited these schools for interviews and to issue the questionnaires convenient sampling was used. This means that the students and teachers who were willing and available to participate were used (Bless and Higson – Smith, 1995; Creswell, 1998).

3.2.4 Construction of the instrument

The first question known as the exploring question was formulated in an open and vague way. It did not contain any suggestion, but covered interviewers opinion formulated in an open and vague way. After the interviewees response the researcher will give a reflective summary whereby she gives back the interviewees opinion and feeling in interviewers own words. The reflective summary .The next question would be a clarifying question always remained within the information already given by the interviewee. In between the questions the interviewer paused giving both herself and the interviewee time to think. In most it was the interviewee who resolved the silence (Meulenberg- Buskens, 1997).

3.2.5 Interview

3.2.5.1 Using FAI technique

The FAI technique developed its characteristic form during an industrial psycholological research in the United States. The researchers discovered that when they gave the interviewees the freedom to speak, the information that was obtained became more relevant than when questionnaire was used. This technique information gathering, seem to depend treavily on verbal communication. Its results can be considered reliable when it has been conducted well. The FAI as non-directive in nature opened the space for the respondents to interview and for me to respond flexibly and sensitively (Meulenberg – Buskens 1997).

The interview I used was a person-to-person method, which was used to obtain information concerning an opinion. While conducting the interview I summarised, reflected, stimulated and asked for clarification. Within the framework of the opening question the interviewee had all the freedom to explore his/her own ideas and suggested topics, which might be of

importance. During interview I did not ask new questions, I also showed respect for the interviewee and interest in what he/she was saying (Meulenberg-Buskens, 1997)

I showed unconditional positive regard by allowing to be and do as she feels like. This encouraged the interviewee to talk and keep on talking. I also used eye contact with the interviewees which showed that I was listening attentively and also had interest in what he/she was saying. This was affirmed by nodding my head and the utterance of non-significant encouraging words.

3.2.6 Data analysis

Inductive method, which is employed in this study, may simply be defined as a process of making sense of the gathered data, the purpose of which is not to support a hypothesis but to generate rich descriptions of the phenomenon under investigation. Inductive data analysis

3.3 Conclusion

In this chapter the reader saw the methodology used in this research. The researcher gave the reader reasons that made her use qualitative study instead of quantitative study. Reasons for using a case study and interview were given. How the questions used on her interviews were constructed was shown how the data was analysed. For the next chapter will look into the data analysis and interpretation of results.

entailed looking at patterns of meaning in the data gathered through questionnaires, observations and interviews (Lincoln and Guba, 1985, Marshall and Rossman, 1995; Moon, Dollin and Sprenkle, 1990).

The researcher began the process at an early stage in analysis process, whereby the researcher organized the data into categories. She continued the analysis by getting a sense of the whole thing through readings the transcripts in their entirety several times. She immersed herself in the details, trying to get a sense of the questionnaires through the direct interpretation. She

then established patterns and looked for a correspondence between categories. Finally a naturalistic generalization was developed from analysing the data (Creswell, 1998).

CHAPTER 4

Results

4.1 Introduction

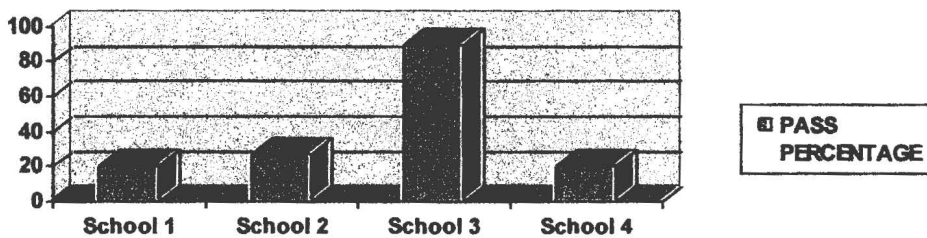
This chapter is made up of results analysis on four schools. Results on the researcher's observation of the four schools are also discussed. This is followed by the discussion of the interviews the researcher had with both the learners and teachers. Data is also analysed and interpreted.

4.2 Grade 12 results analysis from 1997 to 1999

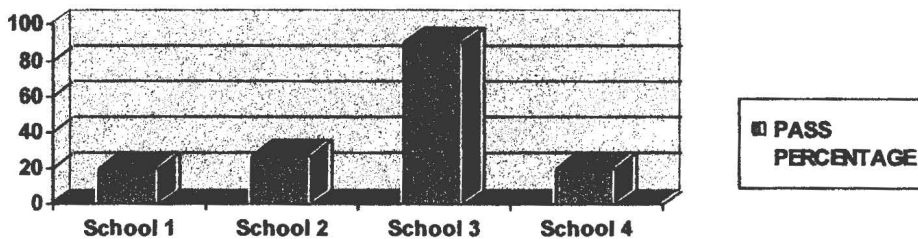
From the results analysis that is made by the Department of Education school one had these percentages: 1997 – 95.5%; 1998 – 59.75% and 1999 -57.8%, school number two in 1997 obtained 52.5%, in 1998 59.7% and in 1999 obtained 57.8%, school three obtained: 1997 – 22.8%; 1998 – 20.6% and 1999 -9.5%. School four obtained the following 1997 – 18.4%; 1998 – 22.6% and 1999 -18.45%. What is common from these results is that the percentage is decreasing School one's percentage decreased in 1998 by 10.95%; in 1999 it decreased by 5.57%. School two's percentage increased in 1998 by 6.5% and in 1999 it decreased by 1.9%. School three's percentage decreased in 1998 by 2.2% and by 11.1% in 1999. School four's percentage increased in 1998 by 4.2% and in 1999 it decrease by 4.2%. What is common from the results analysis that is made by the Department of Education is that there is a marked difference in pass percentage from school number one to school number two the percentage that separated these schools in 1997 was 42.7% in 1998 it was 25.2% and in 1999 it was 21.6%. This difference might be explained by the fact that school number two cannot do some of experiments in their laboratory and there is a shortage of books in this school. This school is still able to discipline their students: they are able to motivate their students to do much of their work through researches that could be made in the public libraries. School number one has the best pass percentage in all the schools that are being studied. The pass percentage that separates school number three and four from school number one and two is markedly big. This reflects the problems that are predominant in school number three and four. These school

are somewhat disrupted during winter, students are unable to come for morning studies and can't stay after school for afternoon studies because of the freezing conditions that prevail in these schools. Sometimes it's so cold that students have to go home early. Teachers cannot teach effectively because they are concentrating on how to keep themselves warm.

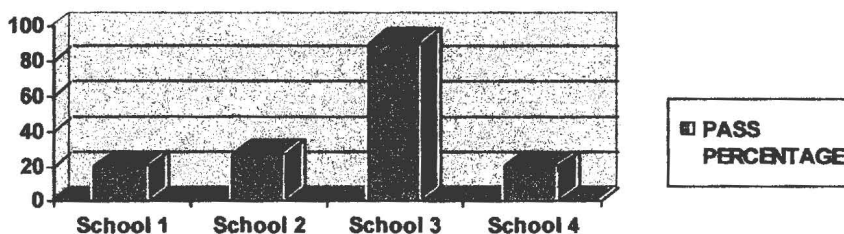
4.2.1 Results analysis Nov /Dec 1997



4.2.2 Results analysis for Nov/ Dec 1998



4.2.3 Results analysis for Nov/ Dec 1999



4.3 Observation Results

I went to all schools to see the condition of the schools and to conduct interviews on both the teachers and learners. Each school is discussed separately under a separate headline.

School referred to as school number 1 is the school that always obtains position one in the matric results analysis made by the Department of Education school number 2 always obtain position two. School number three is always at the bottom, it has been getting position number last or last but one, which is similar to school number four.

4.3.1 School one

What I observed from this school is that all classes have windows and doors, which are protected by the burglar proofs. All the classes in this school have got heaters. Their laboratory is well equipped and they are able to do the required experiments.

4.3.2 School two

This school also has windows and doors, which are protected by the burglar proofs. Unlike school number one this school doesn't have heaters in their classroom but the doors and windows keep the classroom somewhat warm during the cold weather? Their laboratory is not well equipped but has running water and electricity, but they cannot do all required experiments.

4.3.3 School three

Almost all the classes in the school have no doors and windows. During the cold weather old cupboard are used as doors and some classrooms can't get any. In the cold weather this school is faced with a lot of problems, the classes are very cold and students prefer to stay outside. Their laboratory has no running water, which makes it difficult to conduct any experiment,

vandalism is predominant in this school, the villagers take the furniture and even the chalkboards sometimes go missing.

4.3.4 School four

This school has almost no doors and windows. It has no laboratory nor does it have electricity. They can't conduct any experiments. It also has high degree of vandalism.

There is a marked difference in pass percentages from school number one to school number two. The percentage that separates school number three and four from the first and second school is markedly big.

What is common in these schools was the complaint that they didn't have enough books for their students and if they make requisition for the books, these books don't arrive in time. Books that were ordered in 1998 arrived in May 2000. This was late for the students and teachers. School number three complained that they've never received commerce books for the revised syllabus. They'd placed the order in 1998 but had not received them to the extent that teachers had to buy them for their own use.

4.4 Interviews

4.4.1 The effects of high failure rate on both teachers and learners.

I conducted interview with the learners and teachers. Some of the questions were common and there were those questions, which were suited only for the teachers. The interview showed that both teachers and learners of school number three and four are affected by the high failure rate in their schools. When teachers from these schools answered the question twelve which reads like "how does high failure rate affect you as a teacher?" these are some of their answers. "It worries me a lot because it seems as if I am not dedicated to my work". One teacher said, "it demotivates". Another stated, "It frustrates me because I expect learners to pass my tests and even the examination." One member of the school management summarized their feelings and frustrations in this manner, "it affects one morally, one has to

defend and make people understand the underlying factors, such as demotivation of teachers, learners and parents.”

4.4.2 Solutions to high failure rate

When the teachers responded to the question, which wants the solution to high failure rate. One teacher stated that, “This problem cannot be addressed except if the Government or the Department of Education would equip all the schools with necessary facilities”. Another teacher said, “Pupils need to be motivated, they need to be given proper guidance”. One teacher stated, “Teachers should be motivated, parents should be involved and the Government should realize that education is the backbone of any country’s economy”. Another teacher stated that, “This is a deep- rooted problem to be solved by the stake –holders who should understand that they are in one way or the other the cause”. He went further to state that, “numerous workshops are usually conducted for learners every year which bear no fruits, the reason being that parents and some teachers are not invited on board”.

4.4.3 Learners’ comments on the physical conditions of their school

Learners also had to give additional comments on the physical conditions of their school; these are some of their comments. “The good condition of a classroom and school itself contributes highly on the pass rate of learners. Having to study in a cold place with no material is a waste of time. The school has to be a good and delightful environment and place to be, this way fun is added to learning. Absence of a laboratory, library, windows and doors affect the pass rate negatively as well as the ability to concentrate”. Another learner stated that, “The problem of not having school fence leads us to fail because most of our facilities are stolen by people from outside. Even teachers too get cold when they teach learners in dilapidated classrooms. This is the reason why most of them could not even come in the class during their period”. One learner stated, “There’s no fence in our school and this gives criminals freedom to enter our school and do as they please. Electricity and running water is a major problem which makes us unable to perform some experiments”.

4.5 Suggested solutions on the problem

Some learners added solution to the problems and these are some of them, “The only way to solve this problem is to make collaboration between parents, learners, teachers and the Department of Education. These people can stand together and solve this problem, provided that they have financial assistance”. One learner stated that, “The Government should do something about our school I will appreciate it when I leave this school with some changes in place”. One said, “If our school could be renovated and we have running water in the laboratory and also receive books on time, we can have good results at the end of the year. The Government must do something about our school”. Another learner said, “If our school could have a laboratory and doors, we could get good results”.

4.6 Problems they encountered when they tried to solve the problem

These schools have tried their utmost best to solve their problem. They have reported their problems to the Department of Education and have received promises, which have not been fulfilled. In school number three teachers state that they have been trying to get the school to be renovated since the eighties but their please fell on deaf ears. In the nineties they then tried to put some pressure. In 1996 the School Governing Body (SGB) secured a meeting with the Department of Education in which the problems that are affecting the school were discussed. They were promised that by the end of the year the school would have been renovated to no avail. Also school number four has tried to have their school renovated to no avail. They also received promises, which were not fulfilled.

One may ask why the stakeholders are not renovating the schools by themselves. One predominant problem is the community in which these schools are. It is made up of very poor families. The majority of their students don't have parents or have single parents. Some of these parents are not working and they cannot afford to pay school fees let alone buying books that are not available.

4.7 Recommendations

If we want to enhance the quality of the students' involvement in learning, increase the likelihood that they will opt for and persevere in challenging learning activities and develop an interest in learning, positive attitudes towards school and confidence in themselves as students and learners, we need to make sure the best learning environment is the one that meets their needs.

Brophy (cited in Schunk, 1992) suggests that if we are serious about the need for enhancing student motivation we need to focus on classroom and examine how the classroom can be structured to optimise student and teacher motivation. It should be remembered that the physical environment makes up part of the teachers' resources, and thus contribute to his power. The physical impressions of the classroom can be an ally or an enemy in teaching (Cohen, 1989). This will be optimised by renovating school number three and four, making sure that there are windows and doors in these schools for school number four a laboratory should be built and should be furnished well with all required furniture, electricity, chemicals and aids for the teachers. For school number three running water should be installed in the laboratory, they should also get all the required chemicals and aids for teachers. Books should also be supplied so that students may be able to do all the required classwork in time and to study at their own pace and not being pressurised by a second or third student who need to use the same book.

The Department of Education should remember that students are active information processors who affect classroom events as much as they affect them. They should remember that to change behaviour one should alter environmental cues and consequences of actions and that students' perception of their classroom environment play an important role in the students' academic achievements (Schunk, 1992).

When the schools have been renovated attitudes that have been dominating in school will change. Students won't see going to school as "a waste of time" like one students said. This won't be achieved overnight. It should be remembered that parents, educators and

psychologists agree that adolescence is a difficult period in the human life as they are experiencing a large number of biological, cognitive, affective and social changes. These bring about stressors in the adolescent's life. The other major group of stressors that affect adolescents are their relations with teachers and factors in school situation. There are many potential stressors within the school and classroom settings, such as teacher behaviour, classroom organisation, learning problems and conflict with teachers. Stress symptoms such as anxiety, depression, lack of motivation, fear of failure and success, lowered academic achievements. Underachievement, truancy and low self – esteem confirm the surmise that stress impacts negatively on cognitive development and functioning, which is predominant in school number three and four. Excessive stress can have negative scholastic consequences and this is also predominant in school number three and four (Kruger, 1995).

According to Caudill and Carrington (cited in Kruger, 1995) too much stress results in high absenteeism, lack of interest in class – and – homework, and lower students' satisfaction. This was reflected in the interview that was conducted to the students in schools number three and four. Teachers complained that students don't do their homework and classworks. One student wrote'... having to study in a cold place with no material is a waste of time “. Chandler also (cited in Kruger, 1995) further states that children tend to equate academic competence with self – competence. Excessive stress is therefore not only harmful in the cognitive domain, but the harmful effect also spill over into the emotional domain of the child's becoming that is why school number three and four also experience disciplinary problems (Kruger, 1995).

4.8 The nature of education

Education encompasses the individual person's total experience of existence. It should contribute to the formation of character, which includes the promotion of respect for and the valuing of individuality education means leading out the individual nature in each man and woman to its true fullness and so bringing about the expression of their individual uniqueness. Education therefore has to do with living life meaningfully and this involves much more than acquisition of knowledge for the sake of knowledge. Rather education involves personal transformation and change, a continual becoming more than the present. For without

education there can be no change and without change there can be no education. The primary task of education should therefore be to inspire excellence, to seek it and in all things, to strive to achieve it (Higgs, 1995). How the above could be achieved in schools number three and four would be through positive intervention on both the teachers and students. It should be remembered that these teachers have been affected by conditions under which they work which led to them having low self-esteem and suffering from burnout conditions. These tend to kill their innovation and stifle their creativity. The appropriate intervention should strive to inspire excellence, to seek it and in all things, to strive to achieve it. After the intervention the teachers would exercise their faith, and put education first. They would seek to inspire courage and creativity (Higgs, 1995).

4.9 Intervention for teachers

Addressing the factors that reduce teachers' motivation should be a major concern of policy makers. This will create conditions for the success of other education interventions. The teachers in school number three and four need to be given a new status, greater confidence and self – awareness so that the teacher will be held in high esteem by the community. This would be achieved by providing the teachers with the best learning environment that meet the needs of the students but also in which the teacher receives emotional and administrative support.

Counselling should also be given to these teachers; the researcher recommends that group counselling should be used as many counsellors suggest that groups are more natural setting for working with people than individual counselling. Teachers function as members of groups in their daily activities the classroom and the work setting. Therefore group counselling is more reality oriented than individual counselling. The researcher feels that group counselling is considered and effective method of counselling because teachers can unlearn inappropriate behaviours and learn new ways of relating more easily through interaction and feed back in a safe, practice situation with their colleagues. Group counselling also provides a safe atmosphere to discuss concerns, define goals and to try new behaviours. This would bring back the confidence they once had (Gillis, 1992).

Ministries of education should establish professional representative bodies for teachers such as general teaching councils, as forums for debate and discussion of teachers' needs and contributions. Effective measures to ensure successful top down and bottom up communications with schools should be exercised. Open and operational communication between schools and headquarters could be an effective measure (Vos, 2003)

4.10 Intervention for students

Educators are often the most influential adults in a young person's life. Teachers can be more effective in their teaching if they pay attention to child's self – esteem. It is clear also, that they can teach for self – esteem enhancement as well as for improvement in the basic skills. The educators who are not trained therapist with model for intervention in the lives of adolescents who are overburdened with stress will be made to realise that one need to be a therapist to be therapeutic. Through their empathetic involvement with adolescents, teachers can assist them in their struggle against the demands made on there by their own development and becoming, and by parents, friend and the school. Every teacher in the school can be involved in the identification and assistance of victims of excessive stress. In some cases stress responses may be maladaptive, that the adolescents concerned may be referred for professional help. In other instances it may be possible to assist the learner without resorting to the services of a professional person such as a psychiatrist or psychologist. This is where the teacher's assistance is at a premium.

A decision to intervene reactively in the life of a learner can be implemented by resorting to either school – based or school – related services. School – bound services are intervention services provided by the school (teachers, educational system etc), while school related services are provided by extraneous agencies (for example psychologists, doctors, social workers etc) (Kruger, 1995).

Teachers have regular, extensive and intensive contact with the pupils in their classes over an extended period of time. This gives them the opportunity of interacting with the child and observing and having an effect on changes in behaviour over this period. Teachers are also very well informed about the pupils in their classes and often know things about them that

even their parents are unaware of. If a positive pupil – teacher relationship exists the pupil can regard the teacher as a potential source of support and a pillar of strength, although teachers are capable of exerting a considerable influence on the lives of students they will be made to realise that some cases are beyond their sphere of competence. They would be made to understand that they should not attempt to handle such cases on their own, but should be immediately refer the learner and parent's concerned to a professional person for therapy (Kruger, 1995).

Teachers would be reminded that next to parents, they are often the most influential adults in a young person's life as their behaviour patterns are watched and imitated. That student often learns more from what we do than what we say. The way an educator reacts to frustration can make a lasting impression on the students. As a teacher one should take a hard look at the expectations one harbours for one's students and the make conscious efforts to remove negative labels that have been established by previous teachers, experiences or older siblings, and to replace negative expectations with positive ones. The likelihood of positive performance in children will increase as they feel warmth from others and believe that they are regarded as capable. Students are also shaped by what they think their teachers think they are, therefore they should look at the kind of messages they give to students about their competency, lovability, and worth (Page & Page, 1992).

Teachers who want to create a positive emotional climate in the classroom would have to clearly define rules for students at the beginning of the academic year, which would give them a sense of security and can curtail discipline problems. It is imperative that teachers clearly define the classroom rules for students. These rules may be discussed with the students on the first day of class. Encouraging their input will enhance the students' sense of having some control. Ultimately a student contract will be drawn and each and every student would sign (Page & Page, 1992).

Teachers will have realised that they can teach for self – esteem enhancement as well as for improvement in the basic skills. Teachers will be urged to make largely positive comments which will produce better adjusted students, with higher self – esteem as well as higher attainments. By enhancing self –esteem, the child enhances also his or her capacity to cope

with any learning problems he or she might have by his conduct in the teaching situation, the teacher exercises a great influence on the pupils motivation and willingness to learn and the willing to learn is a precondition for successful learning (Page & Page, 1992).

4.11 Conclusion

From the above it is clear that the Minister of education is targeting the symptoms of an ill education system. This provide short – term relief but the real challenge is to put in place new education and socio-economic policies that will eliminate the causes of the disease. What is needed is a holistic approach that recognises that drastic policy changes are needed to transform the education must be linked to state intervention in the economy. The intervention must aim to transform the situation of the disadvantaged. It is evident that the creation of a supportive emotional climate in the school and classroom may be the most important contribution to a child's emotional health. An atmosphere of safety, security, acceptance, interest and encouragement is essential for adequate learning. Having a pleasant physical environment, well – established rules and clearly articulated goals and objectives all enhance learning and the emotional well being of students. Criticism or merely ignoring the child is extremely harmful to the child's self-concept and meaning he or she gives to the situation. It is obvious that learners' performance is usually closely associated with poor and inadequate relationship between pupils and teachers and such poor relationships cause tension and conflict, which are most detrimental to effective learning.

It is also noted that the child with high self –esteem is likely to be confident in tackling scholastic work. He or she will have retained a natural curiosity for learning and will be eager and enthusiastic when presented with a new challenge. He or she can change inaccurate negative evaluations to positive ones, accept those things that they cannot change, and acknowledge their inadequacies, as well as recognise their strengths.

CHAPTER 5

Summary, Conclusion, Recommendations and suggestion for future research

5.1 Introduction

In this chapter the researcher summarises the highlights main findings she'll also give recommendations and suggestions for future research. The first thing to look into will be summary

The chapter discusses the results of the researcher's findings. The results and the recommendations will be discussed extensively in the form of intervention for both the learners and educators.

5.2 Summary

5.2.1 The aim and objectives restated

The aim of this study was to find out if the physical conditions in four high schools in Phuthaditjhaba have any effect on the grade 12 results. It also aimed in discovering whether these results had any effect on the teachers and learners of those schools

5.2.2 Problem statement restated

The problem of this study was to ascertain if poor school environment (that is classes that have no windows and doors, not enough furniture, shortage of books, laboratories etc) was perceived by learners to have an effect on the teaching effectiveness of teachers and academic performance of learners.

5.2.3 Research Procedure highlighted

5.2.3.1 Qualitative Study

For this study the researcher used qualitative study because she wanted to develop an in depth analysis of the four schools and because she wanted to study the individuals in their natural setting. Whereby she became an instrument of data collection gathering words and analysing them inductively.

5.2.3.2 Case Study

Case study was used because the research had its focus on particular individuals and particular events and the individual's perceptions and their accounts, Hitchcock, G (1991).

5.2.3.3 Interview

The researcher also had to interview both the teachers and the learners. The participants were interviewed for an hour. They were asked open-ended questions and their responses were recorded on a tape recorder.

5.2.3.4 Observation

The researcher also had to go to the schools that were being studied to observe them. What she looked for was the infrastructure of the school. She looked into whether the school had windows and doors. School number three and four didn't have windows and doors in their classrooms. School number four didn't have a laboratory and the library. Whilst school number three had the buildings even though they were not used. School number one and two both had windows and doors and didn't have problems that were faced by school number three and four.

5.2.4 Findings Revisited

The results confirmed that physical conditions in some schools affected both the students and teachers negatively. The students' behaviour it was found was affected by the situation especially in winter. In these schools most students ended up not coming to school during winter and if they did come they would spend most of their time outside in the seen because it is cold in their classes. Also most teachers' ended up not coming to the classes. Even if they did come to class they couldn't teach well because of the freezing condition they felt.

What worsened the situation was the shortage of books which was brought about by students themselves stealing the books and the syllabus changes and the books not being delivered in time fir studying. The society around the school also didn't help because they vandalised the schools, taking whatever they could take including the chalkboards.

Laboratories and libraries couldn't be used effectively because if they were there they didn't have sufficient materials for them to be used effectively. If the library was there it couldn't be used because it had no books, it was just a building being there for storage. The laboratory if it was there didn't have running water nor did it have to be used when conducting experiments. Even the teacher concerned didn't try to use the building fruitfully. In school number four both the library and the laboratory was not there and it left the teacher concerned not knowing what to do when she had to conduct the experiments.

Student failure and the blame which was shouldered solely by the teachers ended up having a negative effect on the teacher self-esteem. Teachers reported themselves being demotivated and had reached the point of helplessness because they really don't know what to do next. Students also end up being demotivated, their schools compare badly to other schools, and they don't have relevant books for studying. What tops it all is that their teachers also are demotivated and cannot motivate them.

5.3 Conclusion, recommendation and suggestion for future research

5.3.1 Conclusion

This paper concludes that the classes in school three and four should be renovated, windows and doors should be installed in each and every classroom. Burglar doors should be installed for the protection of the doors and windows. School number four should have its laboratory built and the laboratory in school number three should be properly furnished and the chemicals used should be provided.

5.3.2 Recommendations

I recommend that the intervention strategies suggested in chapter four should be taken into consideration and if implemented would bring changes in both schools.

5.3.3 Suggestion for future research

I suggest that these schools should be revisited for future research as the department of education is busy renovating schools and schools are given money to be used for the running of the school.

5.3 Conclusion

If the department of education takes this research into consideration and implement the recommendations suggested the failure rate will drop even tough it will take time.

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