

**THE ESTABLISHMENT OF A LEARNING CULTURE AS A
PREREQUISITE FOR ACADEMIC ACHIEVEMENT**

by

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DOCTOR OF EDUCATION

in the subject

PSYCHOLOGY OF EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

PROMOTER: PROFESSOR MW DE WITT

NOVEMBER 1995

DEDICATION

This thesis is dedicated
to my son
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I declare that THE ESTABLISHMENT OF A LEARNING CULTURE AS A PREREQUISITE FOR ACADEMIC ACHIEVEMENT is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'M.G. Masitsa', written over a horizontal line.

Signed: M.G. MASITSA

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Glory be to God Who gives us health and strength.

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DEGREE: DOCTOR EDUCATIONIS
SUBJECT: PSYCHOLOGY OF EDUCATION
UNIVERSITY: UNIVERSITY OF SOUTH AFRICA
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SYNOPSIS

The investigation of the relationship between the learning culture and academic achievement is the focal point of this research. Owing to the poor scholastic performance of particularly black matric pupils in the erstwhile Department of Education and Training, an investigation was launched into the Department with a view to identify the possible causes of poor matric performance.

As a point of departure an in-depth study was made into aspects of the Department of Education and Training, including those which did not fall within the ambit of the Department, which would shed light on the possible causes of poor matric results. The study revealed many signs and incidents which are symptomatic of an eroded culture of learning in a considerable number of schools. Subsequently, a comprehensive study of the establishment of a learning culture was made. According to this study the establishment of a learning culture should transcend the boundaries of the school because pupils do not only learn and study at school, but at home and in the community as well. After concluding this study it immediately

became evident that a considerable number of black schools fall far short of the requirements of a learning culture.

The responsibilities of the principal as the manager and instructional leader of his school, together with the selection of the principal and teachers for employment, were the next to be studied. Proper performance of the aforementioned functions as well as proper selection of either the principal or teachers for employment can contribute enormously towards establishing a positive school climate.

In the empirical research data was gleaned by means of questionnaires. Thereafter the Pearson's product moment correlation coefficient was used to determine the correlation between variables and the t-test and chi-square test were used to test the null hypothesis. From the empirical investigation it emerged that there is a relationship between a learning culture and academic achievement. The ultimate conclusion reached is that the establishment of a learning culture is a prerequisite for academic achievement.

Arising from this research certain conclusions were drawn, recommendations were made and areas for possible future research were suggested.

Key terms:

The act of establishing; Learning climate; Scholastic atmosphere; Culture for scholastic achievement; Atmosphere conducive to learning; Pre-condition for performance; Learning success; School success; Study success; Secondary schools; Matric pupils; Matric examination.

INDEX

CHAPTER 1

INTRODUCTORY ORIENTATION

| | | |
|-------|---|----|
| 1.1 | Introduction | 1 |
| 1.2 | Preliminary investigation into perceptions about the reasons for poor black matric results | 7 |
| 1.2.1 | Principals | 9 |
| 1.2.2 | Teachers | 10 |
| 1.2.3 | Pupils | 12 |
| 1.2.4 | Parents | 13 |
| 1.2.5 | Newspapers | 15 |
| 1.3 | Statement of the problem | 18 |
| 1.4 | Demarcation of the field of study | 20 |
| 1.5 | The aims of the investigation | 22 |
| 1.6 | The method of research | 23 |
| 1.7 | Definition and elucidation of concepts | 25 |
| 1.7.1 | Establishment | 25 |
| 1.7.2 | A learning culture | 26 |
| 1.7.3 | A prerequisite | 30 |
| 1.7.4 | Academic achievement | 31 |
| 1.7.5 | The principal | 34 |
| 1.7.6 | Pupils | 36 |
| 1.7.7 | Matric pupils | 38 |

| | | |
|-------|-------------------------------------|----|
| 1.7.8 | Secondary school | 39 |
| 1.8 | The programme of research | 43 |

CHAPTER 2

THE DEPARTMENT OF EDUCATION AND TRAINING

| | | |
|-------|--|----|
| 2.1 | Introduction | 46 |
| 2.2 | The organizational structure of the Department of Education and Training | 47 |
| 2.2.1 | An abridged organogram of the Department of Education and Training | 47 |
| 2.2.2 | Head office | 48 |
| 2.2.3 | Regional, area and circuit offices | 49 |
| 2.2.4 | Secondary schools | 50 |
| 2.3 | Educational administration | 55 |
| 2.3.1 | Finances | 56 |
| 2.3.2 | Textbooks, prescribed books and stationery | 59 |
| 2.3.3 | Building activities | 62 |
| 2.3.4 | Liaison services | 65 |
| 2.4 | Departmental structure for consultation and management | 67 |
| 2.4.1 | Management Councils and parental involvement and support | 68 |
| 2.5 | Teacher training | 73 |
| 2.5.1 | Pre-service education of teachers | 73 |
| 2.5.2 | In-service training of teachers | 78 |

| | | |
|-------|--|-----|
| 2.5.3 | Subject advisory services | 80 |
| 2.5.4 | Upgrading of managers | 82 |
| 2.5.5 | Further training of teachers | 84 |
| 2.6 | The black teachers' organizations | 87 |
| 2.7 | Disruption of education and subsequent attempts to normalize it | 91 |
| 2.7.1 | Disruption of education | 92 |
| 2.7.2 | Attempts to normalize education | 100 |
| 2.8 | Matriculation examination | 103 |
| 2.9 | Summary | 106 |

CHAPTER 3

THE ESTABLISHMENT OF A LEARNING CULTURE

| | | |
|---------|--|-----|
| 3.1 | Introduction | 110 |
| 3.2 | The phenomenon of a learning culture | 111 |
| 3.2.1 | The concept learning | 111 |
| 3.2.2 | The act of learning | 115 |
| 3.2.3 | The types of learning | 119 |
| 3.2.3.1 | Insight-promoting learning | 119 |
| 3.2.3.2 | Acquisition of factual knowledge | 120 |
| 3.2.3.3 | Memorization | 120 |
| 3.2.3.4 | The development of automatism | 120 |
| 3.2.3.5 | Observational learning | 121 |
| 3.2.3.6 | Signal learning | 121 |

| | | |
|----------|--|-------|
| 3.2.3.7 | Associative learning | 122 |
| 3.2.3.8 | Concept learning | 122 |
| 3.2.4 | The concept culture | 122 |
| 3.2.5 | A learning culture | 125 ✓ |
| 3.3 | Establishing a learning culture | 128 |
| 3.3.1 | The role of the principal | 128 |
| 3.3.2 | The role of the teachers | 132 |
| 3.3.3 | Fostering staff collaboration | 137 |
| 3.3.4 | Promote staff development and motivation | 141 |
| 3.3.5 | Create a positive school atmosphere | 145 ✓ |
| 3.3.6 | Minimize distractions | 150 ✓ |
| 3.3.7 | Maintenance of high academic standards | 154 ✓ |
| 3.3.8 | Offer job-related education | 158 |
| 3.3.9 | Motivation of pupils | 163 ✓ |
| 3.3.10 | Provision of adequate resources and facilities | 170 ✓ |
| 3.3.11 | The small school and class as supportive to establishing a learning culture | 176 ✓ |
| 3.3.11.1 | The small school | 176 |
| 3.3.11.2 | The small class | 181 |
| 3.3.12 | Positive school-parent and school-community relationships | 184 |
| 3.3.13 | Parental involvement and support | 188 |
| 3.3.14 | Community involvement and support | 196 |
| 3.3.15 | Summary | 201 |

CHAPTER 4

THE PRINCIPAL AS MANAGER AND INSTRUCTIONAL LEADER: THE SELECTION OF PRINCIPALS AND TEACHERS FOR EMPLOYMENT

4.1 Introduction 204

4.2 The principal as manager 206

 4.2.1 The concept manager 206

 4.2.2 The managerial responsibilities of the principal 208

 4.2.2.1 Administration and organization 208

 4.2.2.2 Personnel management 212

 4.2.2.3 Management of pupils 215

 4.2.2.4 Financial management 218

 4.2.2.5 Management of facilities 223

 4.2.2.6 Management of communication 227

 4.2.2.7 Management of services 230

4.3 The principal as instructional leader 232

 4.3.1 The concept instructional leader 232

 4.3.2 The responsibilities of the principal as instructional leader 236

 4.3.2.1 Setting the school's instructional policy and goal 236

 4.3.2.2 Providing instructional support 239

 4.3.2.3 Supervision and evaluation of the instructional process 241

 4.3.2.4 Become a curriculum leader 245

 4.3.2.5 The development of teachers 247

 4.3.2.6 Provision of resources and facilities . 250

4.4 The selection of principals and teachers for employment 252

| | | |
|---------|--|-----|
| 4.4.1 | The need for selection | 252 |
| 4.4.2 | The selection process | 257 |
| 4.4.2.1 | Advertise the vacancy widely | 257 |
| 4.4.2.2 | Screen the applicants | 259 |
| 4.4.2.3 | Conduct an interview: Assess each candidate's suitability for the post on offer | 261 |
| 4.4.2.4 | Appoint the best suited candidate | 269 |
| 4.4.2.5 | Implement post-hiring activities | 272 |
| 4.5 | Summary | 274 |

CHAPTER 5

EMPIRICAL RESEARCH

| | | |
|---------|---|-----|
| 5.1 | Introduction | 277 |
| 5.2 | The description of the research sample | 278 |
| 5.3 | Ex post facto research | 282 |
| 5.4 | Collection of data | 285 |
| 5.5 | Data analysis and interpretation | 288 |
| 5.5.1 | The teachers | 290 |
| 5.5.1.1 | The teachers' biographical and academic information | 290 |
| 5.5.1.2 | Frequencies of all the other teachers' responses | 292 |
| 5.5.1.3 | Correlation coefficients between some variables under study in this research | 297 |

| | | |
|---------|--|-----|
| 5.5.1.4 | Comparisons of schools with reference to the variables | 301 |
| 5.5.2 | The pupils | 309 |
| 5.5.2.1 | The pupils' biographical and other academic information | 309 |
| 5.5.2.2 | The pupils' other responses to the questionnaire | 316 |
| 5.5.2.3 | How pupils observe the variables at schools | 318 |
| 5.5.2.4 | The correlation coefficients between all variables | 321 |
| 5.5.2.5 | The results of a t-test calculated to determine the effect of the teachers' commitment on the pupils' performance in certain subjects in the final examination | 326 |
| 5.5.2.6 | The results of a t-test calculated to determine the effect of the teachers' attitude on the pupils' performance in certain subjects in the final examination | 332 |
| 5.5.2.7 | The results of a t-test calculated to determine the effect of the different variables on the pupils' performance in the June/September and final examinations . | 337 |
| 5.5.2.8 | The results of a chi-square test calculated to determine the effect of school and class size on the pupils' performance in the June/September and final examinations . | 356 |
| 5.5.3 | The teachers and pupils | 360 |
| 5.5.3.1 | How teachers compared to pupils observe the | |

variables at schools 360

5.6 Summary 364

CHAPTER 6

FINDINGS, CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS OF THE RECOMMENDATIONS, SUGGESTIONS FOR FUTURE RESEARCH AND CONCLUDING REMARKS

6.1 Introduction 367

6.1.1 Statement of the problem 367

6.1.2 Demarcation of the field of study 369

6.1.3 The aims of the investigation 369

6.1.4 The method of research 370

6.2 Findings 371

6.2.1 From the study of literature 371

6.2.1.1 The Department of Education and Training 371

a. Secondary schools 371

b. Provision of resources and facilities 373

c. Management councils and parental involvement and support 374

d. Teacher training 376

e. The black teachers' organizations 378

f. Disruption of education and subsequent attempts to normalize it . 379

g. Matriculation examination 382

6.2.1.2 The establishment of a learning culture 383

a. The phenomenon of a learning cul-

| | | |
|---------|--|-----|
| | ture | 383 |
| | b. Establishing a learning culture . | 384 |
| 6.2.1.3 | The principal as manager and instruc- tional leader | 397 |
| | a. The principal as manager | 397 |
| | b. The principal as instructional lea- der | 401 |
| 6.2.1.4 | The selection of principals and teachers for employment | 404 |
| 6.2.2 | From the empirical research | 407 |
| 6.3 | Conclusions | 417 |
| 6.4 | Recommendations | 421 |
| 6.5 | Implications of the recommendations | 431 |
| 6.6 | Suggestions for future research | 434 |
| 6.7 | Concluding remarks | 434 |

Bibliography

Annexures

LIST OF TABLES

TABLE

| | | |
|-----|---|-----|
| 1. | Age distribution of the standard six pupils of twelve secondary schools | 42 |
| 2. | Age distribution of the standard ten pupils of twelve secondary schools | 42 |
| 3. | Drop out rate at secondary schools | 179 |
| 4. | Details of schools used in the research sample | 281 |
| 5. | Gender profile of teachers | 290 |
| 6. | Profile of teachers who teach/do not teach matric | 290 |
| 7. | Profile of the teaching experience of teachers | 291 |
| 8. | Profile of the teachers' experience in teaching matric classes | 291 |
| 9. | Profile of teachers happy/not happy with their profession | 292 |
| 10. | The teachers' responses in percentages | 292 |
| 11. | Correlation coefficients between administration and other variables | 298 |
| 12. | Correlation coefficients between school size and class size and the other variables | 299 |
| 13. | School administration | 301 |
| 14. | Principal and teacher co-operation | 302 |
| 15. | Principal and teacher development | 303 |
| 16. | Principal and teacher motivation | 304 |
| 17. | Positive school atmosphere | 305 |
| 18. | Maintenance of high academic standards | 306 |
| 19. | Job-related education | 307 |
| 20. | Teacher commitment | 308 |
| 21. | Age profile of pupils | 309 |
| 22. | Gender profile of pupils | 310 |

| | | |
|-----|--|-----|
| 23. | Profile of the pupils' number of years in matric | 310 |
| 24. | Profile of the pupils who failed previous classes . . . | 311 |
| 25. | Profile of whether the pupils' subjects are relevant to their intended careers or not | 311 |
| 26. | Profile of the June/September and final overall examination results | 312 |
| 27. | Profile indicating the number of subjects each pupil passed in the June/September examinations | 313 |
| 28. | Profile indicating the number of subjects each pupil failed in the June/September examinations | 313 |
| 29. | Profile of the June/September and final examination results of all the sample schools | 314 |
| 30. | Profile of the subject results in the final examination | |
| 31. | The means of the questionnaire items which still need attention or can still be improved | |
| 32. | Means of the variables as observed by pupils at schools | |
| 33. | The Pearson's correlation coefficients between variables | |
| 34. | Correlation coefficients between school size and class size and the other variables | |
| 35. | The effect of the teachers' commitment on the pupils' performance in some subjects | |
| 36. | The effect of the teachers' attitude on the pupils' performance in some subjects | |
| 37. | The effect of the different variables on the pupils' performance in the June/September examinations | |
| 38. | The effect of the different variables on the pupils' performance in the final examination | |
| 39. | The effect of school size on the pupils' performance in the June/September examinations | |
| 40. | Comparison of the teachers and pupils in relation to how they observe the variables at schools | |

ANNEXURES

- A. Questionnaire to be answered by principals, matric teachers, parents, pupils who passed matric and pupils who failed matric
- B. Questionnaire to be completed by pupils
- c. Questionnaire to be completed by the principal, deputy principals, heads of department and matric teachers

ACRONYMS

| | | |
|--------|---|---|
| SADTU | = | South African Democratic Teachers' Union |
| DET | = | Department of Education and Training |
| SRC | = | Student Representative Council |
| COSAS | = | Congress of South African Students |
| PASO | = | Pan African Students' Organization |
| AZASM | = | Azanian Student Movement |
| PTSA | = | Parents', Teachers' and Students' Association |
| PTA | = | Parents', Teachers' Association |
| TUATA | = | Transvaal United African Teachers' Association |
| NATU | = | Natal African Teachers' Union |
| OFSATA | = | Orange Free State African Teachers' Association |
| CATU | = | Cape African Teachers' Union |
| ATASA | = | African Teachers' Association of South Africa |
| NECC | = | National Education Crisis Committee |
| SECC | = | Soweto Education Crisis Committee |

CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 Introduction

Black Education is in disarray. For more than a decade, black schools have been ravaged by politically inspired strikes, riots, disruptions and demonstrations of a magnitude unknown in South Africa. To a large degree, schools have become centres for political indoctrination and in the process education in the true sense of the word could hardly take place. Pupils joined different movements with the hope that they would ultimately help to overthrow the former political order in South Africa, but to their dismay this was not to be. The intermittent disruption of schools seems to have gained public toleration if not complete acceptance. The question is often asked as to what went wrong and where? Parents and school authorities shrink away from punishing and disciplining pupils and this attitude has allowed the prevailing state of disorder in schools to reach alarming proportions.

The use of pupils for the political struggle unwittingly works negatively on the educational imperative of a good pupil-teacher relationship. Before the new dispensation came into place in South Africa, a teacher (especially a principal) who tried to maintain any form of discipline was regarded as siding with the government of the day and thus as a stumbling block. This placed such a teacher or principal under severe and unbearable stress. The situation led to a deterioration of discipline which became characteristic of many secondary schools. In 1989 the Department of Education and Training expressed a serious

concern that no effective education can take place in circumstances in which lack of order and a rejection of educational authority are present (Louw, 1989:7).

It is common knowledge that black schools are characterized by a backlog in facilities as well as qualified teachers. This led to much frustration and discontent among the pupils in particular. On top of this, pupils would deliberately come up with demands in their respective schools which the principals and teachers would find impossible to meet - some of the demands would have nothing to do with the school as such. These demands always gave leverage to further disruption of the schools. In such circumstances schooling is to a large degree neglected.

Most regrettable is that the pressure put on teachers has been so unbearable that some of them, especially the young teachers, have been forced to toe the line with pupils. Some teachers demonstrated their support to the political struggle by joining a teachers' union and openly identifying with the pupils. While this action alleviated the pupils antagonism towards teachers, it aggravated the pupil's problems - especially their neglect of schoolwork. As could be expected principals and most heads of departments did not join the teacher's union or identify with pupils. This exacerbated their rejection by pupils and placed them under stress. They had to bear the brunt for taking such a stand.

Consequently, the management of the schools could not maintain discipline and in the process the moral tone of many schools declined. The schools degenerated into

institutions characterized by disorder and anarchy. No meaningful teaching and learning took place and this undoubtedly had a negative effect on pupils' academic achievement. Hence the warning of the Director General of Education and Training that the unrest which broke out in urban areas in 1984 and which dragged on until 1987, when school facilities were destroyed and discipline seriously undermined, had devastating effects (Louw, 1989:7).

The old adage that it is easy to cultivate a habit but difficult to eradicate it, has become true in black schools. Pupils find it difficult to change for the better. These days it is not a shame for secondary schoolpupils in particular to go to school late and to go back home before the end of the school day or to stand and loiter outside the classes all day long. Pupils often refuse to write tests or to do homework and exercises, but would demand to be promoted to the next class at the end of each academic year. It is in fact rare for a secondary school to complete a term without pupils disrupting classes. This shows how established this disruptive culture has become. These incidents have had devastating effects on school results for the last couple of years. In fact, teachers expect less from the pupils, and the pupil's academic achievement reflect the teachers' expectations.

At home, the parents' authority is not only challenged, but seriously undermined by the youth rendering the home, the foundation of society, ineffective. Parents were blamed for their passive acceptance of the former political status quo. On the other hand the parents' low level of educational development undoubtedly contributes to a

widening generation gap between them and their children. Parents have become scared of the schools and pupils. They shrink away from punishing and disciplining their children and the latter are aware of this. Parents do not attend the meetings called by schools in large numbers. This has broken the valuable communication link between the parents and the schools.

The black communities have not been left untouched. There is a high level of political activism and violence in small and large communities. Intermittent traumatic clashes between political groupings and sometimes between a political group and security forces nullify any chances of a peaceful and secure atmosphere necessary for a pupil's optimal educational development. An overwhelming number of parents is scared of being counted among those who advocate that pupils must go back to school and be disciplined. They do not want to attend any gathering that discusses the restoration of order in schools.

The Department of Education and Training did everything in its power to try and restore order in schools and to normalize the situation. It launched an intensive campaign aimed at motivating the matric pupils in particular. Matric pupils were issued with study guides in order to prepare them for their examinations. Parents' meetings were called regularly and many issues pertaining to education were discussed and problems ironed out. The department went to the extent of acceding to some of the demands and requests of pupils, teachers and some community structures. The department allowed the so called "student representative councils" and "parent teacher student associations" to

operate in schools - as pupils had demanded. It is however regrettable to note that all these efforts and concessions were to no avail. The pupil movements, as well as the teacher's union assisted by some community structures, intensified their condemnation and rejection campaign of the department.

The department exposed the management of schools - principals, deputy principals and head of departments - to a top-down management programme in order to equip them with managerial skills. This programme was run by a private company. The department also engaged the services of consultants. The latter were to equip the management of schools with skills that would enable them to handle a crisis situation, for example to handle riots, strikes, change, demonstrations, negotiations, etcetera. Once more all these efforts were rendered meaningless and futile by the situation that prevailed in schools and in black communities in general. Notwithstanding the efforts of the department, the pupils' scholastic performance kept on deteriorating. The department reacted by saying that the disruption and protests which were taking place country-wide in and around primary and secondary schools had a militating effect on effective teaching and affected pupil's achievement and progress (Louw, 1991:4) .

What baffled many people, however, was that there were a few schools in riot torn areas whose matric pupils performed very well. There were even a few pupils in schools that performed poorly whose matric performance was outstanding.

The former government came up with far reaching political changes, perhaps with the hope that some of them would help to bring about order and stability in black communities and in schools. But every time the changes were brought about they were either rejected outright or regarded as inadequate. The disruption of education continued.

The researcher suspects that pupils often lack the basic prerequisites for academic achievement under such conditions of political upheaval. An environment characterized by security and stability which could enhance their desire to perform maximally at school is missing, thus precluding them from performing in accordance with their innate potential. The effects of this can be seen in the disastrous matric results of 1989 (42,4%); 1990 (36,4%); 1991 (42,5%); 1992 (42,3%); and 1993 (38,3%) (Olivier, 1991a:6; Smith, 1994:4; Louw, 1990:4). It is the failure of black matric pupils in particular which has become a cause for grave concern to the researcher and hopefully to all those who have a keen interest in these pupils' education. Any pupil whose learning process is mainly characterized by failure, may find learning tasks meaningless. As a result his learning intentions for the future may be adversely affected (Masitsa, 1988:2).

In this study the researcher would like to fathom the reasons behind the failure of black matric pupils and investigate all possible relationships between the establishment of a learning culture and academic achievement.

1.2 Preliminary investigation into perceptions about the reasons for poor black matric results

Poor black matric results have become a cause for concern not only to the department of education but to the country as a whole. Repeated efforts were made by the former department of black education to address the problem, but to no avail. Whether the obstacle lies with the identification of the real causes of poor performance or with finding the suitable solution/s to the problem or with the fact that conditions in schools are such that the solutions sought cannot be implemented, is so far unknown.

Educational experts agree that the quality of academic work done in primary and secondary schools can largely be assessed by pupils' performance in matric. This is primarily due to the fact that it is at this level where pupils, for the first time in their school career, will be confronted with a standardized national examination. Consequently, poor performance in matric indicates that something went wrong somewhere in the primary or secondary school - but particularly in the secondary school.

As a preliminary investigation into the problem around poor matric performance, the researcher gathered the views about the possible causes thereof from principals, teachers, pupils, parents and from the media (newspapers). The persons involved were principals of twelve secondary schools, three matric teachers in each secondary school, six matric pupils of each school - four of whom have failed matric once and are repeating while the other two have passed and are no longer attending school, and three

parents from each school - of whom one was a member of the management council (school committee). The twelve secondary schools are situated in Welkom, Bultfontein, Hennenman, Ventersburg, Virginia and Theunissen. This is the area where this research was done.

In order to probe for reasons for poor matric performance from principals, teachers, pupils and parents a questionnaire which consisted of only one question was constructed. The question was:

What would you regard as the reason/s for poor black matric results?

The responses were the view of the person who was issued with the questionnaire and was not discussed. The respondents were requested to give their candid and unbiased opinions. To help them achieve this, their identities were concealed.

The distribution of the questionnaire and the folio papers on which answers were given was done by the principals of the twelve secondary schools. They explained all the details pertaining to it to the respondents as well as the reason why it was essential that such a survey be conducted. The researcher had briefed the principals beforehand on the foregoing. The respondents were given two weeks to complete the questionnaire after which they submitted their responses to the principals. The principals in turn handed their responses to the researcher. The responses of different groups were kept apart. This was possible because the folio papers were identified by

writing the titles of the different respondents on each.

Subsequent to the foregoing, four lists of the reasons for poor matric results were compiled representing the views of principals, teachers, pupils and parents. While compiling each list care was taken not to repeat similar responses. As far as it was possible responses were graded. This was done by giving each response a score of one point. Therefore the response with the highest score (support of respondents) appeared first on the list and the response with the lowest score appeared last. The reasons for poor black matric results as per different groups are listed below.

1.2.1 *Principals*

- Overcrowded classes due to lack of accommodation in schools.
- Politically motivated unrests and disruption of schools.
- High rate of absenteeism on the part of the standard ten teachers.
- Pupils do not write tests during the course of the year as they do not take them seriously.
- The pupils are not motivated to learn.
- Parents are not concerned with their school going children.
- Teachers neglect their duties and take advantage of the instability in schools.
- Teachers concentrate on their private studies during school time and pay little attention to the pupils.

- A poor foundation was laid in the primary schools.
- Pupils do not work throughout the year, but tend to study when very little time is left before the examination.
- Highly politicized student representative councils mislead the pupils.
- School or class boycotts which are organized by the South African Democratic Teachers Union - commonly known as SADTU or Teacher's Union.
- The pupils do not complete their syllabuses.
- The fact that pupils do not choose their subjects correctly and this also applies to the choice of the subject grades.
- Indiscriminate promotions in standard five.
- The pupils are not eager to study.
- The pupils arrive late at school.
- Some pupils are interested in making money and will bring drugs and alcohol to school.
- Inadequate facilities like laboratories and libraries.
- Insufficient textbooks as a result of the fact that pupils do not return all the textbooks at the end of the year.

1.2.2 *Teachers*

- The pupils are not eager to learn or study and lack motivation.
- The classrooms are overcrowded.
- The pupils are undisciplined due to political influences and instability in the country.
- Insufficient resources like textbooks.

- Lack of parental involvement in the education of their children.
- Absenteeism of pupils which is aggravated by boycotts and stay-aways.
- Some teachers are not sufficiently qualified to teach their subjects.
- Teachers who study privately tend to pay little attention to the pupils.
- Absenteeism of teachers.
- Politically motivated school disruptions.
- The pupils refuse to write tests during the course of the year.
- Syllabuses of many subjects are not completed.
- Pupils arrive late at school and leave early.
- Teachers are not motivated.
- Pupils are easily distracted from doing their school work.
- Teachers do not teach effectively and some of them dodge giving lessons.
- Irresponsible and undisciplined teachers engage in strikes, demonstrations, marches and "chalk-downs".
- The pupils are not properly guided in the choice of subjects.
- The teachers who teach in the lower classes of the secondary school do not work hard enough.
- Panel inspections are no longer held.
- Poor pupil-teacher relationships.
- Indiscriminate promotions in the lower standards.
- The declining culture of learning in schools.
- The examination scripts of the standard ten candidates are marked by persons who are only interested in getting money.

- Pupils have a poor command of the English language which is the medium of instruction in schools.
- Inadequate and poor facilities like laboratories.

1.2.3 *Pupils*

- The lack of co-operation between pupils, teachers and parents.
- Pupils would not learn and study throughout the year, but would wait until very late in the year.
- Insufficient resources like textbooks.
- Irregular attendance, truancy and lesson dodging by pupils.
- The political organizations which confuse pupils by using them to achieve their political objectives.
- The lack of parental involvement in school matters.
- The pupils' lack of discipline.
- Politically motivated riots which involve pupils.
- Some pupils use drugs and alcohol.
- Overcrowded classes in many schools.
- The pupils' lack of commitment and their negative attitude towards the school.
- The teachers' lack of commitment in helping the pupils.
- Both pupils and teachers lack motivation.
- Intimidation of pupils and teachers and disruption of schools by pupils.
- The teachers do not complete syllabuses.
- The examination answer books of the matric candidates are marked by unqualified teachers.
- Shortage of sufficiently qualified teachers.

- Some teachers are often absent from school and others often dodge giving lessons.
- The teachers' involvement in boycotts, strikes, demonstrations, "chalk-downs" and other disruptive actions.
- The prevailing situation of political instability in the country.
- Pupils who take part in intermittent boycotts, demonstrations and strikes.
- Thuggerism and hooligans that are so rife in some schools affect effective learning.
- Pupils' organizations and movements which politicize education.
- A lack of school inspections.
- Teachers who use alcohol during school hours.
- Pupils who refuse to write tests during the course of the year.
- Study leave of teachers.
- Pupils who mislead others.
- Some candidates do not understand the question papers very well.
- The marking of the candidates' answer books is hurried because markers are only interested in the money they get paid.

1.2.4 *Parents*

- The pupils and teachers lack motivation.
- Insufficient resources like textbooks.
- Lack of discipline in schools.
- The political instability in the country.

- The fact that schools are overcrowded.
- Parents do not assist the schools with the discipline of pupils and other matters.
- High rate of teachers' absenteeism.
- Teachers are concerned with their own private studies and pay little attention to the pupils.
- The pupils' negative attitude towards the Department of Education and Training.
- The teachers and pupils are involved in politics and have little time for schoolwork.
- The wrong choice of subjects by pupils.
- The negative attitude of the Teachers' Union.
- The teachers' involvement in strikes, boycotts and demonstrations.
- The use of drugs and alcohol by teachers.
- Poor pupil-teacher relationships.
- Teachers do not honour their teaching periods daily and as a result they fall behind with the syllabuses.
- Pupils do not study throughout the year.
- The high number of pupils who are absent from school.
- Both teachers and pupils go to school very late.
- The ongoing politically motivated disruptions and unrest in schools.
- Lack of supervision of studies at schools.
- Indiscriminate promotions in lower standards.
- Some teachers are not sufficiently qualified to teach their subjects.
- Inspectors have become ineffective in schools.
- Principals lack leadership skills.
- The unacceptable and unprofessional behaviour of some teachers.
- Poor teacher training.

- Politicians who use pupils for political gain.
- Pupils' councils are politically motivated and tend to demotivate pupils.
- Actual teaching starts very late after the re-opening of schools.
- A lack of career guidance because of neglect of the subject "Guidance".
- Poor marking in the examination of the standard ten candidates.

In order to gather information about the reasons for poor matric results advanced by newspapers, forty three English and sixteen Afrikaans articles on the subject were perused by the researcher. The reasons given were thereafter graded and listed. This was done by giving each response a score of one point. The response with the highest score appeared first on the list and the response with the lowest score appeared last. The reasons gleaned from newspapers are listed below.

1.2.5 *Newspapers*

- The pupils' lack of discipline and self-control in and outside school.
- A lack of positive parental co-operation and influence on educational activities.
- Unprofessional behaviour of teachers which leads to demonstrations, strikes and "chalk-downs".
- Lack of suitably qualified teachers in certain subjects.
- Poor attendance, late arrival, lesson dodging and

- early departure from schools on the side of pupils.
- The teachers' indifferent attitude towards their responsibilities.
 - Insufficient facilities like laboratories and libraries.
 - Ineffective and in some cases a total lack of supervision and control by principals and their management teams.
 - Poor attendance and dodging of lessons by teachers.
 - The pupil's lack of motivation and eagerness to learn.
 - A complete breakdown of the learning culture in schools.
 - A lack of suitably qualified principals which results in ineffective administration.
 - Gangsterism and antisocial behaviour of pupils at schools.
 - Insufficient resources like textbooks.
 - Indiscriminate promotions in the primary and the secondary schools.
 - Overcrowded classrooms which militate against individual attention.
 - Misuse of schools for political gain leaving the pupils so politicized that they want to have nothing to do with schoolwork.
 - The concerted disruption and destabilisation of the education of the black people.
 - The prevention of inspectors, principals and subject advisors from rendering essential, professional, supportive and managerial services.
 - The negative effect of apartheid on education.
 - Apathy on the side of black communities to get involved in the resolution of educational problems.

- School books or textbooks not returned by pupils at the end of each year.
- Undisciplined and unmotivated teachers.
- The pupils' lack of interest in education.
- Many pupils enrolling for the examination are inadequately prepared for it.
- Intimidation and manipulation of pupils and teachers for political ends.
- The Department of Education and Training's inability to provide conditions more favourable to teaching and learning.
- Intimidation of the parents.
- Politically motivated violence in the townships.
- The Department of Education and Training's lack of control over schools.
- The unguided militancy of the pupils.
- Insufficient funding of education of the blacks.

Deductions that can be made from the reasons advanced regarding poor black matric results are as follows:

1. Different groups, together with the media, came up with reasons that are to a large extent similar, although differing in the frequency of being mentioned.
2. There appears to be a slight tendency among the individual groups to try and pass the buck.
3. The problem seems to be a cause for concern to all parties as well as to the media. Its resolution will therefore be welcome.

4. The reasons advanced direct attention or find the cause for poor matric performance to lie at spheres like the school, home, community and education department in the country as a whole. Fingers are particularly being pointed at pupils, teachers, principals, parents, communities, the education department concerned and the government.
5. The fact that so many reasons could be advanced while poor performance continues, indicates that the concerned parties are not yet in a position to solve the problem. They know that there is a problem but do not know what to do about it or are unable to come to the root cause of it. Thus, the problem needs to be probed further.
6. The reasons advanced may not be the real problem/s for poor matric results but may symbolize the symptoms of a much deeper problem which must still be identified. This makes this research not only necessary but essential in order to get to the bottom of the problem, identify and fathom it and come up with recommendations.

1.3 Statement of the problem

The fundamental purpose of this thesis is to research whether the establishment of a learning culture is a prerequisite for academic achievement or not. The main point at issue here is to probe into the effect of a learning culture on academic achievement. It must be

established beyond a doubt as to what extent a learning culture influences academic performance. This is the crux of the matter and the point of departure in this research. The focus is on the influence of a learning culture on the academic performance of black matric pupils.

It is common knowledge that pupils may be exposed to a learning culture in a variety of ways but not to the same degree. This study attempts to establish whether black matric pupils have been exposed to a learning culture or not. Subsequent to this it wishes to investigate whether failure of black matric pupils can be attributed to a lack of exposure to a learning culture or not. In order to answer these questions the establishment of a learning culture will be investigated, as well as the possible effect it may have had on black pupils' academic performance.

Research indicates that a positive school climate has a positive effect on pupil achievement. According to Wirsing (1991:11) the creation of a learning culture will without doubt result in a productive, caring atmosphere in which every pupil can experience success. In an endeavour to establish the influence of a learning culture on scholastic achievement, the researcher will compare the extent to which the matric passes as compared with the failures were exposed to a learning culture. He will try to ascertain empirically whether academic achievement of the black matric pupils is undoubtedly resultant from the establishment of a learning culture or not.

In a nutshell, the following problem will be researched:

To what extent does the establishment of a learning culture affect academic achievement?

In order to undertake a thorough investigation of the problem, the following null hypothesis (H₀) will be tested:

There is no relationship between the establishment of a learning culture and academic achievement.

The variables that come to the fore here are the establishment of a learning culture and academic achievement, that is independent and dependent variables respectively. In this study the independent variable will not be controlled or manipulated by the researcher. It will be allowed to take its own course. This will make the use of the ex-post facto research method appropriate. The other noticeable variable, the moderator variable, is the sex of the pupils. There are also nuisance variables like the pupil's learning methods, self-esteem and motivation. Both the moderator and nuisance variables will not be controlled by the researcher.

1.4 Demarcation of the field of study

This investigation endeavours to discover the effects of the establishment of a learning culture on academic achievement. This is an enormously broad topic to research. To make it manageable to the researcher, only those matters that are fundamentally connected with the problem will be taken into account. Limits of the problem area within which the researcher will carry out his investigation will be

established. In this way the problem can be thoroughly researched.

The problem of poor performance by black matric pupils is experienced country-wide. To conduct this investigation in the whole country would be impossible if one wants to get to the root of it and avoid superficial investigation. In consequence, the researcher has selected the Welkom area of the former Department of Education and Training as the area of study. The area includes the following Orange Free State city and towns: Welkom, Hennenman, Ventersburg, Virginia, Theunissen and Bultfontein. There are presently fourteen secondary schools in this area.

Only twelve secondary schools in the afore-mentioned area have been included in this research. The research sample of 643 (six hundred and forty three) matric pupils has been drawn from the twelve secondary schools. The sample comprises both the passes and failures of matric. The selection was done at random to enable the researcher to make a wide coverage of all pupils in the area of research. The principals, deputy principals, head of departments and matric teachers of sample schools, numbering 156 (one hundred and fifty six), were used to answer a questionnaire.

Although this research was undertaken in the area mentioned above it should be of great significance to black matric pupils throughout South Africa. The circumstances in which matric pupils in this area find themselves are much the same as those of any other black matric pupils in this country. On the other hand, the establishment of a learning

culture holds good for all pupils and students irrespective of who they are and where they find themselves.

1.5 The aims of the investigation

As stated previously, the primary concern of this study is to evaluate the effect of a learning culture on school performance. Since numerous persons and instances such as principals, teachers, pupils, parents, communities, the education department, the government and the private sector have special interests in the school, a diversity of issues are necessarily involved. Viewed in this light the aims of the investigation are as follows:

- To determine whether there is a relationship between good academic performance and the following variables:
 - Good school administration.
 - The teachers' commitment and attitude.
 - Principal and teacher co-operation.
 - Principal and teacher development and motivation.
 - Positive school atmosphere or climate. ✓
 - Minimizing distractions of the learning process.
 - Maintenance of high academic standards.
 - Job-related education.
 - ^{academic motivation} Motivation of pupils. ✓
 - Pupils' commitment and attitude.
 - Adequate resources and facilities. ✓
 - The small school and class. ✓
 - Parental involvement in support of the child and school.

- Community involvement in support of the pupils and school.

- To determine to what extent black matric pupils have been exposed to a learning culture.

- To determine whether failure of black matric pupils can be attributed to a lack of or insufficient exposure to a learning culture or not.

- To identify all those factors in the milieu of the black secondary school pupil which may lead to poor academic performance of particularly the matric pupils. Having done that, to try and suggest ways and means of ridding the black secondary school pupil of the obstacles in his way to good academic performance.

- To make recommendations, on the strength of the findings of this research, to all concerned and interested parties in respect of the improvement of the problematic situation. This would hopefully lead to better academic performance for all pupils and students.

1.6 The method of research

This research started with the study of literature done with a view to support the introduction of the problem as well as to support, define and elucidate concepts. A questionnaire was used to gather ideas and perceptions about the causes of poor black matric results. It was

intended for principals, teachers, pupils and parents. Subsequently a study was made of various newspaper articles on the possible causes of black matric results. Scores of ideas were amassed.

Over and above the foresaid an extensive literature study was undertaken. This was principally intended to give an insight into the Department of Education and Training; the establishment of a learning culture; the principal as manager and instructional leader and the selection of principals and teachers for employment.

The study of literature was succeeded by an empirical research. The researcher used an ex post facto research method to seek the causes for an existing state of affair. Ex post facto research was conducted into the academic performance of 643 matric pupils at the end of their final matriculation examination. This was done with a view to assess the effect of a learning culture on their academic achievement. The investigation was done retrospectively, taking their results as a starting point and thereafter trying to find out what could have led to such performance or results.

The data related to the purpose of this research was
* gleaned by means of two questionnaires. One questionnaire was completed by the matric pupils themselves and the other by the principals, deputy principals, departmental heads and matric teachers of the sample schools.

The method of research is discussed in detail in chapter five.

1.7 Definition and elucidation of concepts

To remove any obscurity that might exist in the meanings of concepts, to obviate ambiguity and to enable the reader to have a clear understanding of the purpose of this research, concepts are explained in depth.

1.7.1 *Establishment*

The word "establishment" is a noun derived from the verb "establish" meaning to set on a firm or permanent basis (Sykes, 1987:329). Thus the word "establishment" means the action of creating or setting up something on a firm or permanent basis. It means the act of establishing something in a formal manner. One can establish a business or a relationship with somebody. In this research the point at issue is the establishment of a learning culture. The word "establishment" will therefore be used to mean the act of creating or setting up a culture of learning in a formal way.

The topic of this research is simply the creation or setting up of a learning culture which is a prerequisite for academic achievement. Implicit so far is that the establishment of a learning culture is not a simple matter. It needs hard work to be achieved. The fact that it must be set up in a formal way is evidence of this.

The meaning of establishment as stated above is endorsed by Batcher (1991:489) who regards it as referring to the setting up of a firm foundation or as the act of

establishing. The Oxford Encyclopedic English Dictionary (Hawkins & Allen, 1991:486) also gives the meaning of establishment as the act or instance of establishing or the process of being established.

1.7.2 A learning culture

Definitions of a learning culture abound. This is mainly due to the fact that it is an intricate and complex phenomenon. No wonder that Chrispeels (1992:172) says that the culture of an organization is the organization. A school's culture is the most important variable for bringing about school effectiveness. Yet it is the most difficult variable to describe. Perhaps the reason for this could be found in how profound the meaning of the word "culture" is. To cite an example, Smircish (1983:341) in Chrispeels (1992:13) says:

"In anthropology culture is the foundation term through which the orderliness and patterning of much of our life is explained."

Culture is the variable of organizational life which intersects with the organizational technology and structures. When we speak about the culture of a people or nation, we refer to their distinctive way of doing things.

(When defining a learning culture Chrispeels (1992:123) quotes Rutter (1979) and Mortimor (1988) who say that the school culture and climate is comprised of variables such as safety and orderly learning environment, norms of

collegiality, high expectations and a home-school mission which creates the ethos of the school and which are significant in contributing to a school's overall effectiveness. An atmosphere conducive to learning fosters a climate of order and respect in which teachers and pupils can thrive. This encourages a sense of *esprit de corps* (Bennett, 1987:10).

On the other hand McCurdy (1989:31) feels satisfied with the following definition:

"Some schools are cheerful and hum with excitement and purpose. Others seem to lack enthusiasm. Some classrooms are alive with expectancy. Others appear morbid. Some people who work and study in schools see each new person as an opportunity for improving their understanding of the world around them. Others fear that today will be worse than yesterday. These feelings of satisfaction and productivity constitute school climate".

To Nielsen (1992:3), a learning culture is a positive school climate where the atmosphere is conducive to teaching and learning, where everyone who has interest in the school expresses pride in it, where pupils are given maximum opportunities to learn and there is high expectations for pupils to achieve.

It is so far abundantly clear that the establishment of a learning culture sets the tone for everything else that is connected with the pupil's learning. By creating the proper culture for learning everything else should follow. To

create a learning culture simply means to create a culture for scholastic achievement. The establishment of a learning culture is therefore a fundamental prerequisite for academic achievement. In this research the writer would like to define a learning culture as follows: (It is an atmosphere characterized by order, discipline, safety and respect at school (where teachers truly teach and pupils truly learn), at home and in the community, which is conducive to orderly learning, inculcates a work ethic, fosters a sense of loyalty and devotion to the learning process and in which everything culminates in commendable academic achievement at school.

What should be clear from the foregoing definition is that learning does not take place only at school, but at home and in the community as well. For instance, pupils learn and study at school, in their homes and in public libraries. Therefore the establishment of a learning culture which does not include the school, home and community is seriously inadequate. The parents and community are partners in education and as such their support should always be enlisted. The atmosphere at school and around it must have a positive influence on the pupils if they are to succeed academically. In endorsing this point of view Wirsing (1991:11) maintains that the school's climate for learning is the product of the collective efforts of the principal, teachers, pupils, parents and the community. The talents and abilities of these groups should be orchestrated to produce conditions which support learning for excellence.

One of the principal's tasks is the forging of a vibrant

school culture. This grows out of the principal's vision for the school, the teaching and curriculum, teacher and pupil expectations, the school goals and the way these are communicated both inside and outside the school (Bennett, 1987:8).

The learning culture depends heavily on the ability of the principal to work with teachers, parents and the community towards instructional goals. The most important skill he needs is to be able to work with and through people, for he cannot do it all alone. According to Schlesinger (1988:81) parental influence is no less important in the secondary school. After all, children spend thirteen percent of their waking hours of the first eighteen years of their life in school and eighty seven percent of their working time under the nominal control of their families.

Psychologists agree that human behaviour is a function of the interaction of a person and his environment. Therefore a positive school, home and community atmosphere should have a positive effect on the pupil's performance. Researchers (Hoyle, English & Steffy, 1990:15) support this statement by stating that without a climate that creates a harmonious and well-functioning school, a high degree of academic achievement is difficult if not downright impossible to obtain. They go on to say that recent research evidence indicates that the most effective schools are distinguished, not by elaborate facilities, extensively trained teachers, small classes or a high level of financial support, but by an outstanding social climate.

1.7.3 A prerequisite

According to the Concise Oxford Dictionary (Sykes, 1987:811) the word "prerequisite" is a combination of a prefix "pre-" which means "before", and a noun "requisite" which means "thing needed for some purpose". The word "prerequisite" therefore means something that must happen or exist before another thing is possible. This implies that something essential must take place or happen before another thing is feasible.

The Cassell Encyclopedic Dictionary (Batcher, 1991:114) explains "prerequisite" as something required beforehand or as a requirement that must be satisfied in advance - thus, as a pre-condition for something else. The Oxford Encyclopedic English Dictionary (Hawkins et al., 1991:1143) is in agreement with the foregoing explanation because it regards "prerequisite" as meaning something required as a pre-condition for another.

The word "prerequisite" therefore means a condition or requirement that must be previously met or satisfied before another thing is possible and will be used in that context in this investigation. For instance, to state that the establishment of a learning culture is a prerequisite for academic achievement, it means that a learning culture must be established before academic achievement can be possible. Stated differently, without the establishment of a learning culture, academic achievement will be inconceivable or unachievable.

The word "prerequisite" will be used as synonymous to *sine*

qua non in this study. *Sine qua non* means an essential condition or a thing that is absolutely necessary before another thing is possible. Both Batchner (1991:1350) and Hawkins et al. (1991:1345) are in agreement that *sine qua non* means an indispensable condition or qualification. Thus it means a thing that is essential if you want to achieve something. Therefore, the establishment of a learning culture is a *sine qua non* for academic achievement.

1.7.4 Academic achievement

Every school going pupil, no matter how hardworking or lazy he may be, has a desire for success. He wants to be successful in whatever he does at school. He wants to achieve success particularly in his academic work and to be promoted annually to the next standard. This desire is justified by the fact that it is through academic performance that a scholar is annually promoted from one standard to the other. Otto, McMenemy and Smith (1973:36) put this aptly when they say that the ultimate goal of instruction is achievement that is at or near the child's capacity level. Therefore every pupil's latent concern is to avoid failure and fulfil his needs for achievement (Mwamwenda, 1990:184). The pupil's achievement is also measured by his ability to progress through a series of well-defined skills (Gallagher, 1978:37).

Academic achievement is defined in a variety of ways by researchers. For instance, Genck (1990:8) defines it as academic progress and general development. Hauser (1971:144) regards it as the demonstrated capacity to

perform certain tasks or the quality of schooling, whereas Masitsa (1988:12) sees it as the child's ability to successfully complete a given task or a programme of his particular level or standard. In short, all agree that it refers to the pupil's ability to obtain success in his school work.

As complementary to the foregoing the researcher wishes to define academic achievement as the pupil's ability and effort to continuously achieve success in any learning situation of his level or standard at school. It is success in the learning situation or how well one performs at school. In this research academic achievement will be used as synonymous with academic performance/success or scholastic achievement/performance/success. One thing certain about academic achievement is that it leads to a successful end of the learning process.

Academic achievement may be the results of numerous factors such as intelligence, interest, motivation, effective teaching and learning, effective school management, opportunity to learn, self-concept and maturation. Behr (1990:105) is of the opinion that achievement refers to a more specialized performance in school subjects which depends greatly on the quality of teaching and motivation to learn. To Genck (1990:64-67) the teachers are only one ingredient in the equation that makes up pupil learning, with the other obvious components being the pupils themselves, parents, material programmes and good school management. Researchers and practitioners of education agree that all the factors mentioned in this paragraph are greatly dependent on, and in some cases originate from, the

establishment of a learning culture. They are merely dependent variables which are greatly influenced by a learning culture to be effective. For instance, the establishment of a learning culture enables pupils to utilize their innate potential like intelligence to the maximum at school.

Experience of success at school is vital to pupils because it serves as motivation for further involvement and contributes towards psychological development. Failure, on the other hand, may lead to withdrawal because of fear for further failure (Masitsa, 1988:12). As Hamachek (1979:310) puts it, early school success is crucial because subsequent success is not only easier to build onto early success, but it also seems more possible to the scholar. Indeed, the best single prognosticator of a person's later academic ability is his prior academic achievement (Kolesnik, 1963:362).

Pupils who do not achieve at school develop a sense of inadequacy and inferiority - in other words a poor self-concept. The only thing such pupils can think of is to leave school. Therefore, a pupil's need to do well at school is in itself a motivating factor influencing his behaviour and must be encouraged by giving him tasks of which he is intellectually capable. Self-concept can be a motivation since achievement at school will strengthen it. Every pupil likes to feel good about himself and to feel that he is worth and competent enough to perform most of the tasks required of him at school.

1.7.5 *The principal*

The principal is the headmaster of a school. He is the educational head of the school. Since the twentieth century the principal has the dual task of being the manager and instructional leader or supervisor of his school. Prior to this period his task was mainly that of instructional supervisor.

Cawood (1976:227) in Van der Westhuizen (1991:1) found that in 1940 the school principal spent forty percent of his time teaching, whereas in 1975-76 the principal spent twenty seven percent of his time in the classroom. Consequently, the principal has of late more managerial than instructional duties to perform.

The principal is responsible for the administration, organization and control of everything connected with the school. In short, he is responsible for the management and control of the school in all its facets. Owing to the vastness of the school and the comprehensiveness of the functions he has to perform, he is compelled to delegate certain tasks and responsibilities to the head of departments, teachers and other staff. He nevertheless bears full accountability for everything that happens in his school (Piek, 1991:76; Badenhorst, Calitz, Van Schalkwyk & Van Wyk, 1987:56; Department of Education and Training, 1979:1). In consultation with his staff and the parents, he gives guidance to his school and decides on the school policy. He is in actual fact the liaison between parents and teachers and between parents, teachers and the educational authorities. Accordingly, he must see to it

that the best teachers are chosen to fill vacant posts and that use is made of each teacher in accordance with his abilities and interests.

It is abundantly clear from the foregoing that the principal holds the most important position in a school. Apart from his administrative and managerial duties he must see to it that teachers truly teach and pupils truly learn. In this sense one could say that he holds the most important key to excellence in his school - he is the key to a good school. According to McCurdy (1989:7-8) recognition is growing that the kind of person in this job will likely determine the kind of school that results. How schools are run corresponds with the way they perform. This view is also held by Van der Westhuizen (1991:3) who states that the effective functioning of the school greatly depends on the professional conduct of the principal and the leadership and management roles he fulfils. Manasse in McCurdy (1989:39) says:

"Good management practices also generate and sustain commitment by students and teachers to the learning goals and send important signals to the public about those priorities."

It has already been implied that the task of the modern principal has become more complex especially if one compares him with the principal of the sixties. The demands on principals have become more complex as the demands on public education for quality performance have intensified (McCurdy, 1989:6).

Unfortunately the training of principals, in this country in particular, does not keep pace with the demands of the post. Consequently, due to lack of sufficient training, many principals depend largely on their experience and on the trial and error method to survive. It is particularly their managerial training which lags behind.

In view of the vastness and complex nature of his post, the modern principal needs extensive training if he is to perform his duties effectively and with ease. We need to remember that principals are not born but made. Certainly, some are blessed with more natural leadership ability than others, but skills required for effective leadership have been identified - and they can be learned (McCurdy, 1989:6). The principal should have a thorough knowledge of matters regarding the organization and administration of schools. He needs to be knowledgeable about different curricula and methods of instruction and school management. He must know the basic principles of instruction that cut across all levels of schools. To an extent, he must be equipped to become a teacher of teachers and be trained to become a manager and instructional leader of his school.

1.7.6 *Pupils*

The term "pupil" will be used in this research to refer specifically to a schoolchild in relation to a teacher. The pupil is the child who attends either a primary or secondary school. The primary task of the pupil at school is to learn. In learning he is guided by a teacher who is a qualified professional. According to the Cassel

Encyclopedic Dictionary (Batcher, 1991:1170) "pupil" refers to a young person under the care of a teacher. By a young person he means a child under the age of puberty. Hawkins et al. (1991:1173) regard the pupil as a person who is taught by a teacher or a schoolchild. Dow (1979:16) states:

"To avoid confusion I always call school children pupils. I have to reserve the term "student" for university students. To Grugeon & Woods (1990:8) becoming a pupil means the transition from home to school or entering a school as a learner."

The child attends school so that he can learn under the supervision and guidance of a teacher. At school the child becomes a learner, a person of school age who not only actively wants to learn but who has to learn in a formal, structured and disciplined way. At this stage he is referred to as a pupil. He wants to learn in order to develop his capabilities in accordance with his present stage of development and he is a continuously developing person (Fraser, Loubser & Van Rooy, 1990:15).

As Van Wyk in Piek (1991:75-76) puts it, pupils and teachers are two of the most important partners in the education relationship based on mutual understanding, acceptance and trust. The pupil's participation in the education event should be characterized by purposeful and active conduct, exertion and practice. The teachers act *in loco parentis* in their relation with pupils. They should handle the ideas and ideals of the pupils entrusted to their care with care. They should also be intensely interested in the pupil's work, recreation and domestic

circumstances because these may affect their school performance. Pupils are entitled to teachers who know both the subject that they teach and how to teach them, and who recognize the pupil's right to develop self-confidence and self-reliance (Piek, 1991:79).

1.7.7 *Matric pupils*

The secondary school extends over a period of five years starting with standard six and ending up with standard ten (Vide, pr. 1.7.8). The standard ten class is called the matriculation class while the standard ten pupil is called the matric pupil. The matric class is thus the highest standard in the secondary school. At the end of this standard pupils sit for the first standardized national examination called the matriculation examination, controlled by the Joint Matriculation Board.

To matriculate means to pass the matriculation examination. This is the examination necessary for a pupil to pass before he can be admitted at a tertiary institution - or at university provided a candidate obtains matric exemption. To matriculate means to satisfy the academic qualification necessary for registration at university (Batcher, 1991:1170; Hawkins et al., 1991:895). Pupils who have matriculated will also be admitted at colleges and technikons. However, those who fail to get matric exemption will be admitted at certain colleges and technikons, but not at university.

1.7.8 Secondary school

The school system can be divided into three phases, namely pre-primary, primary and secondary (or high) schools. Each phase has a particular task to perform in the life of a developing and learning child. The pre-primary school prepares the child for the formal primary school education which in turn prepares the pupil for the secondary school education. The primary school phase extends over a period of seven years, starting with grade one and ending up with standard five. The secondary school extends over a period of five years from standard six to standard ten (matric). The secondary school is thus the educational passage leading from the primary school with its general education to a tertiary educational institution (Van Schalkwyk, 1982:188). On the one hand it builds on primary education and on the other it lays a foundation for tertiary education.

The standard six pupil is usually about thirteen years of age while the standard ten pupil is about seventeen years. The vast majority of them fall between these limits, although it is possible that an extra year or two may be added, especially at the upper end of the scale, to give allowance for failure. Implicit here is that there could be a disparity of age in all standards.

According to Vrey (1979:165) no agreement exists about the chronological division between the period of childhood and adolescence. This can be attributed to the fact that children differ too much and there are too many approaches and criteria for division. However, with due regard to the

foresaid there is substantial agreement among researchers that adolescence takes up the years from twelve to twenty two. This phase can be divided into early adolescence - from twelve to fifteen years, middle adolescence - from fifteen to eighteen years and late adolescence - from eighteen years to twenty two years. It is reasonable, therefore, to place the secondary school pupil in early and middle adolescence (Vrey, 1979:165; Landman, Bodenstein, Van der Merwe, Smith & Windwell, 1988:42).

The secondary school pupils begin to display, in varying degrees, the changes which will take them from childhood to adulthood. These changes are the results of, among others, physical, psychological and spiritual development. The pupil enters secondary school as a child and leaves it as a youth on the threshold of maturity. The most obvious changes in the secondary school child are those brought about by physical growth such as length, mass and bodily proportions. These changes affect the child's self-concept which is one of the aspects of his personality development. The forming of a self-concept is dependent on how he perceives himself as a person among other persons - on the image he forms of himself. He acquires a personality of his own and the physical changes he undergoes are only the aspects of his development (Landman et al., 1988:44).

The child of this level is capable of forming his own opinion on fundamental matters such as religion, politics, school and life in general. More often than not he would be so critical of these matters that his opinions are found to be in conflict with those of teachers and parents or any adults (Vrey, 1979:185). During this period the pupil

establishes his life values and self-concept and makes permanent educational decisions that will determine the course of his future personal and educational life as an adult (Behr, 1978:46).

The secondary school phase provides for extensive differentiation such as science, commerce, technical and general academic courses. Each course of study comprises a curriculum of six examination subjects and some other compulsory non-examination subjects such as guidance, music and religious education. For examination purposes subjects may be offered at higher or standard grade. In standard seven pupils are guided in the choice of subjects that will benefit them in the fields of study they wish to follow in the senior secondary phase. From standard eight pupils are being prepared for the matriculation examination at the end of standard ten (Behr, 1978:46-48; Malherbe, 1977:353 and Piek, 1991:114). To pass the matriculation examination a pupil will either get a pass with exemption, which enables him to enter university and some tertiary institutions which insist on it, or get a senior certificate pass. In short, the successful completion of the examination enables the pupil to enter tertiary institutions.

The researcher would like to present hereunder the age distribution of 5 110 standard six and 2 127 standard ten pupils of twelve secondary schools which fell under the Department of Education and Training. These statistics were gathered in February 1993 and represented all the standard six and ten pupils of twelve schools. The sample for the empirical research has been drawn from these schools.

Table 1

Age distribution of the standard six pupils of twelve secondary schools

| Age groups | Number op pupils | Percentages |
|----------------------|-------------------------|--------------------|
| 13 years and younger | 619 | 12,1 |
| 14 years | 946 | 18,5 |
| 15 years | 967 | 18,9 |
| 16 years | 1 097 | 21,5 |
| 17 years and older | 1 481 | 28,9 |

Table 2

Age distribution of the standard ten pupils of twelve secondary schools

| Age groups | Number of pupils | Percentages |
|----------------------|-------------------------|--------------------|
| 17 years and younger | 183 | 8,6 |
| 18 years | 334 | 15,7 |
| 19 years | 393 | 18,5 |
| 20 years | 354 | 16,6 |
| 21 years and older | 863 | 40,6 |

What can be deduced from these two tables is that since black pupils start school (grade one) at the age of five and half years, 87,9% of the pupils who are chronologically supposed to be doing standard six, had they not failed a standard, are still doing standard six. Only 12,1% of the pupils who are chronologically supposed to be doing

standard six are doing the standard. Further, 28,9% of the pupils who are chronologically supposed to have passed standard ten, had they not failed a standard, are still doing standard six. Since 18,5% of the standard six pupils are chronologically supposed to be in standard seven, 18,9% in standard eight, 21,5% in standard nine and 28,9% in standard ten, it can be concluded that the failure of black pupils can be traced as far back as the primary school.

On the other hand, 91,4% of the pupils who are chronologically supposed to have passed standard ten, had they not failed a standard, are still doing standard ten. Only 8,6% of the pupils who are chronologically supposed to be doing standard ten are doing that standard. Thus a significant number of pupils fail several times before they reach standard ten. Also obvious is that the age distribution of these secondary school pupils stretches from early to late adolescence.

1.8 The programme of research

This thesis consists of six chapters. Chapter 1 holds as content the introductory orientation to the study. This comprises the preamble to the study; the preliminary investigation into the causes of poor black matric results; the statement of the problem; demarcation of the field of study; the aims of the investigation; the research method, definition and elucidation of concepts and the programme of research.

Chapter 2 is devoted to a discussion of the former

Department of Education and Training. The matric pupils under the spotlight here are products of this department. Only those topics that have relevance to this study will be discussed.

Chapter 3 delves into the establishment of a learning culture which is a prerequisite for academic achievement. This is the crux of the matter in this research. This chapter would give answers to the whys and wherefores of the establishment of a learning culture.

Chapter 4 focuses on the principal as manager and instructional leader as well as on the selection of principals and teachers for employment. The responsibilities of the principal as manager and instructional leader are discussed in detail. In the selection of principals and teachers for employment the emphasis is on the effective selection procedure.

In chapter 5 the empirical research is discussed. The 643 matric pupils are subjected to an investigation to try and establish beyond doubt as to whether a relationship exists between good academic performance and the establishment of a learning culture in order to ascertain the influence of a learning culture on scholastic performance.

Chapter 6 contains the findings of the literature survey and empirical research, conclusions, recommendations and their implications, as well as suggestions for future research and concluding remarks.

CHAPTER 2

THE DEPARTMENT OF EDUCATION AND TRAINING

2.1 Introduction

Prior to the unification of the different education systems in South Africa under one ministry on April 1993, each race group had its own education system. Although the unification was done with effect from April 1993, each education system had to continue operating separately until the end of the 1993/94 financial year. There were education systems for whites, Indians, coloureds and blacks. The system for the blacks was called the Department of Education and Training. It needs to be stated that some education systems had a few sub-systems.

The focus in this chapter is on the Department of Education and Training which came into being in 1953 (Smock, 1983:1-2). This Department provided education to the black people in South Africa. Although the self-governing states were running their own education, they were largely dependent on the Department of Education and Training which had an overriding authority over their education. In a sense they could be regarded as its sub-systems. The independent states had their own systems, but they were dependent on the Department of Education and Training which controlled their matriculation examination.

When compared with the other education systems the Department of Education and Training was found to contain many visible inequalities and inadequacies in facilities and resources which existed for a number of years and which were a cause for serious discontent among black people. In

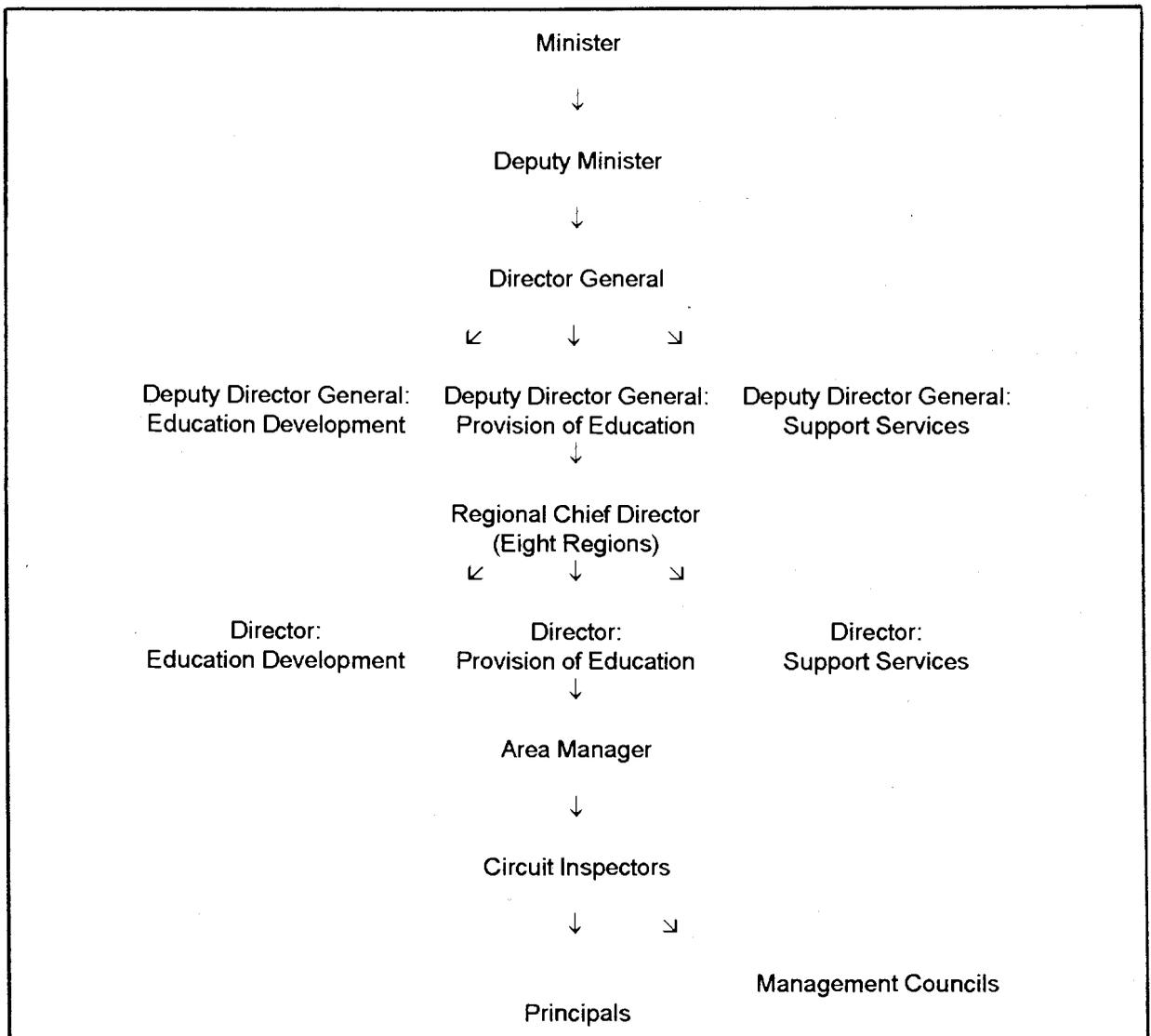
the course of time the discontent broadened from issues relating to education to encompass all aspects of the apartheid policy of the government. The situation regarding facilities and resources was aggravated by the ever-increasing growth in the number of black pupils in the schools.

The Department of Education and Training was ravaged by unprecedented incidents of unrest and disruption for many years which nearly brought about its collapse. The anti-academic and destructive attitudes that followed were manifested in the chaos, lack of discipline and demoralisation in many schools. As a result, the disintegration of learning became severe and conspicuous. The learning culture was, without a doubt, eroded and the pupils' deteriorating performance, in particularly the matriculation examination, was evidence of this. This chapter intends to show that the situation that prevailed in many secondary schools was not conducive to proper teaching and learning. An attempt will be made here to bring to light all that led to the cultivation of the negative and disruptive culture that prevailed in many schools. It would be established as to why and how that culture took root and developed in schools. This chapter will try to answer the question as to who or what created a climate in schools that was not conducive to learning. For this reason, certain aspects of the education system which will shed light on the foregoing and other related matters will be discussed in detail.

2.2 The organizational structure of the Department of Education and Training

The Department of Education and Training is structured in such a way that its tasks and responsibilities are carried out efficiently. Its structure can be categorized into top management, middle management and lower management levels. The organizational structure is discussed below.

2.2.1 An abridged organogram of the Department of Education and Training



2.2.2 *Head office*

The head of the Department of Education and Training was the Minister, who was assisted by the Deputy Minister. Both the Minister and his Deputy were politicians and therefore members of parliament. Their primary task was to make legislation on education which determined how the education system was run and to see to it that it was run in accordance with the dictates of the legislation.

Below the Deputy Minister in rank was the Director General who was the chief executive officer of the department. The Director General was directly responsible to both the Minister and his Deputy for the implementation of the legislation applying to his department (Rupert, 1975:65). The Director General was assisted by three Deputy Directors General each with a unique responsibility. The first was responsible for the provision of education. As the foregoing denotes his primary task was to see to the provision of education in all schools falling under this department. He was also responsible for the effective functioning of the line function of the department. The Regional Chief Directors who managed the provision of education in the regions fell directly under him. The specialized educational support services also fell under this section (Louw, 1989:15; Louw, 1990:24).

The second Deputy Director General was responsible for professional support or education development. His responsibilities included the promotion of subject curricular development, as well as the planning of financing, physical facilities and manpower provisioning.

He was also responsible for tertiary education and the management of the colleges of education. The third Deputy Director was responsible for support services. This means the provision of administrative support to the other two sections. It included financial and personnel administration, management advice services, logistics services, external examinations, buildings and liaison services (Louw, 1989:15; Louw, 1990:24). The Minister, Deputy Minister, Director General and his three Deputies formed the top management of the department.

2.2.3 *Regional, area and circuit offices*

The regional offices formed the middle management level of the department while the area and circuit offices formed the lower management level. Each regional office was headed by the Regional Chief Director who was assisted by three Directors. There were eight regions in the department in 1993 when this research was done. As head of the region the Regional Chief Director was responsible for the running of education in his region. The three Directors were responsible for the same functions that the Deputy Directors General were responsible for, namely the provision of education, professional support and support services (Fourie, 1986:58; Louw, 1989:17).

Each region comprised on average six areas and each area comprised on average five circuits. Every circuit in turn was made up of a number of primary and secondary schools. The area office was headed by the Area Manager who was responsible for the running and provision of education in

his area. Assisting him were the heads of the circuits called Circuit Inspectors who were responsible for the professional guidance of principals and the control of a number of primary and secondary schools. Only the secondary schools will be discussed in this research. Below the Circuit Inspector in rank was the principal who was assisted by the deputy principal, a number of head of departments (depending on the size of the school) and teachers (Fourie, 1986:60; Louw, 1990:41).

2.2.4 *Secondary schools*

The intake of secondary school going pupils in black schools was sturdy up to the early seventies. During the sixties the policy of the government was that more secondary schools should be built in the homelands than in the urban areas. In the mean time a backlog in the number of secondary schools in urban areas started building up. The number of secondary school going pupils expanded from the late seventies. As a result of this there was a shift in government policy and more secondary schools were built in urban areas as well although they could not keep pace with the growing numbers of pupils. So the backlog increased. At this juncture secondary school education was regarded as essential among the blacks. Later on, during the eighties, it became clear that unless the department did something drastic with regard to the phasing out of the backlog in the building of schools a crisis would be inevitable. This prediction became a reality in 1989 when the whole country experienced a staggering shortage of secondary schools. At that stage the backlog was so great

that it was almost impossible to phase it out.

The escalation of the number of secondary school pupils in the late eighties was the greatest as compared with the growth experienced in the primary and tertiary institutions which fell under the Department of Education and Training. In 1989 there were 488 015 secondary school pupils in this department. If this figure is compared with the 122 489 secondary school pupils in 1970, the outcome is an average annual growth of 18 276 pupils (Louw, 1990:56). In 1990 there were 568 920 secondary school pupils whereas in 1991 this number rose to 647 949 pupils. This is an increase of 79 029 pupils in a year (Olivier, 1991b:8; Louw, 1991:257). According to Louw (1991:259) the number of secondary school pupils in 1991 in the department, together with secondary schools which fell under the self-governing states, reached an alarming 1 008 057 pupils. In 1990 the department had 16 670 secondary teachers on its payroll (Olivier, 1991b:8).

As would be expected, the escalation in the number of pupils presented tremendous challenges to the department in terms of the provision of education particularly in the light of textbooks, prescribed books, stationary and teachers. Great shortages of these basic necessities were experienced in many schools. As already indicated there was a serious shortage of schools because the department could not meet the growing demands for new facilities due to financial constraints. The increase in the number of pupils had placed the existing facilities under a great pressure. Consequently, the only options left were to either start a platoon system or to have too big classes. The shortage of

teachers increased the pupil-teacher ratio in schools. In some cases a shortage of appropriately qualified teachers was experienced (Fourie, 1986:112; Smock, 1983:9; Louw, 1990:62; Louw, 1991:69).

Although the escalation of the pupils' numbers was a natural phenomenon, it was aggravated by the governments' abolition of the influx control laws. Because of this move many people left rural areas and went to stay in urban areas. This resulted in a major and unprecedented move of pupils from rural to urban areas leaving many schools virtually empty. This influx of pupils made particular demands on the planning and provision of secondary school education which was already facing a crisis (Louw, 1990:56). The high standard ten failure rate in 1989 and subsequent years, and the ensuing return of pupils to school who by right should have long left school, led to an excessive demand for accommodation in secondary schools.

In some cases the demand for secondary school accommodation these years was artificially inflated by a "back-to-school" campaign, which lured pupils who did not really intend achieving academically. These included drop-outs and unemployed young people (Louw, 1990:62; Louw, 1991:69). The result was a massive overcrowding which led to further shortages of the necessary educational facilities and equipment. The situation was really worse than one would think, especially if one takes into account that long before this stage the planning and provision of educational facilities and equipment was already falling short of the demands.

The secondary school pupils have for many years been a cause for great concern to the department. The department permitted, under severe pressure from the pupils, the Student Representative Councils (SRCs) to operate in all schools from the late seventies. Before this period only the prefect system was allowed. The advent of these councils brought many problems to the schools. Instead of operating like pupils' councils they wanted to usurp the authority of the principals, teachers and Management Councils. To an extent they really achieved this. They demanded to take part in the drawing up of the school budget, to be allocated money in the budget which would be used to run their organization, to be allocated an office, to take part in the appointment and dismissal of teachers and to take part in taking punitive action against other pupils. Should the school authorities reject these demands outright, that school would be forced to come to a standstill. Reacting to this Nxumalo (1993:60) says that political intolerance and ignorance also played a part. A number of youth linked school disruption to being part of the struggle for political liberation.

To prevent school disruption authorities had to make little concessions here and there. The pupils' councils were mainly responsible for the deterioration of order and discipline in the secondary schools. To show that they had a direct link with political organizations and that they were not so much interested in the smooth running of the schools as they were purporting, they later assumed names which linked them directly with certain political organizations. For instance, they came to be known as COSAS, PASO and AZASM meaning Congress of South African

Students, Pan African Students Organization and Azanian Student Movement respectively. In other words they represented the three black political organizations in South Africa viz. African National Congress, Pan African Congress and Azanian People's Organization respectively (Bureau for Information, 1988:495).

A considerable number of schools were characterized by lack of discipline, disorder and lawlessness. A profound disrespect prevailed amongst pupils as they were unruly, aggressive and rude towards teachers and parents alike. Nothing can be more distasteful than when pupils despite, belittle and defy their own teachers and parents. The principal and teachers' authority was completely undermined. Pupils arrived late at school and left before the end of the school day. Absenteeism, truancy and lesson dodging were rife. In some cases pupils would refuse to write tests and do exercises or would go to school without the necessary books. Since lack of discipline and morale are identified as having a negative effect on a learning culture one would conclude that in many schools no effective teaching and learning was taking place. What prevailed was outright licentiousness (Louw, 1991:23; Nxumalo, 1993:55-58).

To sum up, one could say that the acute shortage of secondary school buildings which resulted in schools being overcrowded and many children prevented from receiving secondary school education, was a great cause of discontent among black people. The departments' inability to address this problem sooner is regrettable because overcrowded schools are inhibited in their performance. Obvious from

the foregoing exposition is that there was absolutely no discipline and order in many schools. Pupils did as they pleased, thus creating a culture of lawlessness at schools. The pupils' councils were subtly replaced by "minor" political organizations which operated under the banner of the pupils' councils.

In short, a situation characterized by anarchy was created which was not conducive to learning at all. Under such conditions pupils could not be expected to achieve. In endorsing this viewpoint Gaddy (1988:505) maintains that the correlation between behaviour and achievement suggests that schools effective in discipline are more effective in producing achievement, and vice versa. There is no doubt that the attitude of pupils and their deliberate irregular attendance militated against the establishment of a learning culture. This also goes for the undermining of the principal and teachers' authority which made it particularly difficult for the establishment of order and discipline in schools.

2.3 Educational administration

The department of Education and Training was an enormous organization which was divided into different components to enable proper management. Some of the components which will be discussed hereafter deal with the following: finances, textbooks, prescribed books and stationery, building activities and liaison services.

2.3.1 Finances

The funding of the education of the blacks in South Africa was the responsibility of the South African government. Funds were voted by parliament to provide education for black people. This was done after the financial needs of the department as presented by the Minister of education would have been thoroughly studied. After the government's allocation of funds were completed, it would be the responsibility of the Director General to see to it that funds were properly utilized.

According to the system of budgeting-by-objectives funds were provided to the department under the following programmes:

- Administration
- Pre-tertiary education
- Out-of-school and vocational education
- Education of handicapped children
- Tertiary education
- Development of education
- Auxiliary and associated services (Louw, 1989:165; Louw, 1990:28; Louw, 1991:23).

The funding of black education has for many years been inadequate and this resulted in many backlogs in facilities and resources. The observation of the De Lange commission (Smock, 1983) is appropriate in this respect. Despite the fact that there were almost five times as many blacks as there were whites in South Africa, the De Lange Commission found that in the 1978/79 financial year 16,4% of the total

public spending on education was spent on education of the blacks in contrast to 64,5% being spent on whites' education (Smock, 1983:4). The recession experienced since 1990 aggravated matters because the country's economy was incapable of justifying greater government spending on education. Accordingly, Louw (1990:10; 1991:71) suggests that under such financial circumstances it was impossible to meet all the demands for the provision of facilities, teachers and resources.

In short, the department found it difficult to provide adequately for the rapidly growing demands for education. What is clear here is that due to financial constraints the department was unable to meet the growing demands of the black education, nothing to say about addressing the vast backlog in facilities and resources that existed for many years.

The government did everything possible to try and save the situation in black education notwithstanding the dire financial constraints experienced. This point of view is held by Olivier (1991a:5) who states that the government in making millions of rands available to the independent trust, had recognized the backlog in the provision of classrooms and textbooks which needed to be made good. In the 1991/92 financial year R212 million was made available for the erection of school buildings in order to reduce backlogs. A further R6 million grant from the yield of the sale of strategic stock was made available for the same project (Louw, 1991:43-45). The fact that so much money was allocated to black education over and above the budget for education in that year shows how serious the government was

prepared to address the backlog in black education. On the other hand it shows how serious the backlog was.

A total expenditure for the department for 1989/90 was R1 952 284 000 of which R244 181 000 was allocated for capital services. In the same financial year the sum of R535 683 000 was spent on secondary education. This amounted to twenty seven percent of the total budget for the department (sums voted for universities and technikons excluded) (Louw, 1989:165). The departments' budget for the 1990/91 financial year was R2 583 823 000 of which R302 835 000 was provided for capital services, whereas in the 1991/92 financial year the budget for the department was R3 803 thousands million (Louw, 1990:28; Louw, 1991:45).

Although the government increased the budget of the department considerably over a number of years, it still fell short of the demands due to a huge backlog and the rapid growth in the number of secondary school pupils. It is precisely this backlog which led to great discontent among black people. When remarking on this Louw (1990:8) says that one of the important adverse effects of a sustained high pupil growth rate and a relatively low level of funding is the fact that the department had to economize on other valuable services to be able to achieve a reasonable pupil-teacher ratio. Programmes aimed at improving the quality of education had to be curtailed.

Hosking in Vink (1992b:327) observed that during the period of black political unrest, there was a rapid rise in budget allocations to black education. For instance, in 1975 an amount of R165,2 million was allocated to black education

in South Africa and the homelands. Twelve years later in 1987, the budget allocation to black education was R3 400, 2 million, an increase of 339%. Over the same period the number of black pupils in South Africa and the homelands increased by 80% from 3 697 400 to 6 644 859. By contrast with the increase in government expenditure on black education there was a decline in government expenditure on white education. Between 1975 and 1987, whites experienced a decline in real government expenditure on their education of four percent, even though the number of white pupils, in the period mentioned, rose by thirteen percent from 840 644 to 952 477.

Inadequate funding for black education resulted in backlogs and inadequacies in facilities and resources. The situation that arose as a result had a negative effect on effective teaching. Since this problem could not be addressed soon it increased and when this happened dissatisfaction in black communities increased too. The fact that the government increased its spending on black education after political unrest gave the impression that unrest could have some positive results on education. Implicit here is that there were legitimate discontent in black communities which emanated from insufficient funding of black education.

2.3.2 *Textbooks, prescribed books and stationery*

The adequate supply and safe-keeping of textbooks, prescribed books and stationery was one of the burning issues in the department for a very long time. A free supply of prescribed books and stationery came into effect

in 1978. Prior to this year only textbooks were made available to pupils on loan. The department provided each pupil with the necessary textbooks, stationery and prescribed books free of charge. Each pupil received a kit of stationery for his standard which would be adequate for the rest of the year. Should the contents of the kit get lost or damaged it was the responsibility of the pupil and his parents to replace them. Pupils also received textbooks and prescribed books free of charge. Because textbooks were meant to be used for a number of years by successive groups of pupils, they had to be returned at the end of each academic year and if they were lost or damaged, the culprits were expected to replace them (Louw, 1989:101; Louw, 1990:16).

The provision and safe-keeping of the prescribed books and stationery did not present many problems to the department. It was mainly in cases where the supply fell short of the demands that problems were experienced. This occurred in cases where there was a sudden unexpected growth in the number of pupils at schools or when the department had not supplied enough material. On the contrary, the provision and safe-keeping of textbooks was a far more problematic issue. Scores of pupils in schools would lose these books and not replace them. Some would deliberately not return them at the end of the year. The climate of disobedience and lawlessness that prevailed in many schools aggravated the situation. Pupils would demand to be issued with textbooks at the beginning of each year even if they knew that they were still keeping others at their homes. In other instances they would be supplied with books at the beginning of the year only to drop out of school during the

course of the year, but would still not return their school books. Louw (1990:56) points out that over a period of years millions of rands were lost because textbooks were not returned after they had been used.

Louw (1991:31) states that because some textbooks were not returned by many pupils since the end of 1987, and because provision was made annually for the increase in pupil numbers and for the replacement of certified losses, a situation developed over time in which some schools had one textbook for every five or ten pupils. In such a situation proper learning was seriously hampered. This was regarded as one of the major causes of the disintegration of learning in schools (Nxumalo, 1993:53). The situation was aggravated by the influx of pupils from the rural areas after the abolition of the influx control measures. A large number of secondary school pupils who were not taken into account when planning for the provision of textbooks, prescribed books and stationery, were admitted to schools.

However, the department was condemned for not providing enough resources. To save the situation the department decided to purchase textbooks to replace the lost ones. Therefore the loss of books since 1988 which resulted in great shortages in 1990 had to be replenished with purchases to the value of R8 million (Louw, 1990:16; Louw, 1991:31).

Although the efforts of the department were welcomed, they did not solve the problem but merely alleviated it. The number of textbooks returned at the end of the year since 1990 did not increase significantly. On the other hand

there were legitimate shortages which were the result of insufficient supply by the department. Even the Minister of education conceded in 1991 that there were legitimate shortages of textbooks and promised to do everything possible to address the problem (Olivier, 1991a:5).

Here we see a deliberate act on the part of pupils not to return textbooks, as it was the rule, at the end of each academic year. It was mainly due to lack of discipline that pupils did not return books. Their aim was probably to increase shortages and as such to create conflict situations in schools. Since secondary school pupils know the value of textbooks one could rightly conclude that they wanted to make matters difficult for those pupils who were eager to pursue their studies. Their aim was perhaps to retard the academic process. Inadequate supply of books by the department added to this problem. As Mwamwenda and Mwamwenda (1987:228) put it, the quality of education as reflected in academic achievement cannot be divorced from school facilities such as classrooms, furniture and reading material.

2.3.3 *Building activities*

The department was responsible for the erection and maintenance of all public institutions under its control. The space and cost norms prescribed by the Minister of National Education constituted the framework within which all educational institutions were planned. It was the departmental policy to erect buildings as cost-effectively as possible. Physical facilities were provided according to

a national plan which was based on demographic trends. In this way the department hoped to spread school buildings evenly over the whole country (Louw, 1990:36).

It has already been stated that due to the insufficient funding of black education and the ever increasing numbers of pupils in school the department always experienced a shortage of schools. During the nineties substantial backlogs of schools still existed in many areas despite the department's efforts to seriously address the problem. At the beginning of 1990 there was a shortage of 2 448 classrooms (more or less 82 schools) in the primary schools and 3 910 classrooms (more or less 130 schools) in the secondary schools. To provide for the needs of a rapidly growing population like the blacks, and to catch up with the backlog by the year 2 000, it was necessary for the department to build approximately 1 700 classrooms (more or less 57 schools) for primary school education and 1 600 classrooms (more or less 53 schools) for secondary education every year. These statistics excluded the self-governing and independent states where the situation was no better (Olivier, 1992b:8).

The obvious consequence of the shortage of school buildings is overcrowded schools which undoubtedly militate against any effective teaching and control. In this regard Orbach in Vink (1992a:204) states that in the black education system there was still a serious shortage of classrooms and this made it difficult to provide all teachers with classrooms in which to teach. As a result of this there was a high pupil-teacher ratio. Orbach (Vink, 1992a:204) goes on to say that in 1990 the average pupil-teacher ratio in

black secondary schools was 47:1 and in some cases higher. Politically, the very high ratios in black schools became increasingly untenable as the struggle against apartheid intensified (Vink, 1992a:200). To alleviate the problem of the shortage of classrooms the department introduced a platoon system during the late eighties. According to this system two groups of pupils in one school would attend school in shifts. However, this system proved unsuccessful because it was rejected by secondary school pupils and created situations in schools where teachers could not control the two shifts of pupils.

While the black education department was experiencing a shortage of schools because of the growing number of pupils, the converse was the case in the white education department. Owing to the dwindling numbers of white pupils in the schools some of their schools were left unused. The Department of Education and Training acquired some of these buildings and used them for black pupils. In 1991 twelve schools were acquired from the white education department and transferred to the black education department (Louw, 1990:38; Louw, 1991:57). Although this act did not eliminate the existing backlogs it was a move in the right direction.

It has already been stated that shortages of school buildings led to overcrowding and as a result schools became unmanageable and effective teaching was hampered. This was also a source of discontent in black communities. The prevailing educational wisdom suggests that there is a causal relationship between the number of pupils per teacher and the quality of education received (Orbach in

Vink, 1992a:200). Because smaller schools involve more pupils in school activities they may be more effective socially if not academically (Barker in Gaddy, 1988:505). Although it was not the department's intention to hamper academic progress of the pupils through inadequate facilities, they did exactly that as school facilities are integral to academic progress.

2.3.4 *Liaison services*

Like any big organization the department had a liaison services section whose function was firstly to strengthen the lines of communication between the department and the community and to disseminate information on the department and its activities. Secondly, it was charged with the task of promoting the flow of educational and other information to teachers and pupils. Both direct and indirect means of communication were used. There was often dialogue between officials of the department with parents, community representatives, black opinion makers, teachers organizations and pupils. In this way the department was able to give its standpoint regarding various issues pertaining to education. More often than not it was able to address educational and other related problems (Bureau for Information, 1988:4; Louw, 1990:39).

Every region of the department had a liaison officer who was the head of the liaison services in the region. His task was to establish contact between the region and all persons or institutions which had interest in education. As a liaison between the department and outside instances he

also planned meetings between the high officials of the region and persons or organizations.

As a means of indirect communication the department used the *Educamus* periodical and newsletters like *Focus on Education* and *Student* which were circulated monthly. *Educamus* was the mouthpiece of the department. It was distributed to all schools in the Republic of South Africa, self-governing and independent states included. It had a long tradition of good work and its articles were chiefly of a pedagogic nature. In 1990 it had a monthly circulation of 66 500 (Fourie, 1986:204; Louw, 1990:39).

The department's national newspaper *Focus on Education* kept parents, communities, teachers and pupils abreast of developments regarding the department. It was particularly this newspaper that was used to communicate the department's viewpoint during the school disturbances. It had a monthly circulation of 750 000 copies (Bureau for Information, 1988:497). *Student* was a newsletter particularly intended for pupils. Its articles were of a specific and general nature, dealing with topics such as pollution, radio activity, study skills, examination techniques, difficult sections of the syllabi and news of national interest. It had a monthly circulation of between 250 000 and 300 000 copies (Fourie, 1986:204; Louw, 1990:39). The department also participated in transmissions on TV2 and TV3, as well as radio services for black people. It further participated in different shows to provide information and to enhance its image (Louw, 1989:15).

Evident so far is that the department always kept the

public it served informed about the prevailing situation in schools. It used all the means at its disposal to disseminate information to parents. The news about disturbances experienced in schools were always disseminated timeously to parents and communities so that they had first hand information of what was happening in schools. In addition, any person or organization was free to enter into dialogue with the department about anything pertaining to education. Thus the department did everything possible to involve the parents in matters that affected the education of their children, thus promoting a cordial climate between them and the school. It was through liaison services that parents were often invited to reprimand their children during school unrest and also made aware of the dangerous effects of unrest to the pupils' academic performance.

2.4 Departmental structure for consultation and management

Since parents and the school act as partners in the development of the child, parents have a special place in the education department. For this reason the Department of Education and Training created the Management Council as an institution that would represent the aims and feelings of parents at schools. The Management Council and parental involvement are discussed below.

2.4.1 *Management Councils and parental involvement and support*

The Management Council was a body which was legally instituted by the department to represent the parents at each school. The parents could authorize these nine members to co-opt two additional persons who had skills and expertise which would benefit the school and the Management Council. In a few exceptional cases where no local parents community existed, like at boarding schools, Governing Councils took the place of Management Councils. They were vested with the same powers and duties as the Management Councils (Louw, 1989:45).

The powers and duties of the Management Councils included, inter alia, the following:

- They assisted in the drawing up of school policy.
- Gave permission for outsiders to make use of the school premises.
- Assisted in the organization of extra-mural activities.
- Gave recommendation in the appointment, promotion and dismissal of permanent teaching staff.
- Gave advice in decisions concerning the hours of attendance at school, for example opening and closing times and the duration of breaks and study periods.
- Assisted in making decisions concerning the admission of pupils and the maximum enrolment at the school.
- Gave approval to school magazines and newsletters.
- Decided on the amount of school fund to be paid by each pupil.

- Gave approval to the application of school funds.
- Decided on the school uniform.
- Assisted in the day-to-day running of the school (Bureau for Information, 1988:495; Louw, 1989:45).

As from the late eighties some politically motivated community structures, teachers' organizations and pupils' organizations demanded the abolition of the Management Councils and their replacement by the so called Parents, Teachers and Students Associations (PTSA). The structures mentioned demanded that "PTSA" be accorded the statutory powers. When the department could not accede to their demands they engaged in an intimidatory campaign of the Management Councils. Louw (1991:27) states that the fierceness with which members of the councils were opposed and frequently intimidated caused many of these councils to cease functioning because many of their members resigned.

This move forced the department to concede to the establishment of the "PTSA's" although it made it clear that they would not replace the councils or have statutory powers. According to the department the "PTSA" could be established if they were desired by parents. The attitude of the department towards this matter angered the protagonists of the "PTSAs" greatly because what they were after was that their association should usurp the powers of the council. The department had based its standpoint on the fact that a body in which parents, teachers and pupils served, could not make decisions on such matters as the appointment and dismissal of teachers (Louw, 1991:27). Ultimately a few "PTSAs" were established country-wide but did not last or function for a long time as they proved to

be ineffective.

Black schools experienced lack of active parental involvement in school matters for many years. As Malao (1983:13) observed, black schools were by far operating in isolation from the homes from which pupils come. In view of this a large number of pupils disappeared in the gap that existed between the school and the home. The situation became worse during school unrest situations. When the schools were faced with unstoppable incidents of rioting the involvement of parents in schools became disturbingly scarce and in some cases stopped completely. Parents would not support the Management Councils or attend meetings called by them. This happened even though the department had appealed on a number of occasions for parental involvement.

Nxumalo (1993:56) attributes this tendency to a general communication breakdown between the parents and many pupils. In view of this, he says, many parents hardly knew what their children were doing in school. Many children who indulged in mischief at school took advantage of this. The serious disciplinary problems experienced by many secondary schools could be largely attributed to the lack of parental involvement in school matters, the lack of communication between the parents and the school and the fact that parents were reluctant to exercise discipline over their children. According to Nxumalo (1993:56) a large number of parents did not discipline their children - unruly pupils in schools usually come from homes with poor parental discipline. Some parents showed that they feared to exercise discipline over children and frequently did not

have time for them. In short, many parents had lost control over their children and the latter were aware of this. This gave destructive pupils more strength to go on doing as they pleased in schools. In the final analysis it led to the complete disintegration of order and discipline at schools.

The department and schools had bemoaned the fact that many parents neglected their parental responsibilities for a long time. They were unsupportive and lacked interest in school matters. They expected the schools to do everything, for example to take care of the children, as well as guide and discipline them. Nxumalo (1993:58) states that the fact that the fathers were mostly uninvolved in school affairs aggravated matters. This is understandable, because fathers in black culture are seen as symbols of authority and discipline. Vink (1991:221) shows the lack of parental involvement by stating that fifty percent of black children did not have their own desks or place to study at home.

No doubt exists that the Management Councils were rendered dysfunctional through intimidation. The desire to replace them with the "PTSAs" indicates that pupils wanted to serve in the same institutions as their parents because they did not want to subject themselves to the authority of the parents or did not accept their authority at school. Had they been successful they would have been in a position to take complete control over the school and all its activities. The fact that a considerable number of parents had relinquished their responsibilities for building the character of their children or for reprimanding them had given them much leeway.

Lack of parental control over children as well as their lack of active participation in school matters undoubtedly led to the increase of the disintegration of order and discipline in schools. This was probably the major cause of lawlessness and deliberate defiance of authority that prevailed in schools. Educationalists and sociologists agree that the foundation of a healthy society is the home and that a good home is built around a strong family. Developing a strong family unit requires authority in the home. Consequently, without a decent set of parents a child does not have much of a chance in society. Teenagers need active and proper guidance from their parents if they are to mature into successful adults. Their parents should help them in a practical and effective way. They need to be integrally involved in every facet of their children's education - be it moral, spiritual or political.

As Watson, Brown and Swick (1983:178-179) put it, the kind and quality of parental involvement with their children does affect the children's degree of school success. They go on to say that parents must perceive their roles as "educators" and their children's roles as "learners" as important and vital to the functioning of the family. Parents should specifically teach their children the right character, positive attitude, responsibility, obedience and honesty. The home is the real effective place where children can learn these traits. Schools can supplement their teachings, but the basic mould is set at home.

2.5 Teacher training

No department of education can function effectively with teachers who have not received adequate and effective training. For this reason the Department of Education and Training made it its responsibility to try and see to it that there were appropriately qualified teachers to provide for the educational needs of the black population in South Africa. The department created opportunities and facilities for pre-service training of teachers. There was also an on-going professional support of the teaching corps through the presentation of in-service training courses, subject advisory services and management programmes. Lastly, the department created further training opportunities for the inadequately qualified or underqualified teachers to upgrade their qualifications. The different types of training provided for teachers are discussed below.

2.5.1 *Pre-service education of teachers*

The department ran several black teacher training colleges. The general management and administration of these colleges was centralized at the department's head office. The department determined the enrolment of students, the appointment of the teaching staff and the curriculum followed in these colleges. The students were provided with bursaries which were sufficient to cover all their academic costs. All programmes followed at the colleges of education were assigned to suit the department's needs for teachers. The number of colleges increased from forty five in 1960 to seventy two in 1990. These numbers included both academic

and technical colleges which were very few in number. The number of students in these colleges during the same years increased from 4 292 to 48 975 (Vink, 1992a:199; Louw, 1989:113; Louw, 1990:120). The demand for the growing numbers of teachers in the department resulted both from an expansion of the system and from the attempt made by the department to lower pupil-teacher ratio. The minimum number of students allowed to enrol for a specific subject in 1990 was twenty five. The intake of students at technical training colleges was limited to ensure that, in relation to the facilities available, an oversupply of teachers for technical schools did not occur (Louw, 1990:20).

Low admission requirements characterized teacher training in black education since its inception. According to Orbach in Vink (1992a:202) possession of a high school matriculation certificate became a requirement for admission at a teacher training college in the four provincial white education systems during the years 1912 to 1928. In black education, however, it was possible to enter a teacher training college with standard eight education until the early 1980s. In support of these views the Bureau for Information (1988:499) points out that one of the major difficulties in upgrading black education has been the relative underqualification of teachers, especially in secondary schools where more than seventy percent of the staff taught beyond the limits of their training. Many of the first generation teachers in black education were so poorly trained that they were unable to teach more difficult subjects adequately. Thus, it was assumed that the majority of pupils exposed to their teaching developed a sense of inadequacy in, and even fear of, these subjects

(Vink, 1992a:206).

The situation regarding admission requirements for prospective teachers at the training colleges changed during the late eighties when a senior certificate became a prerequisite. In a step aimed at improving the qualification of teachers, a senior certificate was made a prerequisite for entrance into a teacher training college. Previously the successful completion of standard eight was sufficient for most African teacher training institutions (Smock, 1983:8). The sustained increase in the number of matriculants during that period allowed the department to phase in a three year post matric teachers diploma. However, the level of scholastic achievement on the basis of which the senior certificate was granted was not taken into consideration initially, as such even pupils with the lowest passing symbols qualified for admission. The gravity of the situation at that time is explained by Vink (1992a:202) who says that most black high school graduates who passed their standard ten examinations received only a school leaving certificate and as such would not receive admission to universities. Therefore, whether they planned to become teachers or not, most pupils with school-leaving certificates who wished to acquire a post secondary education had virtually only one option to follow, namely to enrol at a college of education - a situation encouraged by low admission requirements.

The department soon became aware of problems caused by low and uncontrolled admission of prospective teachers. In 1987 the department introduced a new selection procedure for teacher training candidates which contributed towards only

the best candidates been selected for admission. According to this procedure the selection of candidates was done in three phases. The first phase was done at school level, the second at regional office level and the final at the training college. At all the levels the candidates were subjected to rigorous psychological and other tests. The tests took, among others, the following into account: the candidate's study habits, intelligence, aptitude, vocational interests and life history (Louw, 1991:41).

The selectors at the colleges also gave attention to the balance which had to be maintained between the pupils taking a particular subject at school and the number of students being trained in that subject. This means that more students were trained in the so-called scarce subjects, such as mathematics, physical science, geography and commercial subjects (Fourie, 1986:124). Although this selection procedure seemed very effective it was unfortunately abandoned after being used for only two years.

In view of the foregoing, one cannot easily dispute the view held by Orbach in Vink (1992a:207) that there was still a feeling in 1992 that the quality of black teacher training was poor. He maintains that the success of pupils in the primary and secondary schools as reflected in aspects such as repetition, drop-out-rate and scholastic achievement are indirect indicators of this. Although the foregoing are determined by many factors he believes that the teacher variable contributed significantly. Another example he quotes, to substantiate his standpoint, is that of sixty-six black teachers of mathematics who were

teaching in standards eight and nine. These teachers were to receive in-service training at the college for in-service training. They were tested before training on the very material which they taught at their schools during the year. The average score they achieved was 36,79%. The results meant that the teachers in question failed in the very subject which they taught, strengthening the impression that the quality of teachers produced by the black colleges had been poor.

It is true that knowledge and understanding acquired by pupils at schools is greatly influenced by the quality of instruction delivered to them by the teachers and by the way in which teachers manage their classrooms. However, since many factors play a role in this regard it would be shortsighted to blame only the colleges for the poor quality of teachers. For instance, one factor which contributed to the poor quality of black teachers, especially during the late eighties and early nineties, is the fact that due to repeated politically motivated and other disruptions of the lessons at the training colleges, students were often unable to complete and master the syllabuses of different subjects. In fact, this tendency often started at the secondary school level. Louw (1991:139) indicates that the academic programmes at various colleges of education were often disrupted to a greater or lesser degree. This had a negative effect on the academic progress of students.

There is no doubt that the low admission requirement at the teacher training colleges could enable even the unmotivated and uninterested candidates to follow the profession. Such

teachers could be easily distracted away from their duties during black school unrest. Perhaps this is the reason why so many black teachers supported stay-aways and chalk-downs. Malao (1983:14) warned that the image of black education would not improve sufficiently unless there was a proper selection of people joining the teaching profession. Teachers who experienced or caused disruption of lessons during their training at colleges may not be perturbed when pupils disrupt lessons too. That would be a culture they are used to. The shortage of highly qualified black teachers could mainly be attributed to inadequate facilities for secondary and tertiary education for black people.

2.5.2 *In-service training of teachers*

It is clearly stated in the previous paragraph that there was a considerable number of unsuitably qualified teachers in the Department of Education and Training (Vide, pr. 2.5.1). This necessitated the establishment of the College for Continuing Education whose purpose was to provide in-service training courses for teachers. Both the primary and secondary schools experienced the problem of underqualified teachers for a long time. Louw (1989:115) stated that the largest number of unsuitably qualified teachers occurred in the primary phase, whereas the Bureau for Information (1988:499) indicates that in 1988 seventy percent of the staff in the secondary schools taught beyond the limits of their training.

The aim of in-service training was the upgrading of the

level of subject competence of teachers of certain critical primary and secondary school subjects. It was specifically designed to improve the skills, techniques, classroom practice, insight into syllabuses and general teaching management of serving teachers. Thus, it afforded teachers with the opportunity of on-going academic and professional development. Its ultimate aim was the improvement of the pupils' academic achievement (Fourie, 1986:147; Louw, 1989:119; Louw, 1990:124; Louw, 1991:145; Bureau for Information, 1988:499). The duration of each in-service training was a week, that is five school days in a term. The period could not be made longer because teachers who attended these courses were not substituted during the time they were away from their respective schools. However, courses were structured in such a way that, where necessary, a teacher would attend in-service training twice or thrice in a year but not on consecutive weeks. In 1989, 374 in-service training courses involving 5 446 serving teachers were conducted by the department (Louw, 1989:119).

The progress made by teachers who completed centralized in-service training at the college for in-service training was followed by subject advisors in the regions, areas and circuits or schools. Subject advisors held follow-up courses with these teachers. They would also go to different schools to give on the spot advice (Louw, 1989:119; Louw, 1991:147). Subject advisory services is discussed under paragraph 2.5.3 below. To reduce the number of teachers who attended in-service training at a far away place each year the department later established teachers' centres. These were centres where teachers teaching the same subjects came together to be assisted with certain

intricate parts of their subjects by either the subject advisors or highly qualified teachers. Fifteen of these centres were already in operation in 1989 (Louw, 1989:121). The centres were established in big towns and cities where there were many schools in close proximity to each other. Because courses were mostly held after school hours at these centres teachers would not leave their classes unattended.

2.5.3 *Subject advisory services*

As the name denotes, subject advisory services rendered specialized subject advisory services to teachers serving under the department. Its work and functions were closely intertwined with all aspects of the education system. The subject advisors were mostly the highly qualified and experienced teachers who had commendable track records. They were stationed at regional and area offices. For organizational purposes the subjects were divided into groups such as natural sciences, social sciences, languages, commercial sciences and so on.

Subject advisory services was concerned with the standard and quality of education provided at every level. It was concerned with the upgrading of the content and methodology, as well as the planning of the curriculum. In short, its support included supplementing the teachers' knowledge, assisting teachers with the interpretation of the syllabuses, updating their teaching methods, establishing standards of teaching and examinations, evaluating teachers' and pupils' performance, identifying

problems and assisting in solving them, and providing teachers with regular motivation in pursuit of good quality education (Fourie, 1986:162; Louw, 1991:81). The foregoing simply means providing guidance and assistance for the subject teacher to enable him to convey to his pupils the best possible subject matter by means of the most effective and up to date subject methods.

Since the department experienced problems with the high rate of matric failure the advisors were also charged with the task of upgrading the matric examination results. This necessitated assisting teachers on how to improve the pupils' performance. They had to give teachers guidelines on how to make pupils achieve and maintain continuous academic progress (Fourie, 1986:162). Advisors also assisted teachers by holding regular subject courses or meetings at the teachers' centres, schools, area offices, etcetera. They supported them by regular contact at different schools where they would give on the spot advice and guidance.

Although the subject advisors performed such valuable service they were often barred from entering certain secondary schools by teachers who belonged to the South African Democratic Teachers' Union (SADTU) and some pupils' organizations. This occurred mostly during school unrest when their services were mostly needed. Louw (1990:56) says that in 1990 the so called "chalkdowns" by teachers and opposition to the department resulting in the prevention of inspectors and subject advisors from visiting schools, meant that thousands of pupils did not receive any proper education for the large part of the year. As a result

pupils who would otherwise have completed their schooling successfully, failed. The said teachers' union was opposed to evaluation of teachers and doing daily written preparation. This was indeed preposterous because teachers were against subjecting themselves to or doing something that is a must for people of their profession. Incidentally, it was the task of subject advisors to evaluate teachers and to check on their daily written preparation. This task they did in consultation with the principals.

The subject advisory services were desperately needed in the department because many teachers serving under it were not properly qualified. If properly utilized it could have certainly enhanced the competence of many teachers and as such improved the pupils' academic achievement. The expulsion of subject advisors from schools is highly unprofessional and does not augur well for such institutions. The fact that some teachers refused to do written preparation of their work and to be evaluated raises the suspicion that teachers did not take their work seriously and did not want this to be known. By so doing they were gradually eroding the culture of teaching and learning. To sum up, the expulsion of advisors by pupils and teachers from schools shows clearly that some pupils and teachers deliberately impeded the monitoring of the teachers' work at school.

2.5.4 *Upgrading of managers*

As the education crisis increased, the department decided

to strengthen particularly the management of schools so that they could be able to hold their own under the situation. Several means were devised to try and equip them with skills that would enable them to survive during the school disruption. Among the department's objectives were also organizational functionality and the optimum utilization of its human resources by means of a structured development (Louw, 1990:82). It was the intention of the department to equip the management of schools with skills that would enable them to run the schools properly even if they were often subjected to serious disruptions. To achieve this the school management was exposed to a top-down programme and received advice from various consultants (Schoeman, 1984:7).

A top-down programme was implemented in 1985 and designed to upgrade managers from head of departments of public schools to regional chief directors (Louw, 1990:82). The programme consisted of a core programme and eleven top-downs, one of which was presented to teachers. The programme was officially completed on 31 March 1990. From 1985 up to 1990 when it was completed 197 473 training units were presented to approximately 11 000 officers occupying managerial positions and 50 000 teachers (Louw, 1990:82). The effectiveness of the programme was still being evaluated when this research was done.

In a further attempt to normalize education, the department made use of consultants to establish dialogue between the parties concerned with the provision of education and persons or organizations that had interest in education or that were responsible for the disruption of education. The

consultants have presented courses, divided into phases, for principals since 1990. The focus of the department was initially on those areas where the destabilization of education had already reached crisis proportions.

The courses presented by consultants comprised the following:

- defusing a crisis situation;
- establishing the necessary skills;
- strategically repositioning the parties concerned and managing change;
- maintaining dialogue to ensure stability (Louw, 1990:84-86).

Although the skills acquired from top-downs and the consultants were so important and useful they could unfortunately not help to stabilize the situation in schools. To an extent this proved that disruptions did not occur because schools were not managed properly or because principals lacked communication skills and expertise, but because of other reasons which were political in nature. However, it was good for the department to expose the management of schools to skills and expertise acquired from top-down training.

2.5.5 *Further training of teachers*

The fact that a considerable number of teachers were not suitably qualified was a cause for concern to the department for a long period of time. Smock (1983:8) points

out that in 1983 only twenty percent of them had passed matric and about three percent held university degrees. According to Schoeman (1984:6) the explosion in pupil numbers resulted in a situation where seventy eight percent of teachers were underqualified. This was due to the fact that because of a shortage of well-qualified teachers some teachers taught classes they were not qualified to teach. In some schools use was made of persons who did not hold any professional qualification at all.

Consequently, the department created opportunities for these teachers to upgrade their qualifications to the level of a three years teachers diploma. This course could be followed by both primary and secondary school teachers to qualify for primary and secondary teachers' diplomas respectively. In 1990 seven colleges of education offered the primary teachers' diploma on a part-time basis. In addition Vista university has offered the primary teachers diploma on an agency basis and through distance education for the department since 1990 (Louw, 1990:122).

Teachers who were in possession of a primary teachers' qualification and a matric certificate could study full-time or part-time for a primary teachers' diploma course at a college of education. The duration of the course for teachers with such qualifications was two years (Louw, 1989:121). Teachers who were in possession of a matriculation certificate and a primary teachers' certificate could also enrol part-time at Vista university for a secondary education certificate with specialization in standard six to eight work. The normal duration of the course was two years. In 1988 and 1989 Vista university

awarded 1 927 and 2 344 secondary teachers' certificates respectively to students who passed the course (Louw, 1989, 122-124; Louw, 1991:145). Lastly, teachers who were in possession of a secondary teachers' certificate could enrol part-time at Vista university for a secondary education diploma with specialization in standard nine and ten work. The duration of this course was also two years. In 1989 and 1990 Vista university awarded 1 189 and 1 191 secondary teachers' diplomas respectively to students who completed the course (Louw, 1989:122-124; Louw, 1991:145).

The department also introduced one-year full-time specialization courses to train teachers for subjects where the shortage of adequately qualified teachers was most acute. The subjects concerned here were art, remedial education, physical education, media science and woodwork. Some of these subjects could not be introduced at schools because there were no teachers who could teach them (Bureau for Information, 1988:499).

Statistics mentioned here of teachers who completed their diplomas and certificates prove beyond doubt that the department was able to assist a large number of teachers to improve their qualifications. This boosted the teachers' morale as they became more confident in performing their duties. In this way the department contributed towards the improvement of the teachers' performance at schools. This move should have had a positive effect on the scholastic performance of the pupils.

2.6 The black teachers' organizations

The establishment of teachers' organizations which represented the views of the teachers' corps in an education system is a common phenomenon in any country. Long before the establishment of the South African Democratic Teachers' Union (SADTU) there were already five black teachers' organizations in South Africa of which four represented black teachers in each of the four provinces of this country. These teachers' organizations were not necessarily the first and only organizations that were established in this country, but were the latest. The names of the four provincial teachers' organizations are as follows:

- Transvaal United African Teachers' Association (TUATA), formed in 1957;
- Natal African Teachers' Union (NATU), founded in 1918;
- Orange Free State African Teachers' Association (OFSATA), founded in 1904;
- Cape African Teachers' Union (CATU), formed in 1953 (Peteni, 1979:37-96).

The fifth teachers' organization was an umbrella organization of the four provincial organizations. It was called the African Teachers' Association of South Africa (ATASA) and was formed in 1962. It was dissolved during the early eighties after performing a valuable service for teachers in this country. All five teachers' organizations were autonomous, politically non-aligned and were recognized by the Department of Education and Training. They were not militant and each had a professional code of

conduct which its members adhered to (Peteni, 1979:97-111).

These teachers' organizations discussed matters such as the following with the department over the years: educational policy, problems encountered in the teaching situation, administration of education, personnel matters, condition of service for teachers, fringe benefits, pensions, political interference in education and crisis in education. Several meetings were held with the department, on an on-going basis, to discuss these issues (Louw, 1991:146). They boasted of many achievements such as parity in salaries for all teachers in the country who hold the same qualifications, equal salaries in all posts irrespective of sex or race, housing subsidies for teachers and vacation leave for teachers (Dlamlenze, 1989:6). These achievements were gained through peaceful dialogue although in some cases they came after long periods of deliberations.

In 1990 the government of South Africa unbanned all political organizations, released political prisoners and abolished many apartheid laws. This move activated considerable political activity in the whole country. The liberalising course of the action of the government inspired new dynamics at the beginning of 1990. The new freedom that followed immediately caused trade unionism to take root in education in militant form. The so-called "teachers" unions appeared all over the country and made their presence felt in schools and in the broad spectrum of politics. The unions were led by predominantly younger teachers. They conducted marches in many towns and cities to the offices of the department to deliver lists of more

or less the same grievances. When this happened, education was gradually disrupted because pupils were left unattended to (Louw, 1991:17).

The emergence of several teachers' unions led to the founding of the South African Teachers' Union (SADTU) on 6 October 1990. It was a politically aligned and militant organization. The first demand of the new teachers union was the establishment of a single non-racial, non-sexist and democratic education department in South Africa. According to the union every teacher had the right to be politically active and to express his opinion in public. At the launching of SADTU a large number of individual teachers' associations undertook to recommend to their members to dissolve before October 1991 and to join the new union (Louw, 1991:17).

Early in 1991, the minister of Education and Training was formally requested to recognize SADTU as a teachers' association in terms of the Education and Training Act of 1979. The department did not want to do it because the union did not like to abandon the right for teachers to strike. To express its displeasure with the decision of the department SADTU conducted strikes, marches, chalk-downs and demonstrations to demand recognition. Its intention was to put pressure on the department until it succumbed to its demands. The union rejected daily written preparation done by teachers, class visits conducted by principals and subject advisors to check on the work of the teachers and to evaluate them. Teachers who belonged to the union did not do lesson preparation or subject themselves to evaluation.

There is no doubt that the attitude of SADTU was highly unprofessional and showed deliberate disregard for duty. Teachers refused to do what is fundamental to their profession. As Natriello and McDill (1986:29) put it, the quality of the teaching corps, teacher evaluation and teacher accountability are important variables in determining educational standards and teacher and pupil performance.

Members of SADTU often prevented inspectors, subject advisors and other officials of the department from going to schools to check on their work, evaluate them and perform other duties. In fact, discipline among teachers had deteriorated since the inception of this teachers' union. The extremes of the defiance campaign against the department were enforced by coercion and intimidation well into 1993. The morale of the teachers' corps was badly weakened in the process. After long deliberations with the department and a few compromises on the part of SADTU the union became recognized by the department late in 1992 (Louw, 1991:17-19).

As a result of the attitude and behaviour of SADTU members, pupils perceived a number of teachers to be poor or even bad role models as they were openly undisciplined and even corrupt. Such behaviour contributed to disrespect for teachers. The pupils felt that some teachers did not encourage and inspire them as they were not committed to doing their work (Nxumalo, 1993:56-57). The parents expressed discontent about the poor teacher morale and irresponsibility in many schools. Some of them thought this was a major contributory factor to the erosion of the

culture of learning in schools. Teachers had brought themselves down to the level of pupils and had taken advantage of the poor conditions in schools. They were irresponsible and undisciplined and knew that the blame for the problems in schools would be put on the children (Nxumalo, 1993:57-59).

Teachers who do not teach as they should or create a climate conducive to learning at school cannot expect pupils to learn seriously. In the same way, teachers who reject authority and disrupt education cannot teach pupils to accept authority and to refrain from disrupting education. Thus the actions of the members of SADTU were not only unprofessional but were not promoting a positive learning climate at schools. One of the keys in fostering a learning climate is the creation of a positive social climate - a professional yet warm atmosphere (Sullivan & Wircenski, 1986:27). The teachers' involvement in the disruption of education contributed more to the erosion of the culture of learning in schools. Pupils often see their teachers as models for them to identify with. Their teachings and examples are often slavishly followed, so the examples that teachers set have far reaching implications to the pupils. In this case teachers were not good models for pupils to identify with because they set a wrong example.

2.7 Disruption of education and subsequent attempts to normalise it

It must be clear by now that the disruption of black

education took different forms and was carried out by different persons and organizations. In the subsequent paragraphs an attempt will be made to show in what way and to what degree education was disrupted. The effect of the disruption will be clearly portrayed. Attempts made to normalize the situation will also be discussed.

2.7.1 *Disruption of education*

Black education has been one of the focal points of unrest and disruption since 1984. It culminated into nearly a total collapse of secondary school education in 1993 when pupils demanded the scrapping of the standard ten examination fee. Radical political organizations selected black education as one of the major battle grounds in their attempts to disrupt the existing political order in South Africa (Bureau for Information, 1988:502). Politicization of education resulted in school boycotts often for reasons which had no relation to education whatsoever (Schoeman, 1984:6). Many secondary schools were turned into centres for political indoctrination. In the meantime the education of pupils was suffering. The conditions in schools were exploited by means of short-sighted slogans like "liberation now and education later" which were used as incentives to perpetuate the disruption of education (Louw, 1991:15). There was also a call for "education for liberation" which in fact meant that subject material should be brought more in line with the political purpose for which education was being used (Hosking in Vink, 1993:120).

Everything possible was done to convince pupils that the disruption of education was done for a good cause - the liberation of the blacks. In this way pupils could be subtly used to achieve political objectives. When teachers joined the disruption of education, it became absolutely certain that political organizations had complete control over the schools.

In every instance school disruption would be preceded by the laying of many unrealistic demands at the door of the school or department which could not be met immediately or at all. This would then create a stalemate situation, an opportunity for those laying demands to condemn the department for being unsympathetic.

The next step would be the disruption of teaching and learning in schools. It must be stated that each organization or group of persons submitted its own demands although the demands were similar in many cases. Serious intimidation was an important lever in the disruption of education. To give an example of the type of demands which were submitted to the schools and department, the resolutions and demands of the National Education Crisis Committee which emanated from its national conference in March 1986, and submitted to the department during the same year, are stated below:

- The education system should be replaced by the peoples' education in order to eliminate capitalistic norms of competition and individualism and equip the people to participate in the struggle for the "peoples' power".

- Parents should refuse to pay school funds as education and books should be provided free of charge.
- The democratically elected student representative councils should be recognised (Bureau for Information, 1988:503).

A profound disrespect prevailed amongst the pupils in a considerable number of schools. Pupils became unruly, aggressive, disobedient and rude towards teachers and parents. This disrespect created barriers between the pupils and the teachers at school, and between pupils and parents in the community. Pupils arrived late at school but left for home before the end of the school day. Some would go to school and not attend lessons. Absenteeism and truancy were rife and many pupils often refused to do exercises and write tests. Pupils also took part in repeated protest marches, stay-aways, boycotts and sit-ins at any time of the school day or academic year. Under these conditions true education could hardly take place. As Nxumalo (1993:55) points out, lack of discipline and morale are severe barriers to effective learning and teaching. It was evident that the system of values that presupposes order, discipline and acceptance of authority had been widely destroyed. A new system of licentiousness had obviously taken hold (Louw, 1991:23). Notable in many schools was that the culture of learning was missing.

Discipline among the teachers deteriorated since the inception of the South African Democratic Teachers' Union (SADTU) in 1990 (Louw, 1991:19) (Vide, pr. 2.6). Teachers took active part in numerous defiance campaigns against the department which were organized by SADTU. The defiance

campaigns were in the form of "chalk-downs", stay-aways, boycotts, demonstrations, protest marches and sit-ins. Principals, teachers in authority and other dedicated teachers did not take part in defiance campaigns against the department. It did not take long before they were made to experience numerous incidents of intimidation. In some cases they were physically driven away from their schools while in others they were coerced to take part in the campaigns. According to Louw (1991:19) in 1990 alone two hundred and forty one teachers were driven away from schools. Some of them later returned to their schools but others had to be accommodated elsewhere. In a few cases schools had to go on without principals for a long time. In addition to this, at least two hundred and forty teachers, principals and inspectors suffered loss of property (Louw, 1990:6).

Many teachers were guilty of absenteeism, latecoming, irregular attendance, lack of commitment in doing their work and going to school not fully prepared to teach (Nxumalo, 1993:55-56). Any disciplinary step taken by the department against teachers was followed by a "stay-away" action of teachers and pupils. This made it highly difficult for the department to take any punitive action against teachers. Ultimately many principals lost control over teachers and pupils. As a further sign of defiance teachers and pupils often prevented inspectors, subject advisors and other officials of the department from visiting schools (Louw, 1991:23). In such instances the inspectors and advisors could not perform their professional and guidance duties. No evaluation of teachers or their work could be carried out. This had a negative

effect on the teachers' performance at school as well as on the pupils' academic achievement.

There was a concerted campaign to remove and replace the legally elected Management councils with the so called Parent Teacher Student Associations (PTSA). The pupils' organizations, SADTU and other community structures discredited the Management Councils with a view to make them unacceptable to the community. This action was accompanied by very primitive methods of intimidation against the councils (Louw, 1990:4). As a result many members of the councils resigned whereas others who did not resign ceased to function. The result is that very few councils operated. In the absence of the councils the link between the school and the parents was completely broken. The schools and the department of education found it difficult to perform the functions of the councils in schools and this had a negative impact on the functioning of schools.

Another factor which had a disruptive effect on the normal functioning of schools was the power struggle waged in some communities by rival political organisations or ethnic groups. The incidents of violence that ensued had a crippling effect on pupil attendance. All too often pupils were drawn into these conflicts. In many instances consumer boycotts, bus boycotts and stayaways also disrupted school attendance (Louw, 1990:64; Louw, 1991:68).

The continuing unrest in many schools and black communities created a climate which led to the disruption of already limited facilities on a large scale. School buildings were

destroyed and damaged and equipment from workshops, typing rooms and housecraft centres was stolen simply because it was regarded as the property of the state. In some instances people or squatter communities carried away corrugated iron sheets, doors and other material from schools to erect shelters (Louw, 1990:56; Louw, 1991:15). The pupils' grievances sometimes resulted in the burning of schools, books and stationery (Fourie, 1986:68). According to the Bureau for Information (1988:502), seventeen schools were destroyed, thirty seriously damaged and two hundred and forty seven slightly damaged during 1985.

Statistics given by the Bureau for Information (1988:502) show the magnitude of school disruptions during this time. In 1986 school work was disrupted in about two hundred and fifty schools out of a total of 7 500. The disruption affected 250 000 black pupils out of a total of two million. In the same year in September the department was compelled to close down thirty three schools, where teaching was disrupted to such an extent that it was a waste of resources to keep them open.

The disruption of black education had very serious and sometimes lasting repercussions. As a result of continuous disruptions pupils could not complete the syllabuses of the subjects they did at school and this led to the deterioration of standards. In many cases one would find scores of pupils who were unable to complete the syllabuses of all their subjects from standard six up to and including standard ten. Thus, pupils were promoted easily to the next classes each year. This resulted in pupils getting bogged down in the final matric examination (Louw, 1990:56; Louw,

1991:19-21). However, many were fortunate enough to pass matric and reach university or college. In some instances they even became teachers.

Serious and incalculable damage was done to the personality development of pupils. The fact that some teachers were bad role models for pupils to identify with aggravated matters. The pupils' potential was not properly developed and utilized. Pupils were often discouraged or impeded to actualize their potential to the full. Consequently, many of them became pessimistic about their future and left school. In view of their behaviour, many teachers forfeited the moral base for disciplining and reprimanding pupils. Many hardworking and dedicated teachers became demoralized too. The school lost respect in the eyes of the pupils and community as its moral tone and performance declined. Last but not least, the culture of learning was seriously eroded (Louw, 1990:56; Louw, 1991:21-23; Nxumalo, 1993:56).

The body of information presented here proves unequivocally that there was a deliberate and calculated move to disrupt black education mainly for political gain. The idea was to make schools uncontrollable so that pupils could be used to achieve objectives which had nothing to do with education. The instigators of school disruption took advantage of the fact that pupils get interested in politics during this stage of their development, although they are still politically immature. Pupils were rigorously indoctrinated into hating the government of the day and the Department of Education and Training. Unfortunately they ended up hating education itself. There is no doubt that the disruptive climate took root in schools primarily because parents were

reluctant and in some cases scared to intervene or reprimand their children and because teachers had a hand in it. Admittedly, not all pupils took part in the disruption of schools but those who did made sure that even those pupils who still wanted to go on with their education would find it highly difficult to do so. Gaddy (1988:500) puts it aptly when he says that while disruptive pupils harm their own achievement, they also harm the achievement of those whose environment they disrupt.

The fact that teachers knew the implication of their involvement in the disruption of education is indisputable. By virtue of being teachers, they knew the value of order and discipline at school and the possible consequences of a disruptive and disorderly school climate. As teachers they knew that without order and discipline at school all the talk about effectiveness in teaching and learning remains just talk. The importance of a disciplined and orderly environment to the educational process is the most common of common sense (Gaddy, 1988:497).

Incidents such as the chasing away of principals and teachers, forbidding subject advisors and inspectors from visiting schools, damaging school buildings and equipment, defying teachers, intimidating Management Councils and teachers refusing to do written preparation of work prove conclusively that there was no culture of learning in schools. In fact, a climate that would oppose and disrupt the establishment of a learning culture was established and promoted. The involvement of teachers and other politically motivated community structures shows clearly that there was an orchestrated campaign to render black schools

ungovernable and dysfunctional. The deficiencies and inadequacies that were experienced in black education did not lead to disruption of any school. The situation in black education in the eighties and nineties was in fact far better than what it was in the sixties and seventies.

2.7.2 *Attempts to normalize education*

The Department of Education and Training did not allow the disruptive situation in schools to prevail indefinitely. Although the normalization of education demanded the whole-hearted co-operation of the entire educational leadership, pupils, parents and the community, it was first and foremost the department's responsibility. That is why the department spent much time and energy attempting to reduce the unrest (Louw, 1990:6). The department's first priority was to achieve a satisfactory level of functionality of schools. In 1990 an investigation into the functionality of schools was undertaken. Its findings revealed that poor functionality was related to many factors which revolved around the key areas of personnel, pupils, parents, physical facilities and management practices (Louw, 1990:60). It was evident from the outset that it simply would not be possible to satisfy all the aspirations at once or to eradicate all backlogs.

In an endeavour to achieve functionality of schools, the department placed a high priority on the orderly re-opening of schools each year. A special programme to achieve this was implemented in January 1991. The department strove for the achievement of having the teachers' dedication towards

their profession, a positive attitude towards attendance and study on the part of pupils, parental involvement in education, guidance and the development of pupils and the depoliticizing of education. While trying to achieve the foregoing the department acted throughout as reasonably as possible and demonstrated its willingness to discuss matters, to listen to grievances and complaints, and to accede to reasonable and realistic requests. Everything was done for the benefit of the child and in the interest of education (Louw, 1990:62-64; Louw, 1991:191; Olivier, 1992:28).

Everything possible was done to assist the standard ten pupils and to prepare them for the final examination. The pupils were provided with study guides and guides on study methods. Subject advisors gave the standard ten teachers special assistance in their subjects and the standard ten examiners gave guidance on the examination through the radio. A motivation programme was launched to motivate pupils to work harder and more purposefully so as to improve their performance. The start of the examination was extended by a week in 1989 to give candidates extra time to prepare themselves. The entry requirements for supplementary examination were lowered although this in reality meant the lowering of standards (Louw, 1990:64-66).

The department made use of consultants to establish dialogue between the parties concerned with the provision of education on the one hand, and pupils, teachers, community structures and political organizations on the other (Louw, 1990:191). The aim was to prevent stalemate situations which could easily lead to further school

disruption. Various publications like *Focus* and *Student* were distributed in many communities to make people aware of the detrimental effects of the disruption of education on pupils, teachers and parents. Where possible, damaged schools were repaired and stolen equipment replaced (Fourie, 1986:68).

The department increased, promoted and maintained communication with parents, community structures and political organizations with a view to get their co-operation and support. During numerous discussions these groups continually affirmed their desire for the restoration of order and discipline in schools although they did not take active part in seeing to it that this was achieved (Fourie, 1986:68). In 1991 organizations such as the Soweto Education Co-ordinating Committee openly demanded an end to the disruption of schools and urged local communities to identify and expose lawless and disruptive elements (Olivier, 1991a:5).

At the request of the Council for Education and Training, and following various consultations with the council as well as teachers' associations, a policy with regard to a grievance procedure for educators was developed. The objective was to enable teachers to make use of an independent external investigative mechanism for the solution of grievances. Consequently, an office for an independent staff commissioner was established in 1992. The commissioner could be approached directly by teachers, teachers' associations and the department with any problem relating to personnel administration or staff relations. He was charged with the investigation of such matters and

particularly grievances. The creation of this opportunity to resolve grievances and to eliminate red tape was regarded as an important step towards the achievement of sound personnel relations (Louw, 1991:51-53).

The department demonstrated its willingness to restore order and discipline in schools by trying to normalize the situation. It did a good thing by inviting the assistance of all the possible institutions which had interest in the schools to take part in trying to stabilize the situation in schools. Although this was a positive effort it had a deficiency in that parents, community structures and political organizations did not take active part in seeing to it that schools were not disrupted. The other snag was that not all parties gave their support to the prevention of the disruption of schools. Some were still condemning the department. Consequently, these efforts did not ultimately achieve what they were intended to achieve.

2.8 Matriculation examination

The matriculation examination is the highest school examination which a pupil has to pass before he can gain admission to any tertiary institution. The Department of Education and Training was responsible for conducting the matriculation examination for black pupils in South Africa, including the selfgoverning and independent states. The question papers that were used in the examination were set by departmental examiners and a few by the Joint Matriculation Board. The standard of the question papers was moderated by the Joint Matriculation Board to ensure

that it complied with the norms and standards of the board. The board also monitored and moderated the marking of the answer books. This examination was thus the first and in some cases perhaps the only standardized examination written by pupils in this department (Louw, 1989:149; Louw, 1991:183).

The matric examination of full-time candidates (school children) was written once annually from October to November. Part-time candidates, who were mainly adults, registered at adult centres and wrote their matric examination from May to June each year. Full-time candidates who failed their examination were granted a supplementary examination from March to April of the following year. Candidates had to meet the requirements for a supplementary examination (Louw, 1990:178; Louw, 1991:21).

The number of standard ten candidates increased annually in every school in the country, but as their numbers increased, the number of failures increased too (Smock, 1983:7). According to Louw (1991:181) the number of matric candidates in 1991 was 293 110 against 254 200 in 1990. This represents an increase of 38 910 (15,3%) matric candidates in one year. The matric examination results from 1989 to 1993 were 42,4%; 36,4%; 42,5%; 42,3% and 38,3% respectively (Olivier, 1991a:6; Louw, 1990:4; Smith, 1994:4). Most secondary school pupils who passed matric received only a school-leaving certificate and did not receive admission to universities (Orbach in Vink, 1992a:202).

The department investigated the causes of poor matric results annually and devised various means to rectify the situation. An analysis of the examination results of 1990 indicated that the teachers' strikes had a considerable impact on the candidates' performance. The results showed a low pass rate at those schools that were disrupted and where the level of politicization of education was high. Where teachers and parents worked hard together with the pupils and where there were no strikes, significant successes were achieved. For instance, the pass rate in Natal where teachers did not participate in strikes improved with about five percent, whereas in Soweto and Alexandra, where the contrary was the case, it declined significantly (Olivier, 1991a:4; Louw, 1991:23).

Other factors which were found to have influenced the matric results in 1990 were the following:

- Many teachers had not covered the entire syllabus.
- The rapid increase in the number of pupils, which placed enormous pressure on the resources of the education system.
- Continual disruption over several years at many schools had seriously hampered the provision of proper education.
- At many schools the culture of hard work and study had ceased to exist (Olivier, 1991a:5).

There is no doubt that the pupils' poor academic achievement in the matric examination was a true reflection of the situation that prevailed in schools. Their results were undoubtedly indicative of the culture that prevailed

and had taken root at their schools. As a result of the massive matric failure, many pupils developed a negative attitude towards the school. Instead of rectifying the situation by learning harder, many of them deteriorated. They became pessimistic about their future and the drop-out rate increased tremendously. This was not surprising because pupils who are successful in academic activities develop positive personality characteristics and those who are unsuccessful develop less positive ones. With success in academic tasks comes positive personality characteristics; with failure comes lower levels of regard for self and abilities (Kifer, 1975:206). Secondary school pupils are still highly dependent on parental and teacher guidance and assistance regarding their academic work. On their own they can easily get lost or derailed. This makes it imperative for teachers and parents to create a positive culture at school.

2.9 Summary

This chapter has shed light on the Department of Education and Training. It has concentrated particularly on what led to the cultivation of the negative and disruptive culture that prevailed in a considerable number of schools that fell under this department. It has attempted to establish why and how the culture of learning was eroded in many schools. In order to perform these tasks as conclusively as possible the following aspects of the department were discussed: organizational structure, administration, structure for consultation and management, teacher training and the matriculation examination. Other related matters

such as the black teachers' organizations and the disruption of education and subsequent attempts to normalize it were also discussed.

The study has revealed that black education was characterised by serious inadequacies and inequalities in resources and facilities as compared with other education systems in South Africa. The situation developed as a result of insufficient funding of black education. This matter was not only a cause for concern to black people, but a cause for much discontent over a long period of time. The shortage of resources and facilities was aggravated by the fact that pupils used to damage or destroy school buildings during school unrest, and many textbooks loaned to them were not returned at the end of each year. Many communities had a hand in the destruction and stealing of facilities and resources too.

From the mid-eighties up to the nineties, the black secondary schools became a cause for grave concern - not only to the department, but to all who had interest in education. Many schools were characterized by lack of discipline, disorder, disrespect for authority and lawlessness. In the process proper teaching and learning were seriously hampered. Instead of doing their academic work pupils were preoccupied with political activities to the detriment of their scholastic performance. Pupils, together with politically motivated community structures, made a concerted effort during this period to do away with the Management Councils and to replace them with the so-called Parent Teacher Student Associations. Although they were not successful in replacing the Management Councils

with their associations, they at least succeeded in making many of them dysfunctional. The study has shown that lack of parental control over pupils and involvement in school affairs contributed much to the disintegration of discipline in schools which was undoubtedly the cause of the erosion of learning that resulted.

Since a large percentage of teachers in this department were unsuitably qualified, various attempts were made to upgrade their qualifications and levels of subject competence. They received in-service training and were assisted by subject advisors. Opportunities were created for those who wanted to further their studies to receive training on a full-time or part-time basis. Principals and head of departments were exposed to management training. The teachers in this department established teachers' organizations, five of whom were established long before the establishment of the South African Democratic Teachers' Union which created havoc in the department after its inception. The other five organizations were politically non-aligned and highly professional. They achieved many things for their members through peaceful negotiations with the department.

In 1990 SADTU was established. It was a politically aligned organization and immediately after its inception it engaged in serious defiance campaigns against the department which were largely responsible for the disruption of education and the ensuing erosion of the culture of learning in schools. The study has shown the part played, knowingly or unknowingly, by pupils, teachers, certain community structures and political organizations in the disruption of

education which culminated in the erosion of the learning culture.

The pupils' performance in the matric examination has been portrayed. It has been clearly indicated that their poor performance in matric reflected to what degree a culture of learning was eroded in schools. In conclusion, this chapter has succeeded in proving that the situation that prevailed in many secondary schools was not conducive to learning. The culture of teaching and learning was non-existent or eroded and this had a negative effect on the pupils' academic achievement.

CHAPTER 3

THE ESTABLISHMENT OF A LEARNING CULTURE

3.1 Introduction

The major challenge facing schools today is to establish and manage a learning culture that will create ideal conditions for teaching and learning to take place. The school must be a good and safe place for teachers to teach and for pupils to learn. By establishing a learning culture the school will make it possible for pupils to actualize their innate potential and to reap the benefits thereof. Since the pupils' academic achievement is largely dependent on such a culture, its establishment is primarily for the pupils' sake.

Research overwhelmingly supports the fact that the establishment of a learning culture requires a concerted effort of principals, teachers, parents and the community. It requires the partnership of the school, parents and community to prepare children for the future. Sweeney (1992:69) points out that schools that strive to become the best they can, are driven or led by key beliefs and values shared by principals, teachers, school committees, pupils and all others who are a factor or force in the life of schools. Great schools enrich the lives of those who work in them as well as those whom they serve.

Regarding the contribution of the principal and teachers towards the establishment of a learning culture one would say that people inside the organization are in the best position to improve that organization. A good plan for school improvement grows out of the school. On the other

hand, since pupils do not only learn and study at school, but at home and in the community as well, the involvement of the parents and community is crucial. It is common knowledge that pupils spend more time each day at their home than at school. In addition, parents take their children to school to receive education and the latter receive education in order to serve their own communities. Therefore, the establishment of a learning culture should transcend the boundaries of the school.

In the following exposition the phenomenon of a learning culture and subsequently the establishment of a learning culture are studied in depth. What needs to be stated here is that although the different factors which contribute to the establishment of a learning culture are distinguished they can never be divided into watertight compartments as their effect on pupils complement one another. They are merely distinguished for the purposes of study as they are inextricably bound.

3.2 The phenomenon of a learning culture

3.2.1 *The concept learning*

There are perhaps as many definitions of the concept "learning" as there are books on this subject, thus indicating how difficult it is to come up with an appropriate definition - nothing to say about one which will be universally acceptable. As Howe (1980:115) states, it is not easy, and perhaps impossible, to define learning clearly and unambiguously in a way that makes it possible

to distinguish between learning in its varied forms and some other causes of change. Sonnekus (1962:48) in Van Aswegen (1979:53-54) maintains that learning is a complex phenomenon that cannot be simplified to the limitations of a fixed definition. Learning as a human activity has a broad range and is comprehensive. Implicit here, as would be observed in the following paragraph, is that in many cases one would have to study a few definitions of this concept before one is able to get to grips with its real meaning.

Bugelski in Duminy, Dreyer and Steyn (1990:136) says:

"Learning is a mental activity by means of which knowledge and skills, habits, attitudes and ideas are acquired, retained and utilized resulting in the progressive adaptation and modification of conduct and behaviour."

Kalunger and Kalunger (1984:41) are of the following opinion:

"Learning is a process by which knowledge, skills and values characteristics are acquired. Learning provides the know how and the know why of doing things."

Papalia and Olds (1988:159) maintain:

"Learning is a relatively permanent change in behaviour. It reflects a gain of knowledge, understanding or skill achieved through experience, which may include study, instruction, observation or

practice. Changes in behaviour are reasonably objective and therefore cannot be measured."

Coppedge and Exendine (1987:106) state:

"Learning refers to the acquisition of academic information and skills and the exercise of appropriate behaviour. Both are to be learned in the classroom."

In conclusion, as supplementary to the foregoing definitions, and to make the reader understand learning in the context it is used in this study, the researcher would like to define learning as follows: Learning is the acquisition of knowledge, skills, norms and values from instruction or the process of teaching, observation, education and by study and leads to a change in behaviour.

Evident here is that learning occurs when man becomes acquainted with something he has not previously known. Also obvious is that it occurs in different ways and situations. Learning is in the first instance the acquisition of knowledge. The child acquires knowledge on a variety of issues such as values, norms and history from his parents, community or church. Learning also comprises some formal situations where the individual is expected to acquire a given amount of knowledge or to master certain skills. These formal situations are found in schools, colleges and universities. Learning is in the second instance a change in behaviour since it leads to a change or proficiency in behaviour. After learning has taken place, one knows something or can do something one did not know or could not do previously. In this case learning takes place in the

form of, among others, imitation, practice and training, for example learning how to swim, to ride a bicycle, to recite a poem or to divide with fractions. The child can also learn and practice patterns of behaviour which contribute to his welfare and acceptance in his community. This change in behaviour also refer to attitudes, feelings and intellectual processes which may be difficult to observe at first glance (Jordaan, Jordaan & Niewoudt, 1975:642; Bower & Hilgard, 1981:8; Van der Ross, 1972:74-75; Duming et al., 1990:135; Hurlock, 1978:28; Hamachek, 1979:220).

Although learning leads to a change in behaviour, not all performances are the results of learning. Some performances are the result of human growth and maturation. These behavioural patterns are learnt unconsciously. According to Papalia et al. (1988:160) learning does not include any ability or skills that is attained as a result of maturation. It also excludes reflexes because they are innate, involuntary responses to stimulation rather than relatively permanent changes of behaviour brought about by experience. Thus the presence of learning can often be deduced by a change in behaviour - but not always. Despite the fact that performance is not necessarily a perfect indicator of learning, psychologists generally assess what people have learned on the basis of what they do. Behaviour is the only criterion that can be observed and measured. One thing noteworthy about learning is that it affects the cognitive, affective and conative aspects of the child and may also require the use of his motor activities.

The teacher can be regarded as the facilitator of learning

at school because he enables the pupils to learn successfully. Teaching and learning go hand in hand because there can be no teaching unless learning also take place. Parents can be regarded as facilitators of learning at home where children learn through interaction with their parents. Zanden (1990:152) states that what is learnable is potentially teachable - an assumption that encourages teachers, parents, athletic coaches and educators. What has been learned is potentially replaceable by new learning - an assumption that underlies psychotherapy, counselling and rehabilitation. Man learns from birth until the very hour of his death. From the outset man is a learning being who is constantly trying to improve his capacity for dominating the earth, for controlling and adapting to it or for changing to facilitate the integration of man and milieu (Van Aswegen, 1979:53). Learning is fundamental to a good life. There is a need to learn the knowledge, skills and attitudes that will help a person to survive and to actualize in his society. Learning provides the cognitive insight and knowledge necessary to determine the proper behaviour for reaching a desired goal (Kalunger et al., 1984:17).

3.2.2 *The act of learning*

Learning is an active process. It presupposes active involvement by the learner in the act of learning before it can take place. This means that no person can learn for the other. Therefore it is only when a person learns that one can speak about the act of learning. In supporting these views Nicholson and Lucas (1984:62) claim that learning is

something done by people - it cannot be done to them. You can help others to learn, but you cannot make them learn. A person learns only if, and to the extent that, he himself participates in or responds to the conditions which make up the learning situation. The more he responds and the more intense his motives for responding, the more he learns.

Learning comprises the imprinting of the material being learnt. This material is not only academic but may comprise the imprinting of norms, values, moral codes, attitudes, habits and various skills. The newly acquired knowledge may add to the knowledge previously acquired by the learner, be a refinement of it, be a replacement of it or may be something new altogether which has no link whatsoever with anything previously acquired.

The individual receives information. This information is allowed to pass from the sensory store to the short-term store, during which the individual actively organizes it through rehearsal. At this stage we say imprinting or learning occurs in order to promote the storing or retention of the information in the long-term store. During this more or less conscious imprinting, structural and or chemical changes occur in the brain, affecting short-term or long-term storage of information. This is called memory information which is normally not a complete reproduction of the information received because of present and future intervening factors. It is assumed that these events, which can be investigated on a psychological level, are accompanied by certain brain events (Jordaan et al., 1975:643,741; Hilgard, 1966:100).

The knowledge or information acquired during learning is stored in memory banks for future reference. This means that what we learn must be integrated into our body of knowledge. Unless that integration occurs, we shall not be able to use what we learn, and we are likely to lose track of it quickly. The more efficiently and fully new knowledge is processed, the more value it provides. When a pupil is reading in order to answer questions, the information sticks much better than when he just reads for pleasure. Studies on learning indicate that children learn better when they are actively listening - even if they are not trying to remember what they are being told. Learning goes well when people feel challenged and badly when they feel threatened. A challenge stimulates people to learn, a threat inhibits them. Research indicates that any place of learning needs to be designed to keep worry and threat down and interest and involvement up, and it also indicates that one of the biggest causes of anxiety is fear for failure. Thus the most important part of the teacher's task is to keep background threat down to a minimum (Nicholson et al., 1984:63-64).

One can only speak of success in learning when the learner is able to recall what he has learned or able to recall the learning that has been consolidated. The learner himself does not know what has been anchored into his cognitive structure until he tries to recall or actualize it. Jordaan et al. (1975:643-644) illustrate this aptly when they say that learning cannot be observed directly, but changes in behaviour may be observed. For instance, a teacher discovers by means of a test that his pupils have no knowledge of a given subject. He then teaches them and

tests them again at a later stage. The change in performance can be attributed to the fact that they have learned. They go on to say that in modern psychology of learning, a change in performance is regarded as one of the most important indicators of learning. However, much of the information we acquire in the course of our lives is never reflected in performance. To Vrey (1979:221) learning is a matter of retention or memorization and recall or memory. Poor retention of information is what we usually refer to as forgetting. The anchoring of learning to which little time has been spent or which had been learnt a long time ago without being tested frequently, will be ineffective or easily forgotten.

According to Van Aswegen (1979:53) learning produces relatively lasting results. When it produces a result the behavioural potential of the learner changes. The change proceeds from a state of ignorance, inability or incomprehension to one which the learner knows, has the ability to do something and comprehends - meaning that something has been grasped.

Learning is rounded off by transfer which is the application of knowledge or what has been learnt to different circumstances, or the application of actualized learning results to influence human performance if need be. This is what Vrey (1979:221) regards as the final proof of successful learning. Hilgard (1966:100) says that at this stage we manipulate knowledge to make it fit new tasks, also checking whether the way we have manipulated it is adequate to the task. On the other hand, Kalunger et al. (1984:20) state that the learnt data becomes the fund from

where the motivation process, with the help of the thinking and reasoning parts of the brain, decide which behaviour and goals are appropriate to satisfy physical and psychological needs. Sometimes the right information is available, sometimes not.

3.2.3 *The types of learning*

Researchers agree that it is possible to distinguish among the different types of learning since learning takes place in a variety of ways. Although they may differ, the different types of learning are related to and built upon one another. The different types of learning as discovered by Van Parreren in Vrey (1979:241-244); Zanden (1990:152-153); Gagne in Mwamwenda (1990:154-155) and Papalia et al. (1988:160-181) are discussed hereafter:

3.2.3.1 Insight-promoting learning

The real nature of insight-promoting learning lies in providing the child with problem-solving methods that will enable him to tackle all kinds of new problems and give him a reasonable chance of solving numerous problems. Van Parreren in Vrey (1979:242) maintains that insight into problem situations can to a reasonable degree be acquired by the child through the partial methods of solution - learning from someone else. This does not give the child a ready-made method of solving all problems but does provide him with a method of tackling them or analysing any difficulties he may encounter.

3.2.3.2 Acquisition of factual knowledge

A feature of the acquisition of knowledge is that people learn facts as well as their interrelations. The essential element in the acquisition of factual knowledge is the assimilation of unique and fortuitous data - fortuitous because, logically speaking, they could have been different (Vrey, 1979:243). The school does not exist solely for the purpose of training pupils to solve problems. There are certain facts which contribute to the development of the child which every child ought to know, for example facts from subjects such as history, geography and science. These facts may help to promote insight, but that is not the primary reason for presenting them to the child. They are regarded as worth knowing for their own sake.

3.2.3.3 Memorization

Memorization means learning by heart or rote learning. It implies the precise, perfect literal reproduction of what has been drummed in. When one has memorized something, one is able to reproduce it (orally or in writing) verbatim. Here the stress does not fall on knowing facts, but on memorizing particular expressions, maxims and formulas.

3.2.3.4 The development of automatism

This is a completely different form of learning. When the child learns to write or to do gymnastics he is engaged in yet another totally different form of learning. In this

case he is learning to execute various physical movements. One of the characteristics of this type of learning is that, once a person has gone through the process, and mastered it, he no longer needs to think about the actions involved - the movement comes naturally. In the psychology of learning, movements such as these are termed automatisms (Vrey, 1979:244).

3.2.3.5 Observational learning

One also learns from interaction with other people in society. By watching other people, one learns new responses without first having had the opportunity to make responses oneself. Tedious and costly trial and error experiments can be avoided by imitating the behaviour of socially competent models. Specific skills can be learnt by watching other people carry them out, for example to knit, dance and play tennis. One can also learn a great deal more simply by seeing and listening to others. Learning based on observation and imitation of models is called observational learning.

3.2.3.6 Signal learning

This type of learning may be automatic and may be based on reflex actions such as the eyeblink response or emotional learning such as fear of a snake.

3.2.3.7 Associative learning

In this type of learning new associations between two events are formed. There are two basic types of associative learning, namely classical conditioning and operant conditioning. Classical conditioning allows us to predict the arrival of an important stimulus and that increases our ability to survive. Operant conditioning allows us to do something to get what we want or need, and this is another step in adaptability (Papalia et al., 1988:160).

3.2.3.8 Concept learning

This involves learning to sort objects on the basis of their similarity or commonality and distinguishing between parts of the whole, as well as superordinate and subordinate classes.

3.2.4 *The concept culture*

The concept "culture" is a relative term which is often approached and defined in different ways. Clarke, Hall, Jefferson and Roberts (1988) in Maxwell and Thomas (1991:76) define culture in a more inclusive way when they say:

"The culture of a group or class is the peculiar and distinctive way of life of the group or class, the meanings, values and ideas embodied in the institution, in social relations, in systems or

beliefs, in mores and customs. Culture is the distinctive shapes in which this material and social organization of life express itself."

In short one would say that culture dictates the way of life of a particular group or class - it dictates how and why things should be done or be what they should be. It is an established manner of doing things in an organization. In supporting these views Blendinger and Jones (1989:23) say that culture is the shared understanding people have about what is valued and how things are done in an organization. It is the set of beliefs, assumptions and attitudes held by a given set of people during a given period of time (Lambert, 1988:54). Therefore the culture of an organization is shaped by all the actors and units within and surrounding it.

The definitions stated above are to a large extent also applicable to a school culture. In fact, since the school is part of the community, and a social organization for that matter, its culture will have a strong link with that of the community. It will only be peculiar to the school in its particular reference to how education should be carried out at school or in a formal situation. These views are endorsed by Peterson (1988:251) when he says that the culture of a school involves the patterns of values, norms, beliefs and roles that people take on within a human organization. They are also supported by Erickson (1987:11-12) when he says that culture refers to an undifferentiated entity: the overall character or ethos of an educational setting such as a school, or of an educational role such as that of a teacher. School culture is the relationship

between school events, structures, categories or processes (Page, 1990:57-58). What is made clear here is that culture provides the basis for the finding of meaning for participants in a context like a school (Maxwell et al. (1991:77). The school culture describes the roles that the participants in the education situations, as well as those who have interest in education, are supposed to play in order to achieve stated goals.

Culture is an organizational climate which dictates the rules of an organization. Since culture reflects the rules of the game in an organization it affects the nature of human interactions and relations. It also affects the motivation and commitment of members in an organization. Sweeney (1991:15) says that culture is related to organizational behaviour because it links attitudes and beliefs to motivation and work-related behaviour. For this reason, decision making and daily behaviour are in harmony with the expressed value system in a healthy or positive culture. The fact that there can be a positive or negative culture implies that schools can be similar structures but have different cultures. It is precisely for this reason that Page (1990:53) says that in working towards a typology of schools, culture is potentially a fruitful basis for categorization. Consequently, one should start with culture to improve the conditions at schools. The school's culture also consists of what people believe about what works and what does not, and how teachers, pupils, parents and the community should treat one another. A positive culture provides an enriching environment for pupils and teachers at school. According to Lane (1992:88) the ultimate function of culture is the organization of prescriptive

behaviour around values which are central to the decisions and actions essential to the group's adaptive survival, satisfaction and goal attainment.

3.2.5 A learning culture

Every school has an established culture which gives either a positive or a negative meaning to its educational programme. A culture which gives a positive meaning to the school's educational programme is called a learning culture and it always transcends the boundaries of the school - it becomes noticeable at home and in the community. On the contrary, a negative culture, which will not be discussed any further, retards the educational programme of the school. Academic emphasis is an integral part of a learning culture - a culture that is supportive of learning and achievement. Jaccaci (1989:50) defines a learning culture as follows:

"A learning culture is one where collaborative creativity in all contexts, relationships and experiences is the basic purpose of the culture. It is a culture where the measure of success is the combined wisdom of groups and synergy, leadership and service of the organization as a whole."

In a learning culture the mission statement and guiding beliefs set the direction for planning and action. There is agreement among the principal teachers, parents, pupils and community regarding the most important values. Decision making and daily behaviour are in harmony with the

expressed value system and recognition is given to persons and events exemplifying these values (Blendinger et al., 1989:23).

A learning culture is characterized by a stated and shared sense of purpose and mission about all pupils' commitment to learn and the staff's ability and responsibility to teach. Studies indicate that school effectiveness and superior academic achievement are supported where the teacher's opinion about the pupils' ability to succeed is exhibited. The culture of the school - its ethos or central character - is crucial to effective intellectual, personal and social development of pupils. For this reason teachers in a learning culture accept responsibility for both the academic development as well as the emotional and social development of pupils. They understand that teacher co-operation and collaboration are necessary to achieve their goal of improved pupil achievement. They aim at making their school a happy place for teachers to work and for pupils to learn - a school in which the staff and pupils work in harmony. The pupils' achievement is enhanced by the norms which stress academic goals and high expectations, as well as supportive and humane relationships for them. Thus a learning culture is given a severe blow where there is no co-operation between teachers and pupils (Blendinger et al., 1989:23; Chrispeels, 1992:157-174; Stockard & Mayberry, 1985:19,47).

In a school where a learning culture has been established, a well-developed programme exists that focuses on all aspects of academic achievement which is supported by the school's staff and which contribute to school

effectiveness. As a result of this programme pupils learn what they are expected to learn to their fullest potential. Pupils are happy and enjoy going to school, and teachers work together in a systematic way to achieve their objectives (Chrispeels, 1992:125,148). Peterson (1988:253) is of the opinion that because the learning culture places high value on achievement, the teachers will try to attend to that goal by seeking ways to improve skills and capacities that foster achievement. Thus a learning culture will affect the degree of professional development in the school. While engaged in the improvement of their skills and abilities teachers will improve their in-service training by increasing their receptivity to new knowledge.

Research by Rutter (1979) in Zanden (1990:505-506) indicates that the establishment of a learning culture is not dependent on the pupil's social background or intellectual ability. Michael Rutter, a social scientist, led a team of researchers in a three-year study of pupils entering twelve secondary schools. The researchers found that schools only a scant distance apart, with pupils of similar social backgrounds and intellectual ability, have quite different educational results. The critical element distinguishing the schools was their ethos or climate. Schools with remarkable academic achievement emphasized academic concerns such as spending a high proportion of time on instruction and learning activities. In consequence, it was easier to be a good teacher in some schools than in others.

3.3 Establishing a learning culture

3.3.1 *The role of the principal*

The establishment of a learning culture has nothing to do with luck, people must work for it. The principal, as manager and instructional leader of the school, should set the ball rolling towards the achievement of this goal. He should also direct the attention and activities of teachers and pupils towards its attainment. As a starting point, he should be totally convinced as to the value of such a culture to the school as a whole and be committed towards its attainment. He needs to have a vast knowledge about teaching, learning and the establishment of a learning culture. In order to be successful in his efforts he should ensure that teachers and pupils are made aware of the value of a culture of learning and that teachers are duly guided towards its attainment. This is essential because nobody can aim to achieve what he does not know. Teachers in particular are supposed to know what contribution they are expected to make.

The role of the principal is of paramount importance in creating and sustaining a clearly formulated mission for the school. Stronge and Jones (1991:43) regard him as the prime player in defining the school's mission and establishing related goals. He gives shape and direction to a school through having a clear articulated vision of what the school stands for; a vision that embodies core values and purposes (Saphier & King, 1985:67). The principal should, however, share his mission of the school with staff, pupils, parents and the community at large to ensure

that it receives wider support and as such is easily enhanced. Since academic achievement is the focal point in the establishment of a learning culture, the school's mission should similarly strive for good academic performance and to produce well-balanced citizens who will be of service to their communities. As Wirsing (1991:6) puts it, the principal exercises vision and provides leadership that appropriately involves staff, parents, pupils and the community in the identification and accomplishment of the school's mission. In this way academic achievement can become a focal point at which everybody aims.

By virtue of his position the principal can set the tone for the school because everything at school hinges on him. He can, for example, set the tone by appointing good teachers. In endorsing this view Cruickshank (1986:118) says that school leadership contributes to pupil's learning when principals are actively involved in instructional improvement, set the tone and build commitment to academic goals and evaluate progress. It remains one of the principal's primary duties to recruit the best teachers for his school and to utilize his staff for the benefit of the pupils. He should recruit, select, assign and organize staff in such a way as to assure the greatest potential for the accomplishment of the school's mission (Wirsing, 1991:15). This implies that he should have the ability to recognize the strengths and weakness of all staff members and help them to maximize the use of their particular skills. A good principal makes good teachers. For this reason you can increase your chances of staffing your school with fine teachers if you have a good principal

(Fields, 1987:221). Stated differently, the chances of good academic achievement at school can be enhanced by appointing a good principal who would recruit and select teachers who can guarantee good academic performance. According to Peterson (1988:257) the principal can shape the school's culture by carefully filling his school with teachers who share the norms and values of the culture. In this way he will spend less time inculcating those norms and values and reinforcing the culture.

The principal manages and oversees the day-to-day operation of the school. The range of his management is vast and includes supervising teachers and pupils. He is an administrative officer who allocates resources and coordinates the work of teachers. This places him in a position where he is able to influence the course of events at school. He must develop the teachers' loyalty, trust and commitment towards their work, as well as motivate them to enhance their performance at all times (Chrispeels, 1992:14; Hoy & Tarter, 1992:75).

Any type of management which overlooks the value of time is doomed to fail. Consequently the principal should plan the school day in such a way that adequate time is available for the instruction of all subjects offered by the school. He must ensure that instruction and time-on-task will not be disrupted or invaded by other activities and diversions (Brookover, Beamer, Efthin, Hathaway, Lezotte, Miller, Passalacqua & Tornatzky, 1982:84). Proper time management implies ensuring that lessons do not only start on time daily but that they also start on the first day when the school re-opens. Teachers and pupils should be made to

arrive on time each day, to set a time frame for school tasks and to leave school at the end of the school day. A sense of responsibility is instilled in the minds of staff and pupils when time is respected and that undoubtedly makes them more time conscious.

The principal should create a positive school climate which produces high morale and in which pupils and staff are productive and satisfied. He should be increasingly engaged in sustaining an environment at school that produces excitement about learning among the pupils. This climate should be characterized by mutual trust, support and respect and should place high emphasis on the fact that all pupils can be successful. This would also ensure a safe and orderly environment in which teachers can teach and pupils can learn. It is not enough for pupils to learn only when they are told to do so or to learn because they are to write a test or examination. The principal should thus develop strategies for transforming the pupils into effective learners who know when and how to learn (Wirsing, 1991:2; Coyle & Witcher, 1992:395; Troisi, 1970:9; Macchiarola, 1983:32). School effectiveness is enhanced by the principal who emphasizes achievement, sets instructional strategies, provides an orderly school atmosphere, co-ordinates instruction and supports teachers (Cruickshank, 1986:116).

The management of the principal is effective only if it results in effective instruction. His leadership should be leadership towards educational achievement. This means that instructional quality should be the top priority of his school and he should make it his duty to bring that vision

to realization. The principal should be so knowledgeable about instruction that he can advise, direct and evaluate teachers with ease. He should not only be concerned with how well the lessons are taught, but also with how well they are being learnt. Schools are thus effective not only because teachers and principals are doing their work splendidly but because pupils are doing their work well (Macchiarola, 1983:32). Arnn and Mangieri (1988:2) describe the task of the principal aptly when they say that he should be a "bonding agent" for effective teaching and learning.

There is no doubt that the principal can only meet the requirements outlined in this exposition if he is positive, cheerful, dedicated, motivated and encouraging. He should make himself accessible to staff, pupils, parents and the community and be a role model for pupils and teachers alike. The effective principal is one who promotes both academic learning and cohesive relations within a school. He is oriented towards the achievement and welfare of pupils and promotes psychological success for his staff. He is aware that how schools are run, corresponds with how they perform (Ianncone & Jamgochian, 1985:32; Adam & Bailey, 1989:44; Stockard, et al., 1985:19).

3.3.2 *The role of the teachers*

Education of pupils at school is in the hands of teachers. The level of achievement at school depends largely on the effectiveness of the teacher's instruction. Laws and regulations, however harsh they may be, cannot guarantee

effective education to take place, but committed teachers can. Therefore the quality of teaching at school does make a difference. There is ample research evidence to indicate that the more instruction the pupils receive, the more they learn. Brookover et al. (1982:92-93) are of the opinion that what is not taught is never learnt. This point of view is put strongly by Doveton, Farhangpour, Langa, Mbokazi, Mjadu, Nowlan, Steyn and Tait (1991:9) who say that pupil achievement is considered to be the acid test of teacher effectiveness. If the pupil has not learnt, the teacher has not taught. Accordingly, more effective teaching will result in more effective learning. This makes teachers indispensable when it comes to teaching and learning. Clearly evident here is that teachers can make a tremendous contribution toward the establishment of a learning culture.

For effective teaching to take place the teacher should be well-organized and have a well-managed classroom as these would make pupils feel the need for learning. Pupils in well-managed classrooms know what is expected from them and how and when to perform their daily tasks. A well-organized teacher will always have his work well-planned and would come to school fully prepared for the lessons he must teach. Good preparation instills confidence in the teacher which enables him to stand in front of his class and face up to the pupil's probing questions. It improves the quality of instruction and reduces boredom and restlessness. A well-prepared lesson makes pupils not only love the teacher but love the subject as well. It makes pupils enjoy their stay at school and makes them eager to learn their lessons. Many disciplinary problems can be

averted if teachers prepare their lessons properly. Teachers can prevent problems from occurring through good preparation (Troisi, 1970:8). Careful planning by the teacher does not only assist the pupils to master the contents of the course, but it also indirectly helps them learn by increasing their confidence in the teacher. Mwamwenda (1990:225) argues that a teacher who is well-prepared exudes a sense of self-confidence and his pupils will perceive him as well-organized. They will realize that there is a great deal to do and therefore no time to waste.

Teachers cannot teach effectively and pupils cannot learn effectively if the environment in which they find themselves is not supportive to teaching and learning. Consequently, the teacher should create an environment in his classroom which promotes serious and orderly learning and in which pupils can develop socially, emotionally as well as academically. The teacher should introduce his class to a positive disciplinary code based on clear and fair rules that is established to reinforce positive behaviour rather than punish negative behaviour. Sullivan et al. (1986:27) feel strongly about these views. They say that even though you are a technically and well-prepared teacher, the physical and psychological conditions in your classroom may well determine your success or failure. Small things like making sure that the classroom is comfortable and clean and that pupils' desks are arranged in a way that encourages learning, do count a lot. The teacher should promote a supportive environment and use a number of teaching techniques. He should monitor the pupils' work and be available to provide answers to pupil-initiated questions. He should assume the role of a strong leader

(Stockard et al., 1985:21). Good classroom management is important because it allows the teacher to spend more time helping pupils to learn.

It is common knowledge that effective classroom practices are fundamental to achievement and a climate of success. This brings to the fore the manner in which instruction should be given in class. It is not the purpose of this study to give a detailed exposition of the teaching methods. The teacher should always give good instruction while taking the uniqueness of pupils into account. He should assist pupils in understanding the material taught and demonstrate his commitment by helping them learn. He should vary his teaching methods and make learning fun. According to Townsend-Butterworth (1992:42) good instruction is lively and creative, yet thoughtful and carefully attuned to the interests and abilities of pupils. It is flexible and individualized enough to challenge gifted pupils without frustrating those who learn at a slow pace. Effective teaching practice enhances the 'pupils' chances to learn. While teachers expect pupils to be interested in what they teach, it is often how they teach that determines whether the pupils receive and absorb information or become interested.

The teacher should review the material previously taught daily and check the pupil's homework before commencing with a new lesson. He should give pupils ample opportunity to ask questions during the lesson and to practise new skills. He should give frequent and prompt feedback during question-and-answer sessions and on written tasks, as well as corrective information if a pupil errs. He should give

daily, weekly and monthly exercises or tests depending on the subject he teaches to ensure long-term retention. Constant evaluation and feedback make it possible for pupils to know what they have learnt and what they still have to learn thus motivating them to work harder in a particular subject in which they are not performing well. The teacher should be task-oriented, enthusiastic and interested in his work. He should direct instruction, present clear goals to his pupils and always be looking for effective ways of teaching. There is no doubt that if teachers use instructional approaches that promote high levels of achievement, pupils are more likely to view their school experience favourably and see themselves as successful learners (Sullivan et al., 1986:27; Mwamwenda, 1990:322; Arnn et al., 1988:2; Schultz, Glass & Kamholtz, 1987:434; Phelan, Davidson & Cao, 1992:699-700).

One of the qualities a teacher should have is that of caring. He should show interest in the pupils' learning and success, and accept responsibility for their social and emotional development. He should maintain a warm and caring climate that encourages pupils to focus on academic work (Clift & Waxman, 1985:5). He should strive to know each pupil's name, needs, interests, talents, strengths and weaknesses. Pupils learn best when taught by a warm, friendly, caring and enthusiastic teacher who treats them fairly and does not play favourites. Knowing pupils' names is likely to make them feel positive about the teacher as they would feel welcome in his class. This would promote their self-esteem and self-concept.

The teacher should also build the pupils' self-esteem by

providing praise and reinforcement. Praise and reinforcement could be given verbally or in writing and can follow a response to a question, a question from a pupil, appropriate behaviour, a properly performed task or just about any positive situation. Praise and reinforcement strengthen the pupil's behaviour. Palonsky in Troisi (1970:6) says that pupils must have a positive caring perception of a teacher if the teacher is to receive co-operation. When teachers promote an appropriate attitude, interest and a positive self-concept, pupils can achieve at rates commonly reserved for the academically gifted (Bloom in Hoyle et al., 1990:116). Respect for his pupils is one other important quality the teacher should have. Respect begets respect. Pupils who feel respected by their teacher will co-operate with him, respect him too and try never to let him down. It is also important to know that pupils learn better from someone they respect.

3.3.3 *Fostering staff collaboration*

Fostering staff collaboration means promoting and cherishing growth of teacher or staff co-operation and unity at school. Nothing can beat teamwork at school. Without it very little of significance can be achieved. If the school is to be effective in the establishment of a learning culture every teacher should care about it and work together with other staff members. Although the principal as head of the school should take the lead in fostering staff collaboration, this is in no way a one man's task - teachers should similarly bring their part too. The old adage that unity is strength is highly

applicable here. Staff unity and collaboration can contribute enormously towards the establishment of a learning culture because it would mean a concerted effort of all the staff pursuing the same goal.

In order to establish a positive culture and at the same time foster staff collaboration, the principal should emphasize teamwork and promote co-operation, cohesiveness, commitment, loyalty, trust and identification with the school. Teachers should be on good terms with one another, give their wholehearted support to the principal and be enthusiastic about their work. The principal should discourage unnecessary misunderstandings and bickering among teachers and help them settle disagreements in a constructive manner. Many problems can be averted in this way so that a positive culture is encouraged. Teachers will concentrate more on their work and regard it as a priority and shared responsibility (Hoy et al., 1992:79; McCurdy, 1989:44).

Although partly implied above, it needs to be stressed that communication between the principal and his staff is a prerequisite for fostering staff collaboration. Its value is made clear by Stronge et al. (1991:43) who say that without proper communication efforts to establish a high quality learning environment, learning will fail regardless of the principal's dedication. Without proper communication there can be no striving for common goals at school. Person-to-person contact is essential for the creation of a healthy psychological climate (Schultz et al., 1987:432).

Staff collaboration can also be promoted by shared decision

making at school. Sharing decisions with teachers is imperative for the principal to do because it will ensure him of their support and enrich his ideas. Successful principals share the decisions of school goals, rules and discipline as they see themselves as partners with teachers in the enhancement of a positive school culture. They share ideas and discuss problems with them. Shared decision making results in positive feelings and a sense that teachers can make the school a better place in which to teach. It makes teachers feel good about themselves. Teachers who feel good about themselves will automatically become motivated to deliver their lessons excellently. Shared decision making also creates a family climate at school, minimizes uncertainty, empowers the teachers in their work, increases their knowledge, enthusiasm and commitment to their work, fosters rapport among the staff and provides opportunities for teachers to develop leadership qualities (Adams et al., 1989:46; Stronge et al., 1991:43; Chrispeels, 1992:150).

Bath in Chrispeels (1992:150) argues that when others make the decisions, teachers will resist, hold out and attempt to influence the situation to their own advantage, but when they share in the decision making, they lose a large measure of self-interest. When decisions are shared, teachers will inevitably accept the results of the instructional programme because mutual responsibility for the instructional outcome reflects on their performance. They will try to work harder and reprimand colleagues who do not pull their weight. Taking responsibility for the instructional outcome is also important in the sense that it fosters teachers' collaboration towards the attainment

of the school's mission.

The principal should not hesitate to show appreciation for good teacher performance. He must acknowledge the accomplishments of staff members who are doing a good job. This can be done by means of a written note of encouragement for a job well done, a pat on the back or even something as simple as a smile. The significance of showing appreciation is that it reinforces good performance, builds on the teacher's self-esteem, contributes to teacher satisfaction, provides for more effective teaching in the classroom through enhanced teacher motivation and brings the principal and his staff closer to one another, thus enhancing team spirit. The teachers should also take the liberty of expressing their appreciation for good performance by their principal. This would undoubtedly boost his image and morale as he would not feel isolated and unsupported. If the principal shows appreciation for good performance and teachers respond in kind, a good relationship would be established among the whole staff. Good relations among staff will not only foster staff collaboration but will also have an impact on pupil performance, because teachers would be trustworthy and true to their call. Trust can contribute to the building of self-efficacy (Adams, et al. 1989:46-48; Levine, 1988:47; Webber & Skau, 1992:49).

What has been made abundantly clear here is that the principal and teachers need one another if they are to perform their work efficiently and establish a culture of learning. They seriously need the support and co-operation of one another to work effectively and efficiently. Perhaps

this is so because a person's need for safety, a sense of belonging, love, relation and respect can only be satisfied by other people (Maslow in Schultz et al., 1987:432). The school's staff should thus support and co-operate with one another for the benefit of the school and the interest of education in general.

3.3.4 *Promote staff development and motivation*

Owing to constant developments in science and technology which invariably have an impact on education, the principal and teachers are obliged to upgrade and increase their knowledge and skills to be able to cope with these ongoing demands. No academic or professional programme can successfully prepare a teacher or principal for a lifetime in his career or teach him everything he needs to know. Put in another way, no principal or teacher preparation programme could assure lifetime proficiency. In consequence, acquired knowledge and skills by the principal and teachers must be continually modified and refined so as to respond to ever-changing needs of pupils, staff and the community (Wirsing, 1991:19). The promotion of ongoing staff development and the encouraging of professional advancement through in-service training is not only necessary but essential if principals and teachers are to be effective and proficient in the execution of their duties. An effective and proficient staff is an essential ingredient of a learning culture. The department of education, principal and teachers all have a role to play in promoting staff development.

Staff development can empower the principal and teachers in a variety of ways so that they are always able to manage the school properly and teach effectively. Clift et al. (1985:6) regard the purpose of staff development as continuing pedagogical development, understanding and discovery of self, cognitive development, theoretical development, professional development and career development. Accordingly, teachers will improve their teaching strategies so that they can succeed in teaching pupils with different learning styles, rates and level of motivation (Lewis, 1989:140). Teachers have to make school going worthwhile for pupils by making them feel involved and cared for. Staff development in itself motivates teachers because it makes them feel sufficiently equipped and prepared for their tasks. This augurs well for the school because motivated teachers will not only do their work with dedication, but will also be an inspiration to pupils. This will stimulate pupils' interest in the school as well as in learning.

Implicit above is that one thing that makes staff development a necessity is the motivation of pupils. It is common knowledge that lack of pupil motivation to learn is a major problem for those involved in the education of the youth. Hodgkinson in Alderman (1990:27) puts this clearly when he says that pupil motivation for learning is a major concern for most teachers, but especially for those teachers of low-achieving or at-risk pupils whose numbers are on the rise. This problem is aggravated by the fact that many skilled teachers have difficulty motivating pupils to put forth their best effort (Matthews & Roquemore, 1992:23). In addition, some of the blame for

lack of pupil motivation can be traced to the way in which teachers present their lessons (Curtis, 1992:32). It is therefore imperative that teachers and principals be constantly exposed to modern pupil motivation techniques so that they are able to successfully address this problem.

Since unmotivated teachers cannot motivate pupils effectively, the principal should ensure that his staff is well motivated. He should stimulate enthusiasm among teachers for their work and endeavour to build their confidence in their ability to successfully attain their objectives. He should provide praise and recognition to the staff for effective performance and show appreciation for special efforts and contributions made by them. These measures would serve as motivation to teachers because it would make them feel indispensable (McCurdy, 1989:44).

Staff development can take place in many other ways in and outside the school milieu. As regards the newly appointed teachers or beginners the principal should arrange that experienced teachers work closely with them on skills needed to become more effective. They should give them demonstration lessons, share their lesson planning and preparation with them or train them in any other way possible. The school should also have a well-structured support programme for new teachers, which includes training in teaching methodology, study of the syllabi and curriculum. In this way the level of effectiveness of new teachers can be brought closer to that of experienced teachers and no beginner would be able to afford to rest on his laurels because the assistance he would be receiving would go hand in hand with constant monitoring. The

development of newly appointed staff will have a positive effect on their effectiveness and subsequently on pupil performance and as such make them assets to the school. Their development will certainly contribute to the creation of an atmosphere in which effective teaching and learning are highly valued (Townsend-Butterworths, 1992:42; Clift et al., 1985:6; Stedman, 1987:220; Garmston, 1991:64; Wirsing, 1991:19).

Experienced teachers also need professional development in order to keep abreast of new developments. The principal should provide training and coaching that are tailored to meet their specific needs or arrange for others to provide them with training. He should encourage teachers to attend workshops and training sessions organized for educators so as to enable them to acquire new perspectives. Those who attend training seminars should be encouraged to exchange ideas with their colleagues in order to keep everybody informed and promote staff interaction. Teachers should be encouraged to be continually looking for new and more effective ways to teach and to exchange practical teaching techniques with their colleagues so as to make in-service training a collaborative venture of the school. As leaders of teachers, truly proficient and dedicated principals never stop learning. They are always striving to learn something new. For this reason the principal should upgrade his own knowledge and expertise to enable him to run his school efficiently and cope with the training needs of his staff. The department of education should also identify the training needs of principals and teachers and provide appropriate training on an intermittent basis (Stedman, 1987:220; McCurdy, 1989:44; Levine, 1988:23;

Cruickshank, 1986:44; Wirsing, 1991:19).

Research suggests that staff development is a dynamic process of learning that leads to a new level of understanding or mastery and a heightened awareness of the context in which educators work, that compel them to examine accepted policies and routines (Kordomenos, Wanner & Hay, 1991:32). The process of staff training has an empowering effect on them and gives them a sense of control over the curriculum, teaching and the learning process (Chrispeels, 1992:130). Staff development creates a dedicated, self-critical and improving community of teachers. In this way the school becomes a more relevant and effective environment for pupils (Stedman, 1987:220). A positive climate for teaching and learning is created which leads to improved academic performance by pupils.

3.3.5 *Create a positive school atmosphere*

By the creation of a positive school atmosphere it is meant that a climate or atmosphere at school is created that will maximize teaching and learning. This means that teachers are given maximum opportunities to teach and pupils are given maximum opportunities to learn. It further means that the school will be made a happy place for pupils to learn and a good place for teachers to teach. This can only happen if a safe and orderly atmosphere prevails. Such an atmosphere greatly enhances pupils' achievement (Coyle et al., 1992:392). The fact that a positive school atmosphere should be created implies that it does not come automatically. That is why Lewis (1989:220) says that if

schools are dismal places to work and learn, it is because people created them as such.

Although the principal is in a better position to initiate the creation of a positive school atmosphere, his efforts would come to nothing if he does not receive unqualified support from his staff. The principal and his staff should exemplify an attitude of commitment in order to be successful. They should ensure that the school has clear and consistent rules and policies which reinforce teacher authority and promote academic success and collective involvement of staff. The school should encourage pupils and teachers to behave productively. There should be clearly defined values, norms, goals and a mission which would channel the staff and pupils in the direction of successful teaching and learning. It must be remembered that good seeds will not grow in a poor culture. There should be clearly stated guidelines as to what the school stands for, the direction it wishes the pupils and staff to follow and its wants and dislikes. A school's organization has its origin in the mission to be accomplished and the goals and objectives to be achieved. Pupils who find themselves in such a situation will find it difficult to deviate from acceptable behaviour in school (Ianncone et al., 1985:31; Wirsing, 1991:15; Saphier et al., 1985:67).

Research states that for a social system to function effectively, all members of the organization should know the prescribed rules and regulations which define expectations and appropriate behaviour. This includes day-to-day rules and behaviour, standards of excellence, goals and philosophy and of course procedure for sanctioning

inappropriate behaviour (Brookover et al., 1982:102-105). Therefore the school should have rules and standards of behaviour for lunch hour, toilet breaks, assemblies and all other activities that occur inside or outside the classroom. An orderly school environment occurs only when pupils and staff obey the current code of conduct (Gaddy, 1988:514). It is noteworthy that school behaviour and achievement are related. Pupils who misbehave at school are likely to do poorly in their school work. As a result expectations for behaviour must be related to the learning process. Decisions on which behaviour is regarded as acceptable or unacceptable must, in most cases, be based on how it affects the learning climate. One must also not lose sight of the fact that behaviour in the wider milieu of the school can affect behaviour displayed in the classroom (Brookover et al., 1982:181).

The total school contributes to a positive learning atmosphere when a disciplined and orderly environment is maintained, since teachers then spend more time promoting pupil achievement. Pupils also learn better in a well-organized, orderly and disciplined environment. The principal and staff should share the responsibility for creating an orderly, safe and disciplined environment in which academic pursuits are not disrupted - an environment of psychological safety. In order to achieve this the following disciplinary problems should be curbed: truancy, absenteeism, tardiness, dodging, insubordination, failure to do or complete assignments, vandalism and disruptions. Lewis (1992:173) is of the opinion that if the school is to become a learning community, concerns over discipline have to be minimal and the approach has to be one of positive

reinforcement rather than punishment. Pupils have the right to education free from fear, disruption, worry about their safety or their psychological and physical well-being. They dislike disruptive actions caused by other pupils which negatively affects the quality of their schooling and feel frustrated when their ability to engage in academic activities is disrupted. They enjoy a humane atmosphere because it increases their morale (Cruickshank, 1986:118; Phelan et al., 1992:704; Brookover et al., 1982:180-181; Berliner, 1989:15).

Studies indicate that in schools with good attendance the pupils' academic expectations and morale are high and pupils can easily talk to their teachers about their personal problems. On the contrary, pupils who are often absent from school receive less instruction and devote less time to learning the desired skills and knowledge, and as such are always afraid to face their teachers. Regular attendance improves school achievement because if pupils are at school they are engaged in academic activities (Brookover et al., 1982:150-152; Cruickshank, 1986:115). Thompson (1991:20) states that a school uniform also contributes to a positive school atmosphere because it helps to erase rivalry over clothes. A uniform makes pupils identify with their school and fosters a spirit of oneness among them.

One way of ensuring a positive school atmosphere is making sure that pupils are actively involved in school activities and extra-curricular activities. Research found that pupils obtaining high scores are also pupils who participate in school activities such as debate, drama and sports. These

are pupils who are found to be actively involved in co-operative learning activities and ways of making learning activities more helpful and productive. Pupils who take part in extra-curricular activities are often so involved that they are less likely to become delinquents. On the converse, uninvolved pupils are much more susceptible to negative influences. The old saying that the devil makes work for idle hands is applicable here. Involved pupils are sometimes given leadership positions which are necessary for their development. Giving pupils a responsibility such as being a prefect or a leader of sporting and cultural activities produces several benefits including improvement in discipline, self-esteem and learning. The involvement of pupils in sports, drama and debates is also pedagogically justifiable because it aims at educating the child in totality (Horton & Hunt, 1984:304; Schultz et al., 1987:434; Lander & Lander in Horton et al., 1984:305-306 and Stedman, 1987:221).

A positive atmosphere is characterized by teachers who care about their pupils. Teachers who demonstrate explicitly that they care about the pupils are in a better position to win their co-operation in academic endeavours. Pupils love caring teachers because they want to be acknowledged as worthwhile individuals. They love teachers who are concerned about their academic progress, have high expectations for them, treat them as if they are competent and are responsive to their needs (Berliner, 1989:15; Townsend-Butterworth, 1992:42). According to Doveton et al. (1991:16) the atmosphere in which pupils find themselves whether inside or outside the classroom, plays a role in the formation of attitudes. An atmosphere in which care and

acceptance are experienced fosters healthy attitudes. On the other hand, pupils who perceive their teachers as uncaring are often dissatisfied with their work, remain distant from their teachers and disengage from the process of learning (Phelan et al., 1992:699).

In conclusion it needs to be stated that the teacher's dedication and commitment to effective teaching plays a decisive role towards the establishment of a positive school atmosphere. Pupils would not like to miss a lesson presented by a dedicated and effective teacher. They would also not like to miss school because of him. It gives pupils a great joy to be taught by such a teacher. In fact, pupils and parents will always choose a school where there is effective teaching. Ineffective teaching on the other hand may lead to boredom in the classroom. For some pupils boredom creates disciplinary problems, encourages absenteeism and disruptions and promotes taking time off task (Berliner, 1989:15). The pupil's ability and responsibility to learn are greatly enhanced by a positive school atmosphere.

3.3.6 *Minimize distractions*

The word "minimize" means reducing something to the smallest possible amount or degree. Distractions are interruptions, diversions or things that draw attention away from the real issue or issues. Thus minimizing distractions means reducing interruptions to the teaching and learning process to the smallest possible amount or degree. This implies protecting instructional and learning

time and thus promoting a learning culture. The principal and his staff must ensure that effective use is made of instructional time at school. This can only be achieved if interruptions, disruptions or diversions which interfere with teaching and learning are kept to the absolute minimum or where possible, are totally eliminated. If anything which impinges on the programme of the school and thus affecting the pupil's engagement is curbed, it will not only have a positive effect on the teaching and learning process, but will certainly create a positive learning climate at school.

The principal runs the school and should not allow things to just happen. Teachers go to school to teach and educate and pupils to learn - nothing should be allowed to interfere with these primary purposes. Admittedly, the school also offers extra-curricular activities, but these are allocated time after tuition period. They are supplementary to the school's teaching and learning programme. As Brookover et al. (1982:84) point out, the primary goal of the school's learning programme is high academic achievement for all pupils. Other activities should facilitate and not detract from or displace this ultimate goal. What must be absolutely clear here is that when learning and achievement are not the primary goals, other behaviours detract time and effort from that fundamental purpose. The principal should watch out for little things that can collectively erode instructional time. Brookover et al. (1982:152) claim that although allocation of time for instruction does not guarantee that full time will be devoted to teaching and learning, a high level of teaching and learning do not occur when most of

the school day is devoted to other activities. Teaching and learning at school can greatly improve if the principal and his staff protect instructional time from interruption and erosion. Minimizing distractions also means taking education seriously.

With the effective management of time at school the principal and his staff can go a long way towards minimizing distractions. This is so because for every task that must be performed at school, time is of the essence. One of the major resources available to the pupils for improving their academic achievement is time. Thus both increasing the time spent at school and using time more effectively seem likely to benefit learning (Walberg, 1984:397). According to Bloom in Troisi (1970:7) time-on-task, in other words the amount of time spent on a task, is very important. As a result, the principal and his staff should ensure that time allocated to teaching and learning is used to the maximum by promoting an atmosphere that allows the school day to be spent in uninterrupted instructional activities. Research indicates that effective schools report high levels of time-on-task, minimum interruptions and effective handling of interruptions when they occur. Teachers in these schools use a number of good techniques like using time efficiently and keeping pupils engaged with task-related activities (Berliner, 1989:15; Coyle et al., 1992:396; Stockard et al., 1985:21).

In addition to the foregoing, there are a variety of ways in which instructional and learning time can be protected which the principal should seriously encourage or if need be enforce. Teachers should be punctual for their lessons

and should teach until the end of the period every time. Beginning class promptly will ensure that the lesson is given in full, pupils are given ample chance to ask questions and as such to master what is being taught. At schools where lessons start promptly, the pupils' performance and behaviour improve significantly. Interruptions of classes due to general announcements, special requests or public addresses should be avoided at all costs. Drop-in visitors, including staff members or pupils who are sent on errands during tuition period should be stopped. No pupil should be allowed to roam outside during the lessons. Loss of instructional time due to clerical activities such as taking attendance and other statistics should be reduced to the minimum. In fact, time for taking attendance should be set out on the school's time table. Clerical duties should as far as possible be performed during school breaks. Teachers should ensure fluency of transition between the periods because much time is wasted when pupils and teachers switch from one subject or class to the other. This problem can be prevented if those concerned act promptly at all times. Staff meetings and extra-curricular activities should be held after school. The school should allow enough breaks which are long enough to enable pupils to have their lunch and visit the toilets (McCurdy, 1989:34; Cruickshank, 1986:116; Brookover et al., 1982:159,191).

Lesson preparation plays a crucial role in minimizing distractions too. Good lesson preparation makes the teacher use time profitably while teachers who go to school unprepared can retard progress since they would unavoidably impinge on instructional time. Unprepared teachers often do

their preparation in the staff room between the periods or before class and as a result will most likely not start their lessons promptly. It follows therefore that the principal should ensure that teachers come to school fully prepared. It helps to be at work a few minutes earlier as this would allow teachers to be prepared for class and to get their first lessons off to a good start. One other serious detractor from academic time is disciplinary problems (Brookover et al., 1982:152). Disciplinary problems can easily keep a teacher away from his work for hours. It is therefore essential that the principal and his staff apply effective strategies to curb disciplinary problems and to attend to them if need be after school.

This exposition has clarified that the total school contributes to learning and teaching when the educational work of the school is front and centre, and never less important than paperwork, pupils' and teachers' social activities, school politics or any other activities (Cruickshank, 1986:118). For this to be achieved, the principal and staff will have to forgo placing emphasis on things which would divert mental, physical, emotional and psychic energies from more important concerns (Levine, 1990:583). Since this affects the whole school, the entire staff should co-operate in discussing and implementing ways to protect allocated and active teaching and learning time.

3.3.7 *Maintenance of high academic standards*

The school's prosperity depends on a spirit of high expectations and a focus on excellence. It depends on the

maintenance of high standards of achievement and diligence, that is to say, the maintenance of high academic standards. For this reason the school should set and maintain high but realistic academic standards if it is to foster a work ethic among the pupils and teachers and if it is to prosper. The pupils should feel so challenged by the standard of work that they feel obliged to study and learn seriously. They should perceive and reinforce norms that high achievement is expected of all of them (Brookover et al., 1982:29). Unchallenging school tasks can only lead to laxity and complacency. The school should be concerned with academic standards and the quality of the individuals it will send out into the world. In this way it will be contributing to the establishment of a positive culture.

The school should have a well-rounded and co-ordinated academic programme which is strictly followed throughout the entire school year. It should demand that every teacher truly teach and every pupil truly learn. Care should be taken to ensure that teachers do not fall behind with their syllabuses as this could only lead to the deterioration of standards. The goals and expectations of the school regarding standards of performance should be well defined and shared by the principal and his staff. The value of maintaining high academic standards should be explained to the pupils. Schools in which the principal and staff value academic excellence are most likely to have a climate conducive to high levels of academic achievement because when pupils perceive that the quality of their performance is valued, they are more likely to feel the importance of learning and achieving. It is not likely that the school will have achieving pupils if the headmaster and his staff

do not openly seek to achieve that goal (Stedman, 1987:220; Townsend-Butterworth, 1992:42; Stockard et al., 1985:17; Stronge et al., 1991:42; Brookover et al., 1982:85).

When he supports the above views, Levine (1990:583-584) states that certain qualities appear to characterize schools that have reported unusual success in working to become more effective for all pupils. Among them are the insistence that teachers, pupils and others in the school adhere to high standards. This would result in devising and implementing co-ordinated instructional arrangements that result in high achievement levels among all groups of pupils. Stronge et al. (1991:42) are of the opinion that orientation towards success, as epitomized in high standards, is more likely to be achieved if the standards are developed collaboratively by teachers and principals. The school authorities should insist that all parties concerned in teaching and learning at school should take responsibility for improvement of their performance and persistence in doing what must be done to attain high standards. Teachers should implement co-ordinated and coherent programmes to improve instruction.

There is a body of research evidence which proves that the most common attitude of high achieving schools is confidence in the pupils' ability to succeed academically. The belief that all pupils can learn and high expectations for all pupils have consistently been identified as necessary for pupil performance. Pupils are likely to work better if taught in an atmosphere of confidence that they can and will succeed in the tasks they are set. Similarly, high expectations for pupils produce more and better

teacher instruction because teachers tend to adapt their instruction to the level of expectations held for pupils. Implicit here is that if you maintain high academic standards you must always make pupils have confidence in their ability to reach the standard set. The maintenance of high academic standards will also make teachers hold appropriately high expectations for all pupils. What they expect pupils to learn is likely to result in what pupils will learn. It is, however, extremely important to note that words of high expectations have to be supported by actions in all areas of school life (Ianncone et al., 1985:31; Brookover et al., 1982:58; Nielsen, 1992:42; Troisi, 1970:5; Chrispeels, 1992:176; Amundson, 1991b:12-13).

Research (Edmonds, 1984:37; Troisi, 1970:5) also indicates that pupils for whom teachers have low expectations receive less academic work and are judged against lower academic standards. Thus low expectations result in less instruction and attention. Accordingly, one can conclude that expectations of success breed success and expectations of failure breed failure. As Cruickshank (1986:118) puts it, teachers contribute to pupil learning when they are enthusiastic and express high and positive expectations towards pupils.

Since high performance can only be gauged through regular evaluation, the school should have a well-structured evaluation programme for the entire year. Pupils should receive exercises, tasks, tests and examinations of an appropriately high standard as regularly as possible. The foregoing should be promptly succeeded by feedback and

remedial work. Pupils should be made aware of the value of evaluation as a measure of their academic progress.

According to Gaddy (1988:500) a school in which the principal, teachers and pupils have high standards of achievement and work hard to meet them may increase individual expectations and achievement, and may tend to reduce individual disruption as such behaviour would be seen as socially dysfunctional. High pupil achievement makes teachers more likely to expect educational success in the future and less likely to blame failure on the pupils' background. If high academic standards are maintained the teachers are likely to be committed towards its achievement. They will improve their instructional activities and would help prevent instructional time from being interfered with. Maintaining high standards of achievement also helps in curbing absenteeism since pupils would be aware that missing school would have a negative effect on their performance. High standards will make pupils get used to working very hard throughout the academic year. They would also become aware that hard work is a prerequisite for passing all tests or examinations. In this way the maintenance of academic excellence would lead to the development of a culture of hard work. The pupils would know the school as a place for hard work.

3.3.8 *Offer job-related education*

The school, like any social organization, has some purpose or goals which direct and justify it. One goal or purpose of the school is to educate the child for proper adulthood;

the other which is of relevance here, is to educate him for social usefulness after completion of his career. The latter implies that education should prepare the youth for a particular career or occupation after school - thus meaning that education should be job-related or career oriented. For this reason job-related education is often said to be the heart of teaching and learning. Although a distinction has been made here between educating the child for proper adulthood and educating him for a career the two concepts are so interlinked that they cannot be divided into watertight compartments. Education can prepare the child for both proper adulthood and a career.

Education that prepares the pupil for a career is worthwhile because he cannot do without it. It is in keeping with the child's most important aspiration - to become someone in life. It makes a pupil think twice before he can decide to leave school prematurely or engage in any activity that might jeopardize his chances of performing at school. It makes schooling and learning a serious obligation for the scholar because academic performance is vital in determining the chances he has in following a lucrative career. The school is basically concerned with its academic standards and the quality of the products it sends out into the world.

All too often pupils are worried about the kind of education they receive (Troisi, 1970:1). Will it allow them to compete successfully for jobs that are available or for better paying employment? It is particularly secondary school pupils who tend to be inquisitive about the occupational world, and rightly so, because they are at a

stage where their ultimate objective should be to practise a specific occupation. This brings to the fore the curriculum which is the heart of any school because it governs the decisions of the pupils about what is to be learned. The curriculum refers to the content that is taught and learned, in other words the course of study or subject package. The focus of the curriculum becomes what human beings do with knowledge. Such a focus would, for instance, cause pupils to do science, mathematics, woodwork or any other subject because it would be beneficial for their envisaged careers. The pupils would do subjects that would develop their skills and interests in order to make them suitable for a particular kind of educational career. Consequently, the subjects taught at school have a bearing on the occupational field a pupil may enter one day. This makes a job-related education a prerequisite for securing a good job (Troisi, 1970:1; Ehle, 1989:49; Mwamwenda, 1990:224; Coppedge et al., 1987:106).

Implicit in the above discussion is that a wrong choice of subjects or not having a fully diversified course of study at school may lead to a wrong choice of a career and this may have a negative effect on the person concerned. Nicholson et al. (1984:24) claim that education should be a suitable preparation for the child's destination in his community. Therefore the course of study and subsequent occupation must be satisfactorily correlated. The school can ensure this by making the curriculum challenging and developmentally appropriate (Wirsing, 1991:3). The school should not place pupils in a course that bears no relation to their plans for a future occupation as this would lead to a lack of interest and attention in school work. A good

curriculum is well-planned, age appropriate and not confined by the school walls. It knows to take advantage of community resources and allows pupils not only to learn basic skills but also how to solve problems (Townsend-Butterworth, 1992:42). The relevance of a curriculum is determined by the fact that it takes the needs and interests of the community or the world of work into account. It is thus relevant to the occupational requirements of the community. Its value lies in the fact that the pupil's self-perception is enhanced when relevance and responsibility are emphasized by the curriculum (Ehle, 1989:49). It makes pupils feel the need for learning and achieving and devise plans for the future because they know what benefits they would derive from their education. Needless to say that this augurs well for their motivation.

On the contrary, an irrelevant curriculum or education that is not job-related is perceived by the pupils as irrelevant to their needs and interests as well as those of the community. As a result pupils may perceive certain subjects as having no bearing on their lives at all and thus as unchallenging, unstimulating and unrelated to their needs. For this reason, interest in and attention paid to those subjects may seriously dwindle as pupils would not see the need to do them. This could be a source of misbehaviour, truancy and other disciplinary problems at school because lack of interest and attention in school work can easily result in deviant behaviour. Further, since pupils would not feel the need for learning and performing, they are not likely to have any plans for the future. This will be detrimental to their school career because such a feeling can only result in a lack of motivation. A lack of

motivation, interest and attention in school subjects culminate in a lack of interest in education or school. Pupils could easily reach a stage where they do not see it worthwhile attending school - after all whether they attend or not would make no difference to their lives (Doveton et al., 1991:132; Mwamwenda, 1990:224; Hamachek, 1979:506).

The school is expected to prepare pupils in such a way that they have the pre-knowledge, skills and attitudes to cope with a career situation by the time they leave school. On the other hand, pupils should be sufficiently prepared should they decide to further their studies at a tertiary institution (Duminy et al., 1990:58). As Amundson (1991a:19) points out, parents want their children to receive education that will give them a satisfying and secure life. Society also holds the school responsible for making education meet the demands of the adult world of work (Macchiarola, 1983:31). For example, a scholar who wants to become a doctor should be sufficiently prepared for this by the subjects he takes at school or the course of study he follows. Although it is primarily the responsibility of the school to ensure that pupils follow a relevant curriculum at school, it is also the duty of the department of education, as the provider of facilities and resources, to ensure that schools offer job-related education.

An attempt has been made here to indicate that education should prepare the pupils to enter different occupations by equipping them with skills which would make them meet the demands of the economic system. This makes education and occupation be inextricably interwoven in the minds of the

general public, and rightly so. In fact, from the consumer's point of view the first function of education is to prepare the scholar for occupational status. The occupation chosen by the pupil and his future social status depend largely on the course he follows at school. It is therefore reasonable to assume that when the pupil leaves school his future occupation has already been determined to some extent by the kind of education he received at school. In other words, the course a pupil follows at school indicates the type of occupation he will probably choose (Swift, 1973:94,102; Nicholson et al., 1984:24).

There is enough evidence here to prove that when pupils are aware and convinced about the relevance of the subjects they do at school to their future career, they are likely to feel motivated. This boosts their morale and enhances their performance considerably. They are likely to do everything possible to improve their academic achievement because that would be the only way to secure a bright future. Thus job-related education makes education a necessity for the pupils. It makes them see the difference in life between a person who has received education and the other who has not.

3.3.9 *Motivation of pupils*

There is a profusion of definitions of motivation in literature which make it easier for one to understand the meaning of this concept. Therefore it will suffice to cite only a few of them in this study. Daveton et al., (1991:19) state:

"Motivation is a primary requirement in any teaching-learning situation. In the school context motivation may be defined as that which influences the active attitude and independent interest in learning."

Brophy (1987:40) says:

"The state of motivation to learn exists when a pupil's engagement in a particular activity is guided by the intention of acquiring the knowledge or mastering the skill that the activity is designed to teach."

Keeves (1986a:135) is of the following opinion:

"Motivation to learn refers to the learner's resolve or intention to put in some effort to perform a learning task."

Finally, Peter in Entwistle (1988:193) makes the following claim:

"Some psychologists see motivation as a psychological drive pushing a person or animal to behave in a certain way. Others insist that human beings act in a way which also depend on what they want to achieve."

What has been made abundantly clear here is that no matter how excellent you may profess your education to be, unless pupils are motivated to take advantage of it, they will not apply themselves enough to learn. Large amounts of instruction and high pupil ability count little if the

pupil is not motivated (Walberg, 1984:398).

Researchers distinguish among three kinds of motivation, namely intrinsic, extrinsic and competence motivation (Entwistle, 1988:193; Newmann, 1989:34). Intrinsic motivation depends on seeing the task as relevant and interesting in its own right. It is the desire, interest, intention and attitude to do something which is inspired from within a person. Wilson (1988) in Entwistle (1988:193) points out that intrinsic motivation can also relate to the satisfaction of the inner need such as self-esteem or need for achievement. Extrinsic motivation occurs when some incentive, reward or punishment is used which lies outside the task itself. It could be the promise of a present for doing well in the examination, the marks themselves, or a threat of teachers or parents' disapproval for doing badly. It is a stimulation or inspiration that comes from outside. Competence motivation describes the way achievement enhances future performance. Pupils enjoy work they can do well even if that competence was initially developed by rote learning (White in Entwistle, 1988:19). According to Newmann (1989:34) educators can motivate pupils to achieve if they fulfil pupils' needs for competence, intrinsic interest, extrinsic rewards, social support and sense of ownership. Thus implying that all kinds of motivation are important for the pupil to have, although intrinsic motivation is clearly the most important.

Research supports it and common sense confirms it, that in nearly every school there is a huge difference between what pupils are capable of learning and what they are learning. Sullivan's (1988:20) observation in this regard is that no

school seems to be immune from the common malady affecting schools today - a lack of pupil motivation. According to Nicholls (1979) in Alderman (1990:27), in today's classrooms motivational inequalities prevail. Some pupils persist and work on their own for their own intrinsic interest, while others work because they are required to and do not believe their actions are related to success or failure. Consequently, motivating the unmotivated pupils is the concern of most teachers (Lockavitch, 1986:319). The discussion on motivation here should be seen as supplementary to all what is discussed under subheading 3.3, as every topic addresses this issue to a small or large degree.

There are numerous ways in which pupils can be motivated and some of them have already been mentioned in this study. Let us start with the pupil-teacher relationship. The relationship between the teacher and the pupil should be such that the latter is free to recognize, express, actualize and experience his own uniqueness. The teacher helps to make this possible when he shows that he deeply cares for the pupil, respects his individuality and accepts the pupil's being without qualification. The teacher should get to know the pupil well. Personal contact or a climate that emphasizes positive interactions with pupils is a great way to build self-esteem in pupils. Self-esteem is a combination of self-respect and self-confidence. It is how one feels about oneself and one's value. Pupils who have high self-esteem are willing to take chances at school. They are able to stay with a difficult subject until they master it, will easily attempt a new and unfamiliar activity, are more likely to take an active role in class

activities and are more likely to do well at school regardless of their ability (Schultz et al., 1987:433; Levine, 1988:23; Amundson, 1991b:1-13).

Practitioners of education agree that helping pupils set high but achievable goals for themselves is one major way of getting them motivated. Therefore teachers should guide pupils in setting specific goals for themselves and assist them in their endeavours to achieve them. As Levine (1988:67-88) explains, some pupils set their goals too high, others set them too low and still others do not have any goals. Meeting realistic goals can give pupils the sense of power they may be missing. It may also help them become more involved in their own achievement and as a result they may work harder to achieve their goals. According to Bandura (1986) in Alderman (1990:28) goals play an important role in cultivating self-motivation by establishing a target or personal standard by which pupils can evaluate or monitor their performance.

There is a reciprocal relationship between goal setting and self-monitoring - both processes will lead to one another. Teachers should know that when they help pupils to take responsibility for their own learning, they have taken a giant step in promoting motivational equality in the classroom.

Recognition of the child's outstanding achievement or performance in any sphere at school has been found to have a tremendous influence on enhancing his motivation. Recognition can take the form of praise, merit certificate, prizes, encouragement, high marks, stars or any other kind

of rewards. Recognition should be due to the following: outstanding academic achievement, significant improvement in academic achievement, leadership qualities, good attendance, good conduct, good performance in sports and other related activities, exceptional dedication to academic work, creativity or any job well done. Studies indicate that recognition of achievement is a powerful source of motivation for all pupils, irrespective of their age or the social status of their parents. By recognizing pupils' achievement teachers can help them establish lifelong habits and values as well as help them to improve their self-concept. It will make pupils concentrate on their work, put more effort into it, be curious about it, take it seriously and communicate more with teachers about it. When pupils recognize that academic achievement will lead to recognition and rewards they value, and become aware that their own hard work will result in academic achievement they will be motivated to work even harder. Pupils will also feel impressed to see that teachers take special notice of their success (Levine, 1988:23; Doveton et al., 1991:31; Mwamwenda, 1990:185; Brophy, 1987:43; Newmann, 1989:34-35; Drake et al., 1989:32; Hilgard, 1966:182).

The teacher can motivate his class by showing some amount of zeal, interest and enthusiasm for his subject, and in particular for the lessons he presents - by making the lessons interesting. Teachers who have a positive attitude towards their subjects are more motivating than those who have a less positive attitude. The teacher should also provide immediate feedback to his class after every task has been completed as this can be some sort of

reinforcement for successful performance. In order to acquire a high degree of motivation, the pupil should know how he personally contributed to his success. In other words there must be a link between what he did and the outcome. A pupil can easily become aware of this link if feedback is given promptly. One crucial matter that the teacher should know and take into account when setting tests or tasks is that pupils will be bored if tasks are too easy, and frustrated if they are too difficult. They will be optimally motivated by tasks that allow them to achieve a certain level of success when they apply reasonable effort. Tasks should therefore be in keeping with their level of development (Mwamwenda, 1990:184-186; Alderman, 1990:28; Brophy, 1987:42).

Research and experience indicate that the performance of a pupil at school is influenced by his prior performance, attitude to specific aspects of school, as well as his learning and motivation to learn. The pupil's past achievement affects both his attitude to school and learning (Keeves, 1986b:117). According to Berliner in Lockavitch (1986:319) most children need massive doses of high success experience in order to succeed in subsequent tasks. This implies that positive experience is an excellent motivator. Success breeds success. The implication of this for our schools is that the teacher will have to ensure that pupils work hard from the beginning of each year and are successful, as this would reinforce subsequent performance. The tendency to work sluggishly at the beginning of the year and to try and work harder towards the end of the year with a view to pass the end-of-year examination should be seriously discouraged.

The simplest way to ensure that pupils expect success is to make sure that they achieve it consistently (Brophy, 1987:43). Errors in the learning process must be viewed as natural and as an important part of learning, not as an indication that a pupil lacks ability (Alderman, 1990:30). Teachers should give pupils who make mistakes ample chance to relearn and correct errors. This will allow them to feel comfortable and to take intellectual risks without fear of being criticized or reprimanded for making mistakes.

3.3.10 *Provision of adequate resources and facilities*

School facilities refer to equipment and structures that make it possible or easier for the school to perform its academic functions without any hitch or hindrance, for example furniture and classrooms. Resources refer to all that help the school do what it intends to do for example money and teachers. What can be deduced here is that facilities and resources are essential necessities which the school cannot do without. The provision of almost all facilities and resources is first and foremost the responsibility of the department of education or the state which must ensure adequate supply of these necessities. However, this may be different in different countries of the world. The state allocates money for education in the national budget. Every school is at liberty to augment what is provided by the state by using school fees such as money contributed by parents. Since it will not be possible to discuss all school resources and facilities here, reference will be made to some of them to highlight their contribution to the establishment of a learning culture.

There is weighty research evidence to suggest that adequate facilities and resources enable pupils and teachers to cover a large amount of work in a short period of time. They make it possible for teachers to work better and pupils to understand the work better. Heyman's (Mwamwenda et al., 1987:225) research in developed and developing countries has led him to the conclusion that pupils in developing countries perform below those in developed countries because of inadequate and poor facilities. These views are supported by the research of Stockard et al. (1985:40) who found that providing adequate resources and teacher training help promote pupil achievement. Thus adequate resources are integral to academic achievement. As Barber (1986:56) puts it, pupils need to have more freedom and greater access to their school resources. According to Heynemen in Mwamwenda et al. (1987:225) a school is acceptable only if it can provide a place for pupils to work without the danger of the roof collapsing or if neither wind nor rain sends pupils into a corner for protection. There must be a place for each to sit down, a place to write, material to write with and a certain minimum number of maps, charts and reference books from which to derive information.

No school can function without a principal and teachers because without them education in the true sense of the word cannot take place. Therefore the school must first have an appropriately qualified principal to head and lead it. The principal, in turn, should ensure that the school is staffed by appropriately qualified teachers and clerical personnel. The principal should make sure that the school has adequate resources such as learning material and

skilled support personnel (McCurdy, 1989:21). As head of the school he will have to attend to the entire management of the school and to lead the instructional process. Teachers will have to ensure that effective teaching and learning take place, which should lead to good academic performance. The clerical personnel will attend to clerical duties so as to ensure the smooth running of the school.

A school without a principal is a school without a head or leader and will encounter countless management problems which may have a negative effect on academic performance. Inadequate supply of teachers leads to teachers being overloaded with work and such teachers are often demoralized, unmotivated, unenthusiastic and are not likely to teach effectively. This may culminate in poor academic performance. Should the school not have a clerk, teachers would be forced to do more clerical duties and this could be to the detriment of their academic duties.

Education is dependent on physical facilities such as classrooms, a laboratory, a library and toilets. For teaching and learning to proceed properly, pupils should be accommodated in a decent classroom. Most science lessons can only be given effectively in a laboratory where experiments are performed with appropriate instruments. Adequate and decent classrooms create a situation which enhances teaching and learning since pupils would be comfortably seated to engage in academic activities and the teacher would have control of his class and as such be able to teach effectively. The foregoing cannot be said about inadequate classrooms because they can only lead to congestion and discomfort thus hindering academic activity.

According to Jamison in Mwamwenda et al. (1987:227) education is certainly dependent on the availability of classrooms and the difference in classroom quality as measured by physical facilities. The availability of material and levels of teacher education appear to be robust predictors of pupil achievement. On the contrary, inadequate or poor physical facilities have a negative effect on pupils simply because inadequate or poor equipment, space restrictions in the laboratory and lack of personnel are all obstacles to hands-on-education in the classroom (Campbell, 1991:37).

More often than not pupils are expected to do assignments or extra reading to get more information about certain topics. This would be made possible by the school library which is intended to support school instruction. As Mwamwenda et al. (1987:235) put it, the teacher is not a sufficient source of information for a number of reasons such as the large size of classes, the time factor, etcetera. Whatever information is received from the teacher has to be augmented by reading on the part of the pupil. This will contribute not only to his accumulation of knowledge, but also to the improvement of what has been taught. This would not be possible if the school does not have a library. As a result, children who attend schools that have high quality resources are given more opportunities for learning advanced topics at an early stage of their lives and have a more stimulating environment (Harnish, 1987:235).

Enough toilets in the school premises can guarantee a healthy environment whereas inadequate toilets would

constitute a health hazard. The latter situation could easily force pupils to go home during school breaks and this could lead to dodging or truancy.

The school also needs furniture such as pupils' desks, teachers' tables and chairs and cupboards. Desks are tremendously valuable to the pupils because they make it possible for them to sit, read and write. The basic scholastic functions are inconceivable without them. What is obvious here is that inadequate supply of desks will not only lead to discomfort, but will also retard the performance of the academic functions such as writing. Teachers also need tables and chairs to use when performing certain administrative and clerical duties. They need cupboards as well to store administrative and other documents. Therefore, the quality of education as reflected in academic achievement cannot be divorced from facilities such as classrooms and furniture (Mwamwenda et al., 1987:228).

For academic activities to continue at school pupils should have enough textbooks and stationery. Textbooks are books giving instructions on particular subjects. They are valuable sources from which pupils can derive subject information or tutorial matter. Every lesson the teacher gives in class is mainly derived from the textbook. Therefore the textbook enables the pupil to read about the lesson given in class, to revise it and to prepare for a test or examination. Without it a pupil cannot learn, because he would not have this source of information about the lessons given in class. If he has to borrow one every time he wants to learn, he will not learn as often and as

thoroughly as he would like to, and the same would also apply to the pupil who will be lending him his textbook. Thus none of them will benefit from the exercise which in addition will dampen their spirit. The only deduction one can make here is that an inadequate supply of textbooks may lead to poor performance.

The above views are ably emphasized by Mwamwenda et al. (1987:228) when they state that the role of books in the form of textbooks or reading material cannot be over-emphasized. Long after the pupil has parted from the teacher on completion of his studies a book will remain his perpetual companion. Even before the pupil leaves his teacher, the textbook supplements and compliments the teacher's work. When pupils have access to reading material or textbooks the dividends in school achievement are splendid.

Stationery refers to material to write with and to write on such as pens and writing - or exercise books. Since writing is a daily activity at school, pupils must always have enough stationery with them whenever they go to school. Material to write with and to write on go hand in hand because one cannot write without something to write on and vice versa. Inadequate supply of stationery will affect the pupils' performance negatively because they will not be able to perform certain important duties which would contribute to their academic improvement during the course of the year. The fact that it is impossible for pupils to share stationery aggravates matters. This is further proof that adequate facilities and resources are essential facilitators of school performance.

3.3.11 *The small school and class as supportive to establishing a learning culture*

3.3.11.1 The small school

A school can either be small or large depending on its enrolment. The words "small" and "large" are relative concepts which have different meanings in different circumstances. That is why Green and Stevens (1988:12) say that the term "small school" has no concrete numerical limits because each researcher tends to set his own definition of it. Small and large schools are used here to indicate manageable and unmanageable enrolment of pupils. This means that there is, to an extent, a concrete limit for a school but this is not determined by the size of the school building. In this study a small school refers to a school with an enrolment of up to 700 pupils in the primary section and up to 900 pupils in the secondary section. A large school refers to a school with an enrolment of more than 700 pupils in the primary section and more than 900 pupils in the secondary section. The differences in the enrolment numbers for primary and secondary schools indicate that apart from the number of pupils, age is also a determining factor in categorizing the schools into small or large. It is also noteworthy that the capacity of the physical structure of the school or the number of classrooms is not a deciding factor in determining the smallness or largeness of a school. For instance, a school can still be regarded as unmanageable even if it has enough classrooms to comfortably accommodate all its pupils.

A small school creates a climate which provides every pupil with enormous opportunities for exposure and recognition and this has a positive effect on his emotional development. Every pupil has the opportunity to be an important part of the school environment and has a greater sense of belonging to the group. The pupil also becomes less alienated as is the case in large schools. This enhances the pupil's potential for self-identity, participation in school activities and self-expression. Pupils who are actively involved in school activities are more likely to have positions of authority and responsibility and this in turn can account for their better behaviour. The school presents a positive social environment and more social integration which are likely to increase the pupil's identity with the school and his attendance. The latter is essential in preventing premature school leaving and in increasing performance. A small school enables a large number of pupils to enjoy the services provided by the school since there would be a reasonable number of pupils who share the same environment and compete for the same opportunities. It provides pupils with greater warmth and presses for achievement. Warmth in turn leads to the pupils' greater sense of cohesion and concern for others. Thus the school's atmosphere tends to be warmer and more cohesive because pupils know each other, are actively involved with each other and do not easily get buried in a crowd as is the case in large schools (Stockard et al., 1985:29; Pittman & Haughwoudt, 1987:338,343; Smith & De Young, 1988:6; Ornstein, 1990:243; McGuire, 1989:171).

Green et al. (1988:11) sums up the above views by saying

that the positive aspects of small schools are widely recognized. Rather than pupils being lost in a crowd, the small school can be similar to an extended family where everyone know everyone else - a climate which is conducive to learning.

Small schools are generally more effective than large ones in the way they engage pupils and teachers in making learning and teaching worthwhile. They are likely to have a lower pupil-teacher ratio and pupils have a better chance for academic recognition since they compete with fewer pupils. The schools provide a more humanistic learning experience by attending more closely to the individual needs of each pupil and is as such perceived by pupils as friendlier and more cohesive. Since pupils perceive the small school as friendlier they are most likely to feel happier and satisfied and this too would keep school attendance high and discourage premature school leaving. Pupil attendance and satisfaction are essential ingredients for academic performance. Since the administrative load of teachers increases with size, teachers of a small school will be relieved of much administrative work and this would give them ample time to attend to academic tasks (Stockard et al., 1985:25; Ornstein, 1990:22; Green et al., 1988:11; McCurdy, 1989:46).

Implicit in this exposition is that as the number of pupils increases at school the drop-out rate also increases. In his research on drop-out rate as caused by pupil numbers at secondary schools, Pittman et al. (1987:343) found the following:

Table 3

Drop-out rate at secondary schools

| School size | Drop-out rate in percentage |
|--------------------|-----------------------------|
| less than 667 | 6,4 |
| 668 - 1 150 | 8,5 |
| 1 151 - 1 572 | 9,3 |
| 1 573 - 2 090 | 11,4 |
| greater than 2 091 | 12,1 |

Studies suggest that small schools allow for better use of school resources and facilities, thus providing the best possible learning situation for pupils. Pupils in such a setting may be exposed to more advanced material at an early age and may benefit academically from a stimulating and enriched learning environment. Teachers may also be more innovative. As the size of the school increases, its challenges increase and its climate becomes less positive. Since small schools have fewer teachers, they are likely to have a say in the running of the school and this may improve the relationships between the principal and his staff. As a result the principal could make the best use of his staff (Stockard et al., 1985:40; Smith et al., 1988:7; Sweeney, 1992:70; Green et al., 1988:11).

Research (Pittman et al., 1987:338; Smith et al., 1988:6; Stockard et al., 1985:29) indicates that small schools provide more opportunities for pupils to participate not only in academic activities, but in extra-curricular activities as well. They seem to foster a responsibility

even among marginal pupils to participate. This in turn increases identity with the school, attendance, pupil satisfaction and responsibility which will most certainly culminate in a positive school climate that will enhance school performance. This can also reduce disciplinary problems because pupils will be so positively involved that they would not have time to think about doing mischief. In this regard Ornstein (1990:240) says that a large school is considered socially and psychologically detrimental, producing anomic behaviour among many pupils and a perfect ingredient for increasing the likelihood of deviant pupil behaviour and poor academic achievement. Summers and Wolfe in Smith et al., (1988:5) found that higher achievement results can be correlated with small schools at both primary and secondary school level.

As regards parental and community involvement in school affairs, it has been found that a small school has an edge over a large one. The former experiences high parental involvement - parental pressure is often felt at school and teacher expectations are felt at home. The school does not have a large parent community and as a result parents would not find it easy to hide behind others when their involvement is required at school. There is usually a favourable climate for parents and the community to communicate and co-operate with the school. This situation can make it possible for teachers to know pupils and their parents better, and encourage the development of a more personal relationship between teachers and pupils. Consequently, individualized teaching and more concern for each pupil may be more easily facilitated (McGuire, 1989:170; Ornstein, 1990:242; Smith et al., 1985:7). It

is generally agreed that pupils seem to learn, to change and to grow in situations in which they feel that they have some control, some personal influence and some efficacy. Situations in which parents, teachers and pupils are bound together in the pursuit of learning are likely to be most productive. The small school can aid in this complex process (Berlin & Cienkus, 1989:231).

3.3.11.2 The small class

The number of pupils in the classroom, not the classroom size or its accommodation capacity, determines whether the class is small or large. However, since the words "small" and "large" are relative concepts, the meaning of small and large classes will not be universally the same. Small and large classes are used here to indicate manageable and unmanageable classroom enrolment respectively. In this study a small class refers to a class with an enrolment of up to thirty five pupils, and a large class refers to a class with an enrolment of more than thirty five pupils. In the case of the class size no distinction is made between primary and secondary schools.

Empirical evidence from different studies suggests that there is a vast difference between the benefits derived from small and large classes regarding teaching as well as related matters. Small classes have been found to surpass large ones by far in this regard. Green et al. (1988:11) maintain that small classes enhance a close teacher-pupil relationship, reduce the workload of the teacher and create a greater opportunity for teacher-pupil activities. Odden

(1990:214) claims that a small class makes the classroom a more attractive and congenial place for learning and teaching. Klein (1985:578) found that small classes exert an important positive influence on the attitudes of the teacher and pupil towards school. For this reason he believes that in order to maximize each pupil's learning potential, classes should be small. The foresaid boils down to the fact that small classes can make a significant contribution towards enhancing a positive learning atmosphere.

Teachers of small classes feel more confident about class management because pupils are fewer and quieter, their workload is lighter and teacher interaction reaches all pupils. This makes management and control easier. These teachers have energy and interest to give more concerned care and attention to each pupil. They are able to spend enough time with each pupil and to keep track of individual progress. This makes pupils feel satisfied and happy at school. Since there is no congestion in small classes, the teachers are able to make good use of space. Pupils pay more attention to their work because each is more likely to be involved or to get a turn more often during the lesson. Such a situation encourages good behaviour in class and discourages daydreaming. The fact that pupils are few, controllable and involved in class activities would help curtail absenteeism and other disciplinary problems (Lake, 1986:1; Klein, 1985:578; Harder, 1990:28).

Researchers and practitioners of education agree that a small class provides several opportunities for teachers to engage in instructional activities which can improve pupil

performance. It provides enough time for the teacher to provide for more learning activities which increase pupil participation in the learning and teaching process. Teachers feel and work better, show greater use of individualization in instruction and are able to employ a wide variety of instructional strategies and methods. They are able to provide more curriculum enrichment activities by using innovative and creative practices which they would be less likely to use in large classes. The situation leads to more use of teaching aids which in turn increase the proportion of instructional interaction with individual pupils. In the end teachers are most likely to assign pupils more homework because they will have the time and the resources to attend to it. Under the circumstances so far portrayed here, teachers would certainly feel they perform better and this can boost their morale and increase their motivation (Lake, 1986:1; Odden, 1990:218; Mueller, Chase & Walden, 1988:50; Harder, 1990:20; Hamachek, 1979:504).

The achievement of pupils at school is one of the most frequently used indicators of the extent to which a school fulfils its function. A small class makes a greater contribution than a large one towards pupil achievement. Klein (1985:578) maintains that as the class size increases, achievement decreases. A pupil who would score sixty three percentile when taught individually, would score about thirty seven percentile when taught in a class of forty pupils. The difference in being taught in a class of twenty versus a class of forty is an advantage of ten percentile ranks. The strong relationship between a small class and achievement is due to the likelihood that in a

small class pupils receive better guidance and more individualized attention. Pupil's ability to pay more attention to their studies is enhanced. The less hectic the instructional atmosphere, the more positive is the pupils' attitude and high morale. Pupils with learning disabilities are likely to receive special benefits from a lower pupil-teacher ratio. On the basis of evidence so far presented here there is every reason to be convinced that a small class has a host of advantages for every pupil (Smith et al., 1988:7; Stockard et al., 1985:28; Mueller et al., 1988:50; Odden, 1990:218).

3.3.12 *Positive school-parent and school-community relationships*

The principal, teachers, parents and community all want the same thing for the child - the best education possible. Therefore a good relationship characterized by communication and co-operation is essential if they are to achieve this goal. The principal and his staff should realize the power they wield in establishing school-parent and school-community relationships. They play a key role in developing a communication network for this important link between the school and home, as well as the community. On the other hand the parents and community should also realize the power of their supportive role in school matters which no school, worthy of the name, can do without. Education does not just happen - it is made to happen. The close relationship between a school, the parents and the community is fundamental in ensuring that the school carries out its daily tasks and establishes a

positive atmosphere for teaching and learning to take place. Sweeney (1992:72) says that a great school promotes a sense of family and closeness to parents and community. Members support and help each other. The effective school shares governance with parents and make the school more responsive to parents' concerns (Stedman, 1987:219).

The principal and staff should ensure that parents and community are made aware of the value of a learning culture and are duly guided towards its attainment. This is in line with Schlesinger's (1988:84) assertion that parents need accurate information about their children's education if they are going to be able to make sound judgements about the education their children are receiving, and if they are going to be active participants in their children's learning. The school should foster parental co-operation by establishing good communication between the school and the home. Communication should be carried out by means of newsletters which should contain information about school matters such as the school programme, school events, overall examination results, hints on helping pupils to do better in class or on how to study at home, hints on the prevention of common illnesses or any other information that the school deems fit to pass over to the parents. The school should request parents to sign the children's homework daily and should give them guidelines on how to supervise it. Parents should be kept up to date on their children's academic performance at least once every term. This can be done by sending them examination reports as well as concrete suggestions for improvement (Stedman, 1987:219; Levine, 1988:23; Nielsen, 1992:5).

Communication with parents can also take the form of teacher consultations where parents are called to school to be shown their children's work, to discuss the problems they encounter as well as their progress. The school should also have evening meetings or conferences with the parents where the school policy, rules, discipline and fees that pupils are supposed to pay are discussed or formulated - after having been discussed by the principal and teachers. Parents should also be alerted of minor academic problems before they become serious. This will create an opportunity for parents and teachers to timeously iron out these problems. The school should use one or two of these meetings annually to give the parents a financial report. The school could also use these meetings for addressing parents or having someone to address them on educational matters or for just discussing matters pertaining to the school. The parents and community can also be invited to attend workshops on issues such as child rearing or any other that will be of benefit to them. These meetings should also keep them posted on any innovations, instructional or curriculum improvements the school want to embark upon so as to be able to count on their support. They should be informed about the nature of the innovations and improvements and their consequences. At every meeting the school should stress the importance of the role of the parents and community in ensuring academic success, as this would make them feel important and get more involved in their children's education. The school should make education important to the parents so that they can in turn make it important to their children. The parents should be encouraged to know what goes on at school and if they don't, to find out (Nielsen, 1992:5; Stedman, 1987:219;

Levine, 1988:43; Sweeney, 1992:73; Chrispeels, 1992:156; Macchiarola, 1983:30; Stronge et al., 1991:43; Garcia, 1991:48).

When supporting the above views, Sweeney (1992:72) says that to stay close to its customers the school, like every business, must make serving its customers a top priority. As Rosenholtz (1989) in Chrispeels (1992:156) points out, schools that enable parents to help their children at home, to participate in teachers' instructional programmes and to become better informed about their children's progress, increase teacher effectiveness. Similarly, Townsend-Butterworth (1992:42) makes the claim that effective schools recognize the fact that parents are partners and not adversaries. Principals and teachers seek to involve parents in meaningful ways in their children's education. Parents, in turn, willingly volunteer their time and talents for the sake of the school. So far an attempt has been made here to expound on the role of the school as the initiator of positive school-parent and school-community relationships. It is needless to say that these initiatives can only bear fruit if the parents and community respond positively to them.

The principal, teachers, parents and community must work together to create a respectful climate where learning is encouraged in every action. Children can learn even more when all the parties work as a team. Each parent should get to know his children's teachers because schools need accurate information about pupils if they are to be able to design programmes that meet their educational needs. Home-school relations have been found to have the strongest

correlation with achievement. The teachers' practices combined with actions to strengthen home-school relationships are seen as means to increase pupil achievement. It has already been stated that when home and school work together, pupils learn more (Townsend-Butterworth, 1992:15; Marx, 1990:2; Schlesinger, 1988:84; Amundson, 1991a:14; Stronge et al., 1991:41; Chrispeels, 1992:55).

What should be clear by now is that, by working as a team, the school, parents and community can play a vital role in shaping the school's quality and character. Wirsing (1991:5), who regards the role of the principal as most important here, says that teamwork among the parties concerned can only be accomplished if the school has an outstanding principal, because where you find an outstanding school, you will find an outstanding principal.

3.3.13 *Parental involvement and support*

The parent is involved in his child's education when he takes active part in the school activities or tasks. He renders support, on the other hand, when he makes it possible for certain activities or tasks to be carried out without being personally involved in them. Let us take the pupils' learning as an example. Parental involvement in this case, would mean assisting the child with his school tasks, while support would mean ensuring that the child has an adequate place to study. Although a distinction is made between involvement and support, it needs to be stated that the two concepts complement each other. By being involved,

one also gives support. The following paragraphs will show how parental involvement and support contribute to a learning culture.

Since the parents and school share similar educational aspirations for the child, the involvement in and support for the child's education are essential for the realization of those shared aspirations. According to Amundson (1991a:1), children spend just nine percent of their time at school between birth and eighteen years, which makes the home very important as an extension of the school. Since children spend so much time at home or under the nominal control of parents, altering home conditions and the relation between home and school should produce a large effect on learning (Walberg, 1984:398). These views are supported by Bonfiglio (1988:22) who states that parents are an extension of the formal education system and can enrich the pupil's learning through their support and encouragement. There are not only school learning activities, there are home learning activities as well. Thus compelling the child to learn both at school and at home. Consequently, a school that lacks parental involvement and support is seriously isolated.

Studies indicate that there is a direct relationship between parental involvement and support and pupil achievement. In his research Amundson (1990:14) found that the family is critical to success at school. This holds true regardless of family income or the parents' level of education. Bloom in Amundson (1990:14) studied people who had reached what is called "world class level of accomplishment" for example winning mathematicians, olympic

medallists, etcetera. The researcher found that home environment was critical in helping these high performing individuals achieve excellence. Their families shared a number of characteristics: they were hardworking, believed in doing their best, believed that everyone should use time productively and should set goals and they emphasized self-discipline. Bloom in Amundson (1990:14) found that these individuals reached high levels of accomplishment less because of their individual talents and more because of their hard work and the encouragement they received from their families and teachers. The social and psychological stimulation of the child's academic development by parents and other significant persons in the home environment appears to have an important influence on academic ability and achievement motivation (Walberg, 1984:398). Therefore, the greatest potential for increasing pupil achievement through parents' efforts resides in the home (Brookover et al., 1982:266). As a result one can conclude that for pupils to succeed at school, parents must take an active role.

Experts agree that one other factor which can largely contribute to the pupil's continued scholastic achievement and motivation is when his parents show interest in his learning and hold high but realistic expectations for him. In this regard Amundson (1991a:12) says that by showing interest in the child's learning and by holding high expectations for him, the parent can develop attitudes that lead to school success. As Seginer (1983:4) puts it, parents' expectations affect the child's performance at school. He goes on to cite Broocock (Seginer, 1983:4) who says that high achieving children tend to come from

families who have high expectations for them, and who consequently are likely to set standards at an earlier age. Parents should let their children know that they have confidence in their ability to succeed at school as this will give them the confidence that will help them to have a successful school experience. Parents could also show their children how they use the skills they learned at school on their jobs. It follows therefore that the child's educational aspirations or the academic goals he sets for himself are factors which to a considerable degree can be directly drawn from his parents' expectations as well as his academic achievement.

In confirming the above views Wadkar (1989:25) points out that parental encouragement, guidance and aspiration for the child's education are widely accepted to be influential in determining the child's academic achievement. However, too great expectations which are not in proportion with the child's potentialities, frustrate the child. The child should be encouraged to study and not forced, because if he is forced to study, he will develop a dislike for it. Parents should show appreciation and satisfaction for the child's academic performance and progress as these would undoubtedly encourage improvement.

The parents' support for the child and school is one way of promoting a positive learning climate. The parents should encourage their children to do their best at school, make them aware of the value of education, be aware of what they are learning at school and assure them of their wholehearted support. The parents should make sure that their children eat a good breakfast every morning before

they go to school and are in good health. They should particularly on the look-out for auditory, visual and dental problems. Poor health and nutrition can cause poor performance at school. Children who skip breakfast usually do not get food energy until several hours later and this can lead to impaired concentration, memory and reasoning abilities which could certainly retard their performance of academic tasks. Parents should make sure that their children have school uniforms, enough books and stationery and all that is needed and necessary for the child to have at school. They should see to it that their children attend school regularly, on time and do not play truant. They should support the school in its efforts to maintain proper discipline by supporting school rules and goals. They should accept their responsibility as parents and not expect the teachers to take over their jobs. For instance, they should teach their children basic discipline at home rather than leave this task to teachers. Children whose parents have established rules for behaviour at home have little difficulty in adjusting to the specific rules of school and classroom. Thus parents should not regard the school as a place where they could dump their disobedient, characterless and unconcerned children hoping that, perhaps the school will teach them the discipline and respect they could not teach them at home. Parents should reward their children's outstanding achievement and should remember that they share accountability for the outcome of their children's education (Marx, 1990:3).

The support of parents is not only good for the academic development of pupils, but also for their social and emotional development. The consistent joint effort on the

part of the home and school is the key to maintaining self-esteem, building skills and the promotion of positive behaviour in children. The child who receives support and encouragement from the home not only has a better chance to achieve well, but is also more likely to have positive personality characteristics. High self-esteem, positive behaviour and positive personality characteristics are all essential ingredients for the establishment of a culture of learning (Kifer, 1975:206).

The child's success at school, at least academically, is primarily the teacher's responsibility. However, what happens at the child's home after school does influence what happens at school for better or worse. This brings to the fore "homework" which Engelbrecht, Yssel, Griessel and Verster (1989:190) describe as supplementary work or the inculcation and application of work that has already been dealt with, which must be completed by the pupil after school hours. Homework is related to work that has already been done in the classroom and enables every pupil to acquire a better knowledge on his own of what has been taught in class. It is a way to give a pupil more time for example and practice before going on to another concept. In another sense homework is a link between the school and the home - a special means of communication between parents and teachers. Through it parents get to know what is happening at school, see what teachers regard as important and take note of the assistance that is being given to their child. It encourages each pupil to work on his own and at his own pace, thus fostering the crucial internalization of self-discipline. Further, it gives parents an insight into the school's academic programme, objectives and philosophy

(Engelbrecht et al., 1989:192; Fields, 1987:110; Eddy, 1984:1; Strother, 1984:1).

Since serious learning cannot take place in any given situation, parents should create a home environment which supports and encourages their children to meet the academic challenges of the school. They should create a home learning climate that is consistent with and supportive of the school programme - a climate that promotes good study habits. They should know that they can influence their children's academic achievement directly by the kind of educational environment they provide at home. In this way they will be making an enormous contribution towards the establishment of a learning culture (Nielsen, 1992:4; Bonfiglio, 1988:22; Brookover et al., 1982:271).

Parents can help their children to successfully complete their homework if they do as follows:

- Provide a quiet place for studying and ensure that they have a study desk or table.
- Establish a regular homework time in their home during which there should be no distractions or disturbances.
- Observe routines for homework, meals and bedtime.
- Plan television viewing with their children so that it does not infringe on homework time.
- Limit the time spent on after-school jobs.
- Help their children meet deadlines and discuss school events with them.
- Monitor the children's homework regularly and give guidance if necessary - do not do their homework for them.

- Make the children's teachers aware of the problems, if any, their children encounter.

Remember that the parents' ultimate goal in guiding their children with their homework is to assist them to acquire the skills they need for success. Simply doing the homework for them can never accomplish this. What has become evident here is that a successful learning environment can be established at home through homework (Schlesinger, 1988:83; Solomon, 1989:63; Schumm & Radencich, 1992:55; Marx, 1990:7; Fields, 1987:99-100; Amundson, 1990:15-17).

According to Amundson (1991a:1), children whose parents help them at home and stay in touch with the school, score higher than children of similar aptitude and family background whose parents are not involved. Children who fail, improve drastically when parents are called in to help. Cruickshank (1986:115) also found that schools that had frequent homework assignments tended to have higher achievement. Thus teachers contribute to the pupils' learning when homework and study are constantly emphasized.

Parents should know that their involvement with their children's school will send a message to them that they regard the school as important. When children see that their parents regard the school as important, they do too. Since the school committee makes important decisions affecting the child's education, it is important that the parents take part in its election or serve on it. Parents should also become members of the parents-teachers association so as to get to know their children's teachers better. They should ensure that they attend school

meetings, functions and events, so as to keep abreast of new developments. They could also assist the school with projects such as repair work, building or lending a hand to the library, tuck-shop or raffle. They can contact their children's teachers or principal to find out about other ways in which they could be of assistance to the school. One other crucial thing that parents should do is to apply effective strategies for dealing with the political or other issues or forces that impinge on the school operation. They must protect the school against misuse and vandalism. This will make it possible for the principal and teachers to concentrate only on what matters to them (Marx, 1990:2; Amundson, 1991a:14; Amundson, 1990:16; Wirsing, 1991:18).

3.3.14 *Community involvement and support*

The school does not exist in a vacuum, but in a particular community from which it draws its pupils. The word "community" refers to a body of people living in the same locality. Horton and Hunt (1984:446) see community as a local grouping within which people carry out a full round of life activities. Zanden (1990:570) points out that most of us live in settlements of some sort: a village, town, city or metropolis. Sociologists term such a settlement community and define it as a relatively self-contained social unit whose members share a sense of belonging together and common territorial base. All these definitions regard the school's community as its surrounding social environment.

Research supports the view that the community in which the school is embedded has a tremendous influence on the establishment of a learning culture, because it has an important influence upon what goes on inside and outside the school. Concerning this, Garcia (1991:45) states that schools are made up of the children from the community surrounding them. Therefore, what is taught and learned in any classroom is tremendously influenced by the community's standards, values and beliefs. As Stockard et al. (1985:43) put it, in schools with greater rapport between community members and school staff, favourable attitudes towards school achievement are enhanced. Chrispeels (1992:155) is of the opinion that the community in which the school is located is one of the external factors affecting the school's pupil inputs. The point that needs to be emphasized here is that the local community is by itself a strong motivating factor to the pupils. The pupils are also motivated by what they see in their own community. The local community provides role models through its leading citizens, and reflects expectations of a certain level of knowledge and intellectual activities. All these are capable of impressing upon the minds of the pupils as to what standards are valued in their community and as such to strive for their attainment. To cite an example, if a pupil wants to become a doctor he does so mainly because he will have seen a doctor in his community and as such knows what type of work he does. A pupil cannot desire to become something he has no knowledge of.

The principal and his staff need recognition and a wholehearted support from the community if they are to perform their respective functions without undue pressure

from individuals or groups from outside the school. For this reason, the community should apply effective strategies for dealing with political issues and other disruptive forces that impinge on the school operation. The community should know, protect and uphold the school policy which, among others, must have a deterrent effect on outside interference in school matters. The community must regard the school and teachers as important and protect the school against any form of vandalism. It must invest greater responsibility in the school to improve the job of instructing and educating the pupils. In this way it would instil in all its inhabitants a sense of respect for the school and at the same time boost its image. It must be remembered that the school is an educational institution which is guided and directed by pedagogic norms and can only perform its functions if what it stands for is not unduly interfered with (Hoy et al., 1992:75; Wirsing, 1991:18; Macchiarola, 1993:31; Garcia, 1991:48).

According to Gage and Berliner (1984) in Mwamwenda (1990:223) the community must bear its share of responsibility for the behaviour of children at school and particularly in the community. This holds water because the behaviour of pupils at school is in most cases a true reflection of their behaviour in the community. What happens at school is merely a reflection of what is going on in the community. One could rightly say that by seeing pupils at school one could have an idea of the kind of the community from which they come.

The community can contribute to a climate conducive to learning by making its resources readily available to the

school. Public libraries as strong educational partners of the school should be stocked with books that are relevant to the needs of the schools. They should be accessible to pupils after school hours so as to be used for assignments, other references, reading for pleasure or as a place for study for mostly those pupils who do not have study facilities at home. Community health services such as clinics should ensure that pupils have adequate health care. They should concentrate particularly on visual, auditory and dental problems, as well as on common contagious diseases, as these problems can impair the pupil's concentration and ability to think and reason. In short, they can cause poor performance at school. The churches can provide valuable services such as the opening of school functions, school events or school days with devotion and by constantly seeing to the spiritual and religious needs of the pupils. It must be remembered that the pupil is a religious being who needs satisfaction of his religious needs (Amundson, 1991a:22-23).

Since the school must prepare the pupils for work, it must take cognisance of the needs of the world of work, for example the business sector, industrial sector and manufacturing sector when designing its curriculum. This is supported by Garcia (1991:44) who says that what happens in a classroom is to some extent influenced by events in the community that impinge on the school, its teachers and its curriculum. Swift (1973:59-61) explains this aptly when he says that there are some very obvious ways in which outside groups can influence the functioning of a school. For example, a school in a community which is dominated by a single powerful industry may be forced by sheer necessity

of its responsibility for the career opportunities of its pupils to organize itself in ways which suit the needs of that industry. The community has a particular geographical, economic and historical setting which may very well have encouraged its inhabitants into unique ways of doing things and of valuing what they do. As a result, the work sector should make an input into the formulation of the school's curriculum. The school supports the world of work by preparing graduates with the skills they will need to enter the work force.

The work sector should assist the government or state by building new schools, renovating existing ones which need renovation, equipping schools with facilities or by making up for any shortage experienced at schools. The industrial sectors and manufacturing sectors should make their facilities available to schools if the latter want to expose the pupils to skills they need to acquire before they could enter the work force, or to the type of machines or instruments that are used in the work situation. This will not only serve as a motivation for the pupils, but would also encourage co-operation between the school and the work sector. On the other hand the pupils will see that it is necessary to attend school so as to be prepared for a future occupation. The work sector could also assist the school by donating prizes that can be used for recognizing positive achievement of pupils on a prize giving day. They could issue bursaries to deserving pupils for school or university study. The rewards and bursaries will undoubtedly indicate an involvement in school affairs and recognition of positive achievement. These incentives will not only promote a positive learning climate, but would

also strengthen the community's commitment to the youth and school - thus making the promotion of a learning climate the community's responsibility as well (Amundson, 1991a:22; Drake & Stuelpe, 1989:33).

3.3.15 *Summary*

The gist of the matter in this chapter was to establish a value system which stresses the constructive participation of the principal, teachers, parents and community in the establishment of a learning culture.

A considerable amount of effort was put into the study of the phenomenon of a learning culture and the establishment of a learning culture. It has been found that learning is not only the acquisition of knowledge, skills and values, but that it also leads to a change in the behaviour of the learner.

The literature study undertaken here has proved that the establishment of a learning culture is indeed a prerequisite for academic achievement. It has proved that the principal plays a leading role in the establishment of a culture of learning, because how schools are run corresponds with how they perform. Teachers also play a crucial role because, strictly speaking, the education of the pupils is in their hands. Dedicated and motivated teachers, who are true to their call, can contribute vastly towards a learning culture. Needless to say that the principal and teachers must work in concert if they are to achieve their goal at school. The principal's and teachers'

professional development are positive factors which can revamp their effectiveness and thus contribute to the improvement of their performance.

The study has made it crystal clear that a learning culture is dependant on the creation of a positive school atmosphere - that is an atmosphere which maximizes teaching and learning by making it feasible for these to occur without any distractions or hindrances, however small they may be. The maintenance of high academic standards at school has been found to be a positive ingredient of a learning culture because it makes pupils set high goals and continuously strive for their attainment. It focuses on academic excellence thus fostering a work ethic among the pupils and teachers. The school should offer job-related education because it will most likely boost the morale and interest of pupils since they will be aware that their endeavours would be positively rewarded at the end of their school career. Each pupil will be learning with a view to become someone in future. It must be remembered that one of the most important aspirations of the child is to become someone in life. Constant motivation of pupils is essential because it boosts their morale and keeps them on the right track at all times.

The study indicates that adequate facilities and resources are essential to establishing a positive culture because they eliminate inconveniences, sharing and overcrowding which hamper effective teaching and learning. The small school and class lead to more convenient teaching and learning. They lead to closer teacher-pupil contact which improves the pupils' performance.

The relationship characterized by communication and co-operation between the school and parents, and the school and community are important because they lead to improved parental and community commitment in the education of the child. Parental involvement and support are of paramount importance, because they ensure that pupils are afforded the opportunity to go to school with all school necessities and to learn properly at home. In fact, pupils learn more if they see that their parents take education seriously. Similarly, community involvement and support are also essential because more often than not, pupils use the learning facilities in their communities. The community can also ensure that pupils have adequate health care because unhealthy pupils are retarded in their learning. This study has made it abundantly clear that if the principal, teachers, parents and community work in concert, they can contribute towards the establishment of a learning culture.

CHAPTER 4

THE PRINCIPAL AS MANAGER AND INSTRUCTIONAL LEADER: THE SELECTION OF PRINCIPALS AND TEACHERS FOR EMPLOYMENT

4.1 Introduction

The role of the principal has been under the spotlight for many decades. Researchers and practitioners of education were initially differing as to what exactly could be regarded as the primary role of the principal because he was perceived by some as having diversified and constantly changing roles. Perhaps what was wrong with this perception is that it did not view the different tasks the principal performed at school as forming a whole. It was only recently that a unanimity emerged among researchers and practitioners of education in regards to the primary role of the principal at school.

The principal has a dual role at school, namely that of manager and instructional leader. Although distinguishable, the two roles are quite compatible and complementary. Without effective management the school cannot run properly or achieve its intended goals. Similarly, without an effective instructional leadership the school cannot achieve academic excellence. The principal must lead his school towards academic excellence by making teaching and learning one of his highest priorities. As manager and instructional leader of his school he must perform certain managerial tasks to ensure an effective school and also keep focused on activities which pave the way for each pupil's excellent academic achievement.

Kimbrough et al. (1990:31) see a reciprocal influence

between the two roles of the principal. They state that the two functions are at once separate and entwined - functionally they are intermingled. Principals cannot be effective leaders without performing management functions. On the other hand, they cannot push aside leadership activities while performing as managers. Neither can they put management duties on hold while performing leadership roles.

One other topic which has been under constant investigation is the selection of principals and teachers for appointment. It is common knowledge that the appointment of principals and teachers at school is, under normal circumstances, preceded by a selection process. The principal and teacher selection should be seen as a process in which a professional judgement determines if a candidate will be appointed for a particular position (Wood, Nicholson & Findley, 1985:127). The selection process is probably the most important way of obtaining capable principals and teachers. One can rightly say that one area with a great potential for strengthening the school is the selection of its personnel. However, the school cannot select the best personnel without a good selection programme.

In the subsequent exposition the responsibilities of the principal as manager and instructional leader, as well as the selection of the principals and teachers for employment, will be discussed in detail.

4.2 The principal as manager

4.2.1 *The concept manager*

A manager is someone who is responsible for the administration, organization and control of an organization or enterprise. By virtue of his position, the principal can be regarded as the school manager since he is responsible for its administration, organization and control. As manager he is responsible for the efficient management of the school in all its facets and is accountable for everything that happens in it. For instance, he is responsible for the school's administration and organization and the management of personnel, pupils, finances, facilities, services and communication. According to Van der Westhuizen (1991:436) management refers to the organization of activities by planning, organizing, guiding and exercising control. Badenhorst et al. (1987:58) say that in order to manage the school as an organization efficiently, the principal must plan, organize, exercise control and supervise. Calitz, Viljoen, Möller and Van der Bank (1992:4) state that management involves planning, organizing, activating and controlling in order to manage the enterprise successfully and to ensure that all objectives are achieved.

School management is intended to bring about the effective functioning of the school and as such to promote academic achievement. Therefore the management functions of the principal are important only if they facilitate and foster improvement in the school's instructional programme. One can rightly say that effective school management is

essential because success in the performance of managerial tasks by the principal is extremely vital to the success of the ongoing school programme. This is so because the management part of the principal's work consists of keeping the school running in such an efficient manner that it is able to accomplish educational goals. It is important to note that the concept of manager includes those actions or activities that the principal takes, or delegates to others, to promote efficient school management (Lipham, 1981:13; Goldman, 1966:79).

When supporting the foregoing views, Ubben and Hughes (1992:1) say that certain managerial functions need to be adequately attended to for an orderly and productive learning environment to obtain. Van Schalkwyk (1990:73) claims that the educational manager is responsible for implementing all the measures necessary for ensuring the effective functioning of all activities connected with educative teaching. Implicit here is that good management practices generate and sustain commitment by teachers and pupils to the learning goals and send important signals to the public about those priorities (McCurdy, 1989:39). To Van der Westhuizen (1991:58) managing school work comprises the creating, maintaining and executing of dynamic interaction so that these interactive activities will lead to more effective education and teaching.

Research supports the view that school management revolves around the instructional mission since it affects instruction in numerous direct ways. Accordingly, some experts point out that managerial and instructional activities are intertwined, and the distinction between

them should not be overdrawn. Promoting positive instructional outcomes requires school management decisions on a wide variety of school practices based on pupil learning goals and an expert evaluation of factors that contribute to good teaching. Therefore, the role of the principal as manager and instructional leader are quite compatible and complementary (McCurdy, 1989:39).

4.2.2 *The managerial responsibilities of the principal*

4.2.2.1 Administration and organization

The starting point of any management action is planning and every management task has a planning element. Planning is a process whereby the manager looks to the future and makes plans to tackle specific operations and executes them successfully (Calitz et al., 1992:9-10). Marx (1981:211) as cited by Van der Westhuizen (1991:137) regards planning as a management task which is concerned with deliberately reflecting on the objectives of the organization, as well as activities involved in drawing up the most suitable plan. It makes the principal think continuously about set objectives and can lead to better use of personnel and resources. The management of a school will necessarily apply the planning on a long-term, medium-term and short-term basis. As part of his planning, the principal should ensure that he has enough staff and his staff has enough time, sufficient facilities and resources and proper working conditions for the performance of their functions. In that way planning will have a positive effect on the instructional process which would undoubtedly culminate in

good academic achievement (Roe & Drake, 1974:31).

Planning goes hand in hand with organization in management. Organization is that management task which arranges the activities and resources so that they are purposely directed towards achieving the goals, tasks, duties, responsibilities and the authority required and identified and allocated to staff (Van der Westhuizen, 1991:451). It is the establishment of relationships between the activities to be performed, the personnel to perform them and physical factors that are needed (Calitz et al., 1992:10). The principal is responsible for the creation of the organizational structure of the school. He needs to organize the activities in his school to ensure that the bulk of administrative tasks are performed by the administrative personnel to ensure that the professional staff spends enough time on their instructional duties. He has to ensure that there is a classroom available where every subject offered at school can be taught. In other words the principal's organization should be intended to enable the smooth running of the activities which facilitate the instructional process.

The principal also acts as a co-ordinator of school functions and activities so as to facilitate the instructional process. When various people work together to complete the same or even different tasks aimed at achieving the same goal, it is necessary to co-ordinate their activities to ensure functional efficiency. The principal co-ordinates the often numerous activities, programmes and functions of the school to ensure that various parts operate smoothly and reduce the burden on the

teaching staff. He sees to it that teachers and other personnel share information and plan together. Other areas requiring the principal's co-ordination include setting school and classroom rules, purchasing textbooks and stationery, developing curriculum goals, assigning homework, writing tests and exams, scheduling extra-curricular activities, etcetera (McCurdy, 1989:21; Van der Westhuizen, 1991:178).

Ubben et al. (1987:26) assert that co-ordinating the instructional programme is an organizational task for the principal. At macro-level, this co-ordination entails determining what courses are to be taught, what instructional formats are to be used, what grouping patterns for pupils are appropriate, what staffing patterns are to be followed, how schedules are to be organized and where people are to be housed in the building. At micro-level, instructional co-ordination focuses more directly on the detailed organization of the curricular and instructional programme.

Another essential aspect of management is control. According to Allan (1964:324) in Van der Westhuizen (1991:216) control is the work done by the manager to assess and regulate work in progress or completed. It is the manager's means of checking up. Calitz et al. (1992:10) regard control as a process of monitoring activities to determine whether individual units and the organization itself are obtaining and utilizing their resources effectively and efficiently so as to accomplish their objectives, and where this is not being achieved, implementing corrective action. In a sense, it means

helping the organization work in desirable ways. The sole purpose of control in a school situation is to ensure efficacy throughout the school. For this reason, exercising control over administrative tasks is a management task which will ensure that the principal attains the goals that he has set for the school. For instance, positive control ensures that teachers do their daily preparation, attend to their periods promptly, teach effectively all the time, give their classes exercises and tests of a high standard on a regular basis, and that other tasks are carried out as they should. Van der Westhuizen (1991:218) maintains that control is done prior to the execution of work to ensure that goals will be achieved by the provision of guidelines. Control while the work is in progress takes place to determine whether the planning and organization are being carried out. After the work has been completed, control takes place to provide information for future planning and organization.

The efficient administration and organization of the school are indispensable for success, because they facilitate the instructional process. As one in charge of administration and organization of the school, the principal should prepare the school's prospectus to serve as a guide to the public by describing the chief features of the school. Since he is solely responsible for the division of work among his staff, he needs to ensure that work is distributed equally and undertaken efficiently. He should allocate subjects and classes to his teachers and draw up a time-table for class-teaching and a roster for all school activities, including extra-curricular activities. He should also allocate classes to pupils according to their

standards (Dean, 1985:100-101).

Administration is also composed of record keeping practices. It is composed of keeping personal and confidential records of staff and pupils. These are all the different types of records like records on the pupils' academic performance; teachers' salaries and qualifications; teachers' evaluation results; sports; correspondence with the education department, parents, welfare organizations, the world of work, etcetera. These records are filed and put in a safe place, because they are valuable to the school. It is for this reason that the keeping and handling of school records is regarded as one of the most important tasks of the principal over which he must have full control (Kimbrough et al., 1990:31; McCurdy, 1989:40).

Owing to his enormous responsibilities, the school manager does not always have time to execute all tasks effectively. He is consequently forced to delegate some of his duties to his senior staff. The delegation of duties, which invariably leads to the development of subordinates, goes hand in hand with the delegation of responsibility. However, even if work is delegated, accountability still lies with the principal.

4.2.2.2 Personnel management

Educational experts agree that school management is primarily about managing people so that work can get done. The principal cannot be functional without properly

qualified and effective administrative and teaching personnel whom he must manage. Personnel management is regarded as the provision, maintenance and development of personnel with the aim of achieving the primary goals of the undertaking concerned (Van der Westhuizen, 1991:239). Chernow in Moorthy (1992:8) claims that the degree of success principals achieve in schools depends on how effectively they can manage people. He states that the school administrator can be compared to the leader of a symphony orchestra. When different sections are permitted to do their own thing instead of looking at the conductor for proper direction, chaos will result. How principals orchestrate their staff will determine not only the principal's effectiveness, but also the effectiveness of the school.

The principal as personnel manager participates in the recruitment, selection and employment of appropriately qualified administrative and teaching personnel for his school. His responsibilities also include the laying down of policy and procedures for personnel, the allocation of time to personnel development, ensuring that their duties are carefully planned and spelt out so that they know exactly what to do and when. There is enough empirical evidence to suggest that no person is ever employed who matches the requirements of the position he must assume perfectly. Consequently, one of the tasks of the principal is to make arrangements for the induction, orientation and development of new staff members. Thus, personnel management is also aimed at assisting various categories of the new personnel to fit into and to adjust to a new work environment as quickly as possible and with the minimum of

disruption, so that the goal of an organization can be achieved as effectively as possible (Van der Westhuizen, 1991:240,252; McCurdy, 1989:41; Dean, 1985:108).

As personnel manager, the principal should initiate and arrange for the in-service training, motivation and evaluation of his staff. The better equipped each teacher and the rest of the support staff, the better the chances of success of a school in terms of immediate objectives and future goals or as an ideal for educative teaching (Van der Westhuizen, 1991:273). With regards to personnel motivation, Van der Westhuizen (1991:302) says that people not only differ in their skill and capability to carry out tasks, but also with regard to their will to do them, in other words the intensity and quality of their motivation. The primary aim of personnel evaluation is the improvement in the work achievement of staff. The secondary aim is aimed at giving recognition to proven achievement, identifying future educational leaders, determining attitudes to work and determining whether a person is ready for promotion (Van der Westhuizen, 1991:255). The principal must ensure successful education of pupils at school and in order to fulfil this task he must regularly and continuously evaluate the instructional process. He should also stimulate high morale by motivating his personnel.

The principal needs to ensure that the work of administrative and teaching personnel is subjected to continuous control. No management of the teaching practice can be functional and effective without continuous and effective control. Control ensures that the staff is fully and effectively utilized. The principal's highest priority

is to utilize his staff according to their highest individual ability. In personnel management, the principal also manages all forms of tension, including severe conflicts between members of staff as this is essential for the effective functioning of any organization (Van der Westhuizen, 1991:302). As personnel manager he is responsible for the recommendation for additions, promotions, demotions, retentions, transfers and the dismissal of personnel (McCurdy, 1989:41). The recommendation for the promotion, demotion, retention or dismissal of personnel will only follow after an intensive evaluation has been launched into the performance of individuals. In addition to this, demotions and dismissals will only follow after repeated efforts to assist the individual have proved fruitless. All in all, it can be concluded that personnel management at school has as its primary aim, the effective and full utilization of each person's capabilities. This in turn leads to the improvement of or facilitates the instructional process.

4.2.2.3 Management of pupils

The education of the child is the major reason why schools exist. Achieving a school of quality is, among others, dependent on a well-managed pupil population. The management of pupils can be divided into two main components, namely management of curricular matters which are all those matters related to formal education, and management of extra-curricular matters which are all those matters related to non-formal education. In managing pupils the principal is essentially concerned with managing their

involvement in academic, social, societal, skill developing, cultural, economic, religious and physical activities. It is absolutely essential that all pupils should be exposed to and participate in these activities so as to be able to progress towards adulthood more easily. In managing these activities the school will be concerned with developing the child as a totality. The activities also prove that the principal has an enormous task of developing pupils which makes particular demands on him (Goldman, 1966:72; Kimbrough et al., 1990:273; Van der Westhuizen, 1991:352; Badenhorst et al., 1987:60).

Management of pupils includes administration of their attendance, handling of their attendance, handling of their behavioural problems and maintenance of their discipline. The principal should ensure that pupils attend school regularly and on time, and if this is not the case try everything possible to correct the situation. He should see to it that pupils are properly behaved and try by all means to eradicate improper behaviour. In this way he would ensure that behavioural problems are reduced to the minimum. Going hand in hand with the foregoing is the maintenance of proper discipline at school. The principal should introduce school rules with the assistance of his staff which should state clearly as to which behaviour is acceptable or unacceptable at school. He should ensure that the rules of behaviour and discipline are strictly adhered to by all pupils at all times. In this way he would be able to maintain proper discipline. It is needless to state that if problems caused by irregular attendance, improper behaviour and bad discipline could be sorted out, an atmosphere conducive to teaching and learning would be

created at school (McCurdy, 1989:40; Newcomer-Coble, 1992:33). The view held by Kimbrough et al. (1990:274) is that most pupils expect the school administration to develop and maintain an orderly, caring and trusting school climate. Given such a milieu, pupils will succeed admirably and the school will be rewarded in many ways for its efforts.

The management of pupils is basically the management of all their activities at school, most of which are extra-curricular activities. The principal is responsible for the organization and control of all extra-curricular activities like sports, debates and music. Extra-curricular activities can help the principal maintain a sound relationship with the pupils. Some of them can help pupils develop physical fitness, while others can help them develop leadership skills. The principal should ensure that the school has a well structured programme for extra-curricular activities which starts after school so as not to clash with the instructional programme. He should give proper guidance with regard to the pupils' involvement in these activities, and since there are many activities involved here, he should delegate some of his responsibilities to his staff. Initially the guidance will be active and extensive, but should be reduced gradually so that the staff is only involved in a supervisory capacity (Goldman, 1966:72; Van der Westhuizen, 1991:350).

In managing pupils, the principal is also responsible for the identification and development of their leadership potential and should introduce specific training programmes for this purpose. Pupils who are identified to have

leadership qualities have a special task and place at school. They can be made prefects, class captains or leaders of several school activities. Pupil leaders are appointed to relieve the task of the teaching staff in respect of the management and control of pupil activities. They can make an extremely essential contribution to the maintenance of order and discipline at school. The principal needs to ensure that such pupils are trained so as to manage pupil activities efficiently. The principal will also be closely involved with independent pupil structures and their activities which he will have to monitor, advise and direct (Van der Westhuizen, 1991:66).

The management of pupils will ensure that their activities are co-ordinated, organized and controlled, and this in turn will lead to the smooth running of the school, because the principal will run and control his school in such a way that pupils' activities do not take precedence over academic activities. In addition there will be order at school since things would not happen haphazardly.

4.2.2.4 Financial management

No school can be run effectively without the use of money. For this reason, schools expect pupils to pay school fund or a fee for each academic year. The principal finds himself in situations which involve making decisions on financial matters in the running of his school on a daily basis. The purpose of the school fees is to finance school necessities supplementary to those provided by the education department. Some of these necessities are

financed in full by the school fees, while others are subsidized by the education department (Piek, 1992:140). The principal's primary role at school is to facilitate the education of pupils, and with that role comes the management of school finances. Financial management has as its goal the utilization of available funds in the interest of effective instruction at school. The principal has the responsibility for expending certain funds, and should always adopt measures to ensure that full value will be received from them. Responsibility to the state, parents and community requires that money should be administered and spent in a responsible manner. This matter is essential, because without the proper management of the school finances, the school's efficiency can be seriously brought into question (Walter & Marconnit, 1989:17; Roe et al., 1974:213; Van der Westhuizen, 1991:392,453).

Rossow (1990:258) maintains that without a sound financial management, the principal has neither the time nor the peace of mind to manage the school finances properly. This implies that the principal will have to be familiar with accounting procedures in order to properly perform his task of managing school funds. He should know about budgeting and cash flow management. This point of view holds water, because no person can manage something he does not have knowledge of. The principal should make sure that he is fully acquainted with the accounting procedures and should expose all his staff who deal with finances to it as well. He should also ensure that he has a set of written guidelines for handling school funds for his staff, which must provide a systematic accounting procedure for the collection and use of school funds. This will ensure proper

management of school funds because it will enable him to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records (Walter et al., 1989:5; McCurdy, 1989:4; Wirsing, 1991:17). The view held by Van der Westhuizen (1991:392) is that the principal should draw up control instructions according to which activities relating to the school business management may be regulated. These control instructions involve the laying down of standards and criteria according to how financial performance should be observed and judged and guidelines for corrective action.

The headmaster needs to ensure that the collection of school fees is in accordance with acceptable accounting procedure. Funds received by the school should be properly recorded, and receipts issued for money received. The headmaster should carefully check these records to ensure that the amount of money received tallies with the amount of money as reflected on the receipt book. He should monitor those staff members who are assigned the duty of receiving and recording school funds regularly (Walter et al., 1989:5). It is his responsibility to ensure that all the money received by the school is paid into the bank account of the school on a regular basis. Before school funds can be utilized the principal will have to make estimates of the income, based on the number of pupils at school, and expenditure based on the realistic needs of the school. In short, he will have to draw up a budget for the school, normally in collaboration with his staff. In this regards Rossow (1990:262) says that principals should involve teachers in the budgeting process by asking them to submit requests for those supplies and facilities that

would provide a superior programme.

Piek (1992:142) defines a school budget as a financial plan through which educational objectives are implemented and translated into reality. Roe et al. (1974:217) regard it as the spending plan for the school which supports the instructional programme. This means that the accounting function is an instructional support system designed to see that the spending is done according to plan. Van der Westhuizen (1991:374-375), who mainly agrees with the foregoing views, says that the school budget is the method of planning expenditure to achieve educational objectives within a given period. It is a planning instrument which contributes in a constructive way towards preventing the disruption of the educational programme as a result of insufficient or exhausted resources. He goes on to say that the budget serves as a functional aid in the principal's planning task with regard to determining the aims as well as anticipating and solving problems. It is perhaps due to some of these reasons that Campbell in Rossow (1990:259) regards the school's budget as a school programme expressed in fiscal terms.

The preparation of a budget involves a clear calculation of all estimates revenue and expenditure, item by item. It is a medium whereby educational policies are translated into reality. Therefore, budgeting as an aspect of financial management should be implemented to prevent financial deficits as well as malpractice with regard to spending. When drawing up a budget the principal should allocate resources efficiently so that every aspect of the school programme is fully catered for. It needs to be stated that

budgetary planning should be driven by the academic programme and not by anything else. In fact, the aim with it should be to foster the realization of education (Hoyle et al., 1990:171).

It is essential for the principal to plan his financial expenditure for the year carefully in order to attain a fair balance between income and expenditure. Once the budget has been approved, it becomes his responsibility to see to it that purchases are made, accounts paid and that the budget is properly managed in the process. He should make sure that the budget is strictly implemented and administered according to acceptable accounting procedures. This can be achieved by ensuring that regulations governing school finances are strictly complied with, and by instituting cost-effective practices. Proper administration of the budget ensures that the money is placed where it is needed and can help the school reach its instructional goals. It will also ensure that expenses never exceed income (Walter et al., 1989:5; Rossow, 1990:258; Van der Westhuizen, 1991:374).

Part of the headmasters' financial management is that at the end of each financial year the school's financial books should be audited. Audit is an examination of accounts to see that they are in order. It helps the headmaster to have an authentic account of income and expenditure. Auditing the school's financial books is in fact the final act by which the principal can ensure proper management of school finances. It also enables him to see whether objectives set at the beginning of the financial year have been achieved, and if not, to employ corrective measures. After the

auditing of the financial books the principal should prepare a financial report and present it to his teaching staff, school committee and parents. This is how he is expected to give an account of the school's income and expenditure. According to Van der Westhuizen (1991:374) reliable reports allow meaningful planning and engenders a positive attitude towards education on the part of the community. Audits not only protect the principal from fiscal management, they also help him in setting up a sound accounting system for the school (Walter et al., 1989:14). Rossow (1990:269) maintains that whether internal or external, the principal should view the audit as helpful rather than intimidating. Audits are an excellent way to maintain credibility and show accountability.

4.2.2.5 Management of facilities

The effective functioning of the school is largely dependent on the availability of school facilities since they are intended to promote the instructional process. Therefore, to allow educative teaching to take place, the school should have the necessary facilities at the disposal of teachers and pupils. The facilities which are necessary for educative teaching to take place and which the principal must manage to ensure that they are properly utilized and cared for include the following: buildings, furniture, stationery, textbooks, equipment, teaching aids, apparatus and sports fields (Van der Westhuizen, 1991:358). Proper management of facilities will prevent unnecessary repair costs and will also reduce the running costs of the school. In the end it is the instructional process which

will benefit from this exercise since it is dependent on the availability of facilities.

As a starting point, the principal should draw up a school policy on the use of facilities and ensure that it is strictly complied with by both the staff and the pupils. He also needs to ensure that the school has sufficient facilities to meet the demands of each academic year. For instance, there should be enough textbooks, stationery, furniture and teaching aids. The school laboratory should be well equipped with the necessary apparatus, have enough demonstration tables and sufficient workbenches where pupils can do practical work. The library should be well-equipped with appropriate reading and reference material. The principal should plan and develop ideal school grounds which should encourage pupils to develop a sense of appreciation for beautiful surroundings. The grounds should have sufficient space for relaxation, recreation and sports. The principal should determine the best way to safely store and account for facilities. All stock received should be entered into a stock register, and various registers should be used for various kinds of stock. An up to date inventory should be kept in each classroom, storeroom and office and the principal should have copies of such inventories in his office. A teacher should be made responsible for the control of stock in each of the departments mentioned (Piek, 1992:137-138; McCurdy, 1989:41).

Provision of the necessary facilities requires that the principal establishes effective administrative procedures for regular distribution and efficient utilization. The

allocation of facilities should be done efficiently and in an accountable manner to ensure successful pupil learning. Consequently, the principal should determine the best way to distribute and account for facilities. The system implemented in this regard should lay down rules for issue and return of stock and its roster should not interfere with teaching. A complete stocktake of all stores, laboratory, library, offices and classrooms should be carried out at least once a year to ensure proper stock control (Goldman, 1966:46; Hoyle et al., 1990:171).

The principal should make sure that all facilities are preserved and cared for to enable them to last longer. He should see to it that all movable facilities such as furniture are at the right place at the right time, and that the utilization of facilities support the main work and purpose of the school. Preservation and care of facilities also imply that they should be kept clean and tidy at all times. The stores should be protected against sunlight and rodents. Special attention should be given to regular cleaning and disinfecting of toilets. The pupils and school personnel should be used in preserving facilities and the principal should create an awareness among them of working as a team to ensure that facilities are well looked after. Since books are very expensive and delicate material, the principal should take the responsibility of giving pupils the necessary guidance on how to get maximum benefit from their books through proper care and maintenance. He should ensure that school books are treated in a proper manner and returned at the end of each academic year (Dean, 1985:105; Piek, 1992:132,139).

It is the principal's responsibility to supervise the maintenance of school facilities, to see to it that buildings, apparatus and grounds are well maintained and that damages, breakages and sewage blockages are reported and repaired as quickly as possible. He should walk through the building with the school factotum periodically to discuss needed maintenance and other problems related to the preservation of the facilities. The staff and pupils should be encouraged to report defects such as broken door locks and leaky roofs to ensure that the repairs are carried out promptly. With the use of the factotum and labourers it is possible for the principal to maintain school buildings, furniture and sports grounds in reasonably good conditions provided there are tools to do the work. A periodic check of facilities will ensure that obsolete facilities are written off and provide information for the requisitioning of new ones (Dean, 1985:105; Piek, 1992:135; Roe et al., 1974:135; Wood et al., 1985:427).

The principal should consider factors such as fire hazards and chemical explosions in the laboratory in providing a safe and healthy school environment. He should conduct periodic inspection of the school building and particularly the laboratory to check potential fire hazards. He is also responsible for daily security of the school, for example locking up valuable equipment stores, classrooms and gates. Some of these duties will most likely be delegated to the factotum. If possible, security fencing should be used and needs to be inspected regularly to make sure that it stays in good condition. In this way burglary and the misuse of school facilities will to a large extent be prevented or discouraged (Piek, 1992:137; Wood et al., 1985:428).

4.2.2.6 Management of communication

No school management can take place without communication. Effective school management is, among others, characterized by effective communication. As Dean (1985:142) puts it, every school, however small, needs to give care and thought to communication both within the school and with the world outside, if the parents and community are to feel involved and ready to support the school. The latter point of view is endorsed by Van der Westhuizen (1991:424) who maintains that lack of communication between the school and parents is an important reason for parents' uninvolved in the school's educational programme. It is the responsibility of the principal as the source of information about the school programme and activities to manage the flow of communication within the school, and between the school and parents and school and community. He is in an appropriate position to be able to create and maintain the school's communication system. There are various instruments and mechanisms at the disposal of the principal which can ensure communication and liaison with parents, community and the world of work. Ubben et al. (1992:74) assert that no one is in a better position to positively impact the relationship between the school system and the community than the principal. No single person is in a position to interact with greater numbers of community members than the principal. Consequently, he should know what constitutes good communication practice.

The school engages in communication with the following persons and instances: the education department (for example inspectors, subject advisors), clinics, libraries,

the municipality, churches, parents, community, pupils, teachers' organizations, other schools, the world of work and lecture guides. The principal's office receives and sends out many communications via mail, telephone, face to face contacts, and many other means. For this reason Roe et al. (1974:227) regard the principal's office as the communication and information producing centre of the school. It cuts across organizational channels so that its effective functioning is essential to the realization of established educational goals. When aligning themselves with these views Wood et al. (1985:105) suggest that the principal, as the centre of the communication network in a school, is in a position to facilitate communication leading to understanding and concerted effort by organization members. The principal needs to manage, lead and guide formal and informal communication with the school so that the latter can derive benefit from it. He should organize a liaison between different groups or instances mentioned here and the school so as to ensure that communication received is conveyed to the intended receiver, and see to it that the right information reaches the right people at the right time.

The principal should clearly spell out the communication policy of the school, which must give guidelines on how communication within the school and between the school and the general public should be conducted. The policy guidelines should be designated to facilitate rather than limit communication and should set the scene for better relationships. Roe et al. (1974:228) suggest that the principal should have definite policies and procedures regarding the release of information to the public through

the various media and through school-produced materials. He should be thoroughly familiar with the policies and current systems of the school with regard to communication with the general public, and the general plan for the school's public relation programme. To ensure that the communication policy of the school is not unduly contravened, and that the communication flow is smooth, school communication should be regularly checked and evaluated. For example, written communication from the school should be checked for accuracy of information, correctness of grammar and spelling and proper format.

Communication is certainly not a one-way process, but a multidirectional one. It has been stated already that the principal acts as a communication channel between the school and the general public. He provides a channel for the involvement of the parents and community in the operation of the school. The community which the school serves, makes various inputs into the school system. In turn it expects to communicate with the school on a regular basis (Wood, et al., 1985:106; Roe et al., 1974:227). According to Van der Westhuizen (1991:359) a communication channel represents the natural path along which information travels within the organization. It is of the utmost importance that this channel be as short as possible and that it ensures a two-way flow of information. It is essential that communication received be accurately understood and conveyed to the intended receiver. The reverse is also true that the communication sent should be designed to convey the intended message accurately and effectively (Roe et al., 1974:228).

Sound communication within the school and between the school and the general public has advantages for the school and all concerned. Communication among the school's staff promotes a climate for staff interaction and keeps the staff aware of developments in areas of responsibility. Through communication a sound working relationship with the school and between the school and the general public can be established. It makes the school aware of the concerns and views of the general public and vice versa. It ensures that all parties concerned with the school have all the information they need at the appropriate time. For instance, parents and community know about school activities timeously which promotes pride in and support for the school. This promotes success in co-operation among the parties concerned and determine, to a large extent, an organizational efficiency and cohesiveness (McCurdy, 1989:40; Van der Westhuizen, 1991:411; Wood et al., 1985:106 and Dean, 1985:145).

4.2.2.7 Management of services

The school and private instances may sometimes provide certain essential services for pupils such as health service, transport service and hostel service which the principal will have to manage to ensure that they do not interfere with the instructional programme of the school and that they are carried out properly. Donmoyer and Wagstaff (1988:28) state that if pupil services are not properly managed they can create problems and actually interfere with learning. Thus proper organization of such services in advance limits the disruption these services

could have on the instructional programme to the minimum. Health services rendered to pupils may include medical, dental, visual, psychological, hearing and neurological care, as well as all other matters pertaining to the health and well-being of the pupils. The principal arranges for the rendering of these services at school with the instances concerned beforehand and should ensure that health services offered are properly utilized. This suggests that he should establish good relationships between his staff and the staff providing the services to his school to ensure the smooth running of the services provided (Goldman, 1966:78; Wood et al., 1985:428; Van Schalkwyk, 1990:136).

In view of the fact that health services are made available to all learners in order to keep them healthy, they can be regarded as supporting the instructional process. This is so because pupils can only derive full benefit from their education if they are healthy. Thus the promotion of sound physical well-being and good health habits should be a vital part of the school programme. These services are essential for the general health of the pupils as they ensure that they maintain good health thus enabling their education to proceed well (Van Schalkwyk, 1990:136; Goldman, 1966:78).

There are schools which run a private bus service for their pupils. In some cases, especially in more sparsely populated areas, arrangements are made to transport pupils to school. The management of the school bus service in these schools is the responsibility of each principal who has to see to it that the bus is always in a good condition

and available for use. The school bus is also used for transporting pupils on sporting and other educational excursions. The principal ensures that the excursions are planned in advance and taken at the right time so that they do not interfere with learning time. Educational excursions are valuable to the pupils in that they are educationally stimulating, enrich and supplement school work, are successful means of gaining experience and promote learning and self-activity (Van Schalkwyk, 1990:137).

Some schools have and run hostel facilities for their pupils, especially those pupils who stay far away from the schools. Such pupils would find it difficult to arrive at school on time if they were to stay at home and commute daily. In such cases the principal has to take responsibility for the management of the hostel, also ensuring that the hostel inmates are always safe and secure, and that they are provided with food and other things they would need. What is clear here is that every service, however small, rendered to pupils at school has to be authorized and managed by the principal, either directly or indirectly, in order to be successful (Van Schalkwyk, 1990:138).

4.3 The principal as instructional leader

4.3.1 *The concept instructional leader*

A leader is a person that leads and instruction is the process of teaching. Therefore, to say that the principal is an instructional leader means that he is the leader of

the instructional process or instructional programme of the school. This means that every principal of a school is by virtue of his position the instructional leader of his school because he ought to play a crucial role in influencing the school's academic achievement. McCurdy (1989:19) regards instructional leadership as leadership towards educational achievement by the principal who makes instructional quality the top priority of the school. This point of view is also held by Donmoyer et al. (1988:20) who say that an instructional leader is someone who has a significant impact, for better or worse, on pupil opportunities to learn in the classroom. Acheson in Avila (1990:53) states that instructional leadership refers to those occasions when the principal is in direct contact with a teacher or teachers in respect to the instructional process.

Since instruction goes hand in hand with learning, the principal is inevitably the leader of the teaching and learning processes at school. Principals inevitably influence instruction and learning at school, whether they intend to or not. As Moorthy (1992:10) puts it, instructional leadership deals with the core activities of the school - teaching and learning in the classroom and the principal as instructional leader focuses on them. Wright (1991:114) is of the opinion that instructional leadership is the principal's role in providing direction, resources and support to teachers and pupils for the improvement of teaching and learning at school. Hansen and Smith (1989:10) see instructional leadership as a pervasive and persuasive way of influencing others to utilize the best instructional practice, to focus upon pupil learning, to ensure that

teaching decisions are based upon appropriate research or professional practices, and to enable teachers to teach and pupils to learn each according to his best potential.

The concept of instructional leadership encompasses those actions that a principal takes or delegates to others, to promote growth in pupil learning. Generally such actions or functions focus on defining the purpose of schooling, setting wide goals, providing the resources needed for learning to occur, supervising and evaluating teachers, co-ordinating staff development programmes and creating collegial relationships with and among teachers (Jordan, 1986:169). The most important way for the principal to exert instructional leadership is to leave no doubt about school priorities (McCurdy, 1989:3).

Research indicates that leadership consists of skills and attitudes that can be imparted to principals through training. In other words, the knowledge about what makes an effective principal can be used to produce more good principals and better schools. Leadership in a school context can be regarded as the activity of influencing teachers to strive willingly to achieve school goals. It is a question of getting the job done through teachers (McCurdy, 1989:19). Niehouse (1988:52) regards leadership as a strategic skill which he defines as follows:

" . . . a process of attempting to influence the behaviour of one or more persons towards reaching a goal or accomplishing a task."

Gardner as quoted by Gaynes (1990:40) regards leadership as

the process of persuasion or example by which an individual induces a group to pursue objectives held by the leader and his or her followers.

According to Knight (1989:19) to be an effective leader in any organization requires credibility, for example the ability to attract willing followers. To have credibility with teachers the principal ought to have a realistic view of teaching, the classroom context and the day-to-day realities of life as a teacher. Thus implying that to be an effective leader, the principal should have sufficient teaching experience. In fact, instructional leadership presumes that the principal is in the first instance a good teacher and therefore capable of knowing how to recognize good teaching, and take the leadership role in establishing good instruction at his school.

The fundamental purpose of instructional leadership is to induce educators to instruct effectively and pupils to learn effectively. This makes the principal accountable for the academic achievement of pupils. It is through instructional leadership that the principal sets the tone for the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what pupils may or may not become (Blumberg & Greenfield, 1980:44). According to Ubben et al. (1992:20) the principal's instructional leadership behaviour should have much more immediate influence on the school's instructional practices, climate and culture. Bookbinder (1992:39) regards the instructional leadership role of the principal as a major contributor to educational excellence and school productivity.

Evident in this exposition is that in order to be true instructional leaders, principals should not allow themselves to become secluded in their offices and isolated from the mainstream of daily school life. They should interact regularly with a variety of the school population, give direction to instruction and learning and remain visible and accessible. They should also possess skills and competencies necessary for effective instructional leadership (Kimbrough et al., 1990:117; Niece, 1993:16). As an instructional leader the principal has to do the following: set the school's instructional policy and goal; provide instructional support; supervise and evaluate instruction; become a curriculum leader; develop teachers and see to the provision of school resources and facilities.

4.3.2 *The responsibilities of the principal as instructional leader*

4.3.2.1 Setting the school's instructional policy and goal

The principal has a significant influence on the way the instructional process proceeds at school. As a leader he must have a vision of what it is he wants his school to achieve and should clearly spell out the way to achieve it. This is essential because it is impossible for the organization to remain focused on its vision and values unless its leader is certain of what the vision and values entail (Du Four & Eaker, 1987:81). He should influence the instructional process by stating the goal to be achieved and the policy to serve as guidelines towards the

achievement of that goal. The value of setting a goal to be achieved is aptly stated by Kimbrough et al. (1990:117) when they say that in the absence of well-conceived educational goals the school is pressured into performing all kinds of social duties that are not educational in nature.

The principal needs to give his school a personal stamp that conveys a sense of purpose and direction through a well developed and clearly stated goal or mission. The goal should be inspiring, clear and challenging and should stress academic excellence. He should initiate and participate in decisions about the instructional programme and strategies, and create a vision of where he wants his school to be. He should define that vision in partnership with teachers and develop an appropriate plan of action to enable the school to strive towards the stated goal, and empower teachers to make it a reality. He should also ensure that the goal aimed at is articulated to the pupils and community as this would encourage the staff, pupils and community to arrive at a sense of common and shared purpose and would unite all the school activities. What has been stated so far makes the instructional leader the decision maker, mission developer and communicator of his school. Obviously, since the school's mission, goal and policy are solely and deliberately intended to initiate, direct and facilitate the instructional process at school, the principal as their initiator can surely be regarded as the instructional leader (McCurdy, 1989:19; Hord, 1988:9; Cunard, 1990:31; Bartell, 1990:125; Marsh, 1992:396; Bookbinder, 1992:42; Moorthy, 1992:10).

In supporting the above view, Findley and Findley (1992:102) say that an instructional leader communicates with people and has a good idea of the uniqueness of the community and what aspirations its members hold for the youth. With this information in hand the principal can begin to formulate a clear vision of what an effective school for the community would be. The development of a school vision is an essential foundation from which the instructional activities of the school would evolve (Haughey & Mac Elwain, 1992:108).

Piek (1992:48) states that the overall objective at school is educative teaching, but to state this objective is not enough. Definite steps should be taken to ensure that the objective is realized. The formation of these steps is commonly known as policy making.

The aim of instructional leadership is to develop and foster effective schooling. To lead the school towards excellence and to ensure that teachers and pupils work with unlimited energy to see that everyone accomplishes stated goals. To achieve these, the principal will use school policy, rules, regulations and norms to influence what happens in the classroom. The policy, rules, regulations and norms can directly influence classroom activities by ensuring that there is adequate time in the school day for teaching and learning, and indirectly by symbolizing to pupils, teachers and parents that school work is important. The school could have a policy for setting expectations for pupil and teacher behaviour at school and in class, or for the number of tests and exams to be written in a specified period of time. The standards of tests and exams could also

be set out in the policy. All these would be done with a view to improve academic performance (Bartell, 1990:126; Donmoyer et al., 1988:22). The view held by Ubben et al. (1987:26) in this regard is that the principal sets standards for achievement or performance standards for pupils and teachers, expecting all of them to attain established mastery levels and all teachers to bring pupils to accept the level of mastery.

4.3.2.2 Providing instructional support

The principal is an instructional leader since he inevitably influences and supports the instructional process at school. He does this by promoting a positive climate for teaching and learning to take place at school and this enhances the pupils' performance in the process. He should also demonstrate his support by ensuring that the physical, social and emotional climate of the school supports the school's academic process. He should create a climate that makes teachers comfortable in meeting their daily challenges so as to succeed instructionally. A climate must be established that communicates to pupils that the school is a pleasant place which is intended to help them achieve success in life. The climate should instill a positive attitude towards the school's instructional programme (Gaynes, 1990:41; Bartell, 1990:125; Haughey et al., 1992:112; Rossow, 1990:42).

Bookbinder (1992:42-43) states that the principal can shape the learning climate by maintaining high visibility, thereby communicating priorities and model expectations. He

should also establish clear, explicit standards that embody the school's expectations and by protecting instructional time. The value of his instructional support in creating a positive school climate is clearly expressed by Ubben et al. (1987:27) when they say that a school with a good instructional climate enables pupils to perceive and reinforce the norm that high achievement is expected of all of them. Pupils have a high concept relative to their academic ability.

As a measure of support to the school's instructional programme, the principal should use techniques to minimize absenteeism among pupils and teachers and involve parents in the resolution of school problems. He should ensure that attendance and discipline policies support quality instructional efforts. He needs to recognize time as a scarce resource and create order and discipline in minimizing factors that may disrupt the learning process. Since the timetable is the most important regulator of time at school, the principal should provide his staff with a timetable that fully covers all school activities so as to avoid idleness and uncertainty at school (McCurdy, 1989:21; Rogus, 1988:18; Smith & Andrews, 1989:9; Heck, 1992:26; and Haughey et al., 1992:110).

The principal should provide support and direction for individual teachers in order to eliminate poor instructional performance. To achieve this he needs to promote discussions among teachers on instructional issues and to share his expertise with his staff or make arrangements to involve subject specialists. Teaching is such that even the best teachers can benefit from

assistance. The principal should also facilitate instruction by providing conditions within which teachers can best use their instructional expertise. Working with teachers to improve classroom performance is a demanding task that requires the principal to have understanding, skills and a positive attitude (Hord, 1988:8; Lipham, 1981:13; Lee, 1991:87).

The principal could provide support by doing everything possible to encourage, recognize and reward good teaching and learning and by not hesitating to provide incentives to teachers and pupils for superior performance. If this is done, no staff member would be left with the feeling that he is by himself. On the other hand, this would make the staff and pupils know that their efforts are appreciated and as such reinforces those positive efforts (Haughey et al, 1992:10).

4.3.2.3 Supervision and evaluation of the instructional process

The fundamental purpose of instructional supervision and evaluation is to support and promote instructional effectiveness. Effective instruction should be the ultimate goal of every teacher. The primary basis for assessing the instructional effectiveness of the school is in terms of the pupil's achievement. As Johnson and Snyder (1986:237) put it, pupil achievement has clearly surfaced as the single most important outcome of schooling, and it is to that end that the principal's behaviour has now been focused upon it. As an instructional leader the principal is ultimately responsible for the success of the

instructional programme in his school. The many different yet related facets involved in achieving success at school make it necessary that the principal supervises and evaluates the activities and performance of the teachers and pupils. As a result he can be regarded as the key factor in directing the instructional process towards effectiveness. As would become evident in the succeeding paragraphs, when the principal supervises and evaluates the instructional process, he is in a way giving it proper direction.

The task of the principal is to supervise and evaluate teachers and monitor pupils' progress. The focus of instructional supervision and evaluation is the enhancement of pupil learning. Supervision enables the principal to know what is going on in the classroom whereas evaluation enables him to know whether standards are maintained. Through supervision and evaluation the teachers' strengths and weaknesses may be identified and remedial programmes designed to overcome their weaknesses (Goldman, 1966:49). This means that the principal does not only identify or expose weaknesses but also provides teachers with feedback and remedial action that promote professional growth. According to Bailey and Wicks (1990:50) supervisors must recognize that their influence as supervisors can only be enhanced if teachers recognize that their supervisor is knowledgeable about the "how" as well as the "what" of teaching. Andrews et al. (1991:98) state that a good principal knows the technology of teaching and learning and what good instruction entails. As a result he is able to assess the teacher's effectiveness based on the criteria of good instruction. He can help teachers analyze what

enhances pupil success, and knows how pupils learn and what type of interaction will help them achieve. Thus, he is able to assess pupil performance and other indicators of school performance (Hord, 1988:8; Pigford, 1989:40).

The principal takes the lead in the organization of the school's evaluation programme. He ensures that specific requirements for assignments and testing in every subject are met and monitors the pupil's performance. He evaluates the teacher and his teaching against previously set standards and would frequently explain the standard of acceptability and excellence to ensure high level of teacher competence. Du Four et al. (1987:82) say that a principal who devotes time and effort to continual assessment of a particular condition within a school sends the message that the condition is both important and valued. Thus instructional leadership involves re-evaluating periodically what is important and by doing so keeps both teachers and pupils on task (Marsh, 1992:392).

Lee (1991:83) points out that one of the typical ways in which principals enact instructional leadership roles is by visiting and observing classrooms to carry out instructional supervision. Researchers consider such observations to be the most direct and legitimate opportunity principals have to positively influence the instructional practices of teachers in their schools. By being visible principals let teachers and pupils know that they are interested in what goes on in the classroom, and also give them a sense of what is happening in their schools. Through class visits the principal gets the opportunity to know when teachers are not doing the right

things, and provides teachers with the opportunities to share their ideas through staff development activities. They also get to know when teachers are on the right track in order to reinforce their good practices. They have to observe the teachers' planning and presentation of lessons and give them feedback based on their observation. In this way evaluation would encourage improvement in teaching expertise (Haughey et al., 1992:113; Hoyle et al., 1990:163; Carter & Klotz, 1990:38; Andrews et al., 1991:98).

The question of class visits is taken further by Andrews et al. (1991:99) who say that to be an effective supervisor the principal must "show up" or be visible. The principal's presence must be felt in every area of the school's activities. According to Peters (1987) as cited by Andrews et al. (1991:99) a principal is out of time with the time if he is in the office for more than a third of the school time.

According to Moorthy (1992:10) the principal's role as instructional leader is overseeing the instructional programme. In overseeing the programme, they work with staff in areas specifically related to evaluation, development and implementation of instruction. Principals rely heavily on classroom observation data and other indirect indicators they gather to evaluate the effectiveness of teachers. In this way they are able to maintain quality control of the instructional programme through supervision of the staff. They ensure that teachers carry out assignments and responsibilities in a professional manner and remind them of their objectives

(Hoyle et al., 1990:117,163). Bartell (1990:124) states that when instructional leaders evaluate the performance of teachers they also try to find out whether pupils are on task, if they enjoy being at school and if they are learning. In monitoring the pupil's academic progress the principal uses test data, classroom observation and other information. He monitors their progress both within the classroom and across the standards. To accomplish this task he has to delegate some of the responsibilities to his senior staff (McCurdy, 1989:21; Bookbinder, 1992:163; Pigford, 1989:40).

4.3.2.4 Becoming a curriculum leader

Instructional leadership is a series of little steps which include understanding the content and process that are needed to improve the curriculum and instruction (Marsh, 1992:397). The curriculum is the central concern of the school since all the activities of the school are concerned with pupil learning. The principal as instructional leader takes leadership in deciding about the nature of curriculum content at his school. In this regard he is guided by the school's goal and mission. He ensures that the curriculum is related to school goals, takes decisions on its design or changes it if necessary. He continuously evaluates it to ensure that it meets the needs of the community by offering a variety of special interest courses as well as skill courses. Since curriculum is what is taught at school, one who takes leadership in its design is by so doing leading the instructional process (Hansen et al., 1989:14).

According to Carl, Volkschenk, Franken, Ehlers, Kotzé, Louw and Van der Merwe (1988:9) the principal evaluates the curriculum of his school continuously to assess and improve its effectiveness. His leadership demands of him to assess whether it needs renewal or not, and if it needs renewal, to initiate it. It is, however, necessary that his renewal action is preceded by good planning because renewal of the curriculum is of decisive importance to the school. By virtue of his position he has the authority to encourage or discourage, to approve or disapprove any changes made to the curriculum.

Goodlad (1984) as cited by Garner and Bradley (1991:419) says that the principal is the key player in curriculum design because he has daily contact with teachers and pupils and knows their reaction to the existing curriculum. Consequently, during curriculum design he must take a leadership function, helping determine what is needed presently and what will be needed in future. In other words, he should establish parameters for designing the curriculum that will include opportunities for each pupil to achieve his maximum learning potential. The curriculum should accommodate the needs, interests and aspirations of the pupils (Goldman, 1966:43; Hansen et al., 1989:19). When endorsing these views Kimbrough et al. (1990:119) say that the function of the school is not limited to teaching the fundamentals of reading, writing and arithmetic. Preparation for tertiary education and for good citizenship are illustrators of other specific areas of the curriculum.

As a curriculum leader, the principal ought to ensure that what is written in the curriculum is being taught. He

should also determine whether the content of every subject is appropriate. He should develop or decide on strategies to use in curriculum implementation. This can be done by ensuring that only appropriately qualified and dedicated teachers are employed at school because the quality of the curriculum is directly influenced whenever a new teacher is employed. The principal can potentially exert tremendous influence on the curriculum through selection, supervision and development of teachers. He should also ensure that there is a proper allocation of facilities at school as this would facilitate teaching. Learning material such as textbooks, laboratory and library equipment should be purchased with the curriculum in mind. Last but not least, the principal exercises curriculum leadership by letting teachers know that he takes it seriously (McCurdy, 1989:28; Pajak & McAfee, 1992:24-27).

4.3.2.5 The development of teachers

Instructional leadership also means the enhancement of the teachers' abilities or teacher development. The principal as instructional leader should facilitate quality staff development programmes consistent with the school's mission and needs. The programme must be intended to enhance the teachers' ability and should cover all aspects of the life and work of the school. However, one should not lose sight of the fact that ongoing professional development is the primary responsibility of the teacher himself. The principal is an important partner and participant in implementing and conduction of a staff development programme and thus assuring the quality of his teaching

staff. He provides instructional leadership by showing teachers how to move from where they are to where they need to be. It is his responsibility to establish and maintain a school policy for staff development and to ensure that every teacher has the opportunity and encouragement to develop in ways that would enhance his ability (Marsh, 1992:395; Hansen et al., 1989:12; Dean, 1985:162,170).

The enhancement of the teachers' capabilities or teacher development leads to teacher effectiveness which will, most likely, culminate in instructional effectiveness. Since it is the task of the principal to lead the quality development of teachers, he can undoubtedly be regarded as the instructional leader of his school.

The views of other researchers regarding staff development need to be stated here. Hoyle et al. (1990:154) state that staff development is a process designed to foster personal and professional growth for individuals within a respectful, supportive and positive organizational climate. Its ultimate aim is better learning for pupils and continuous, responsible self-renewal for educators and schools. Goldman (1966:50) states that the professional growth of teachers may find expression through improved knowledge of subject matter, improved techniques for teaching, better insight into the dynamics of teaching and learning and better understanding of the learner. Staff development is therefore viewed as an essential variable to the improvement of the teachers' abilities and is planned by principals with the assistance of teachers to address skills that are transferable to the classroom. Through it principals can help new members of staff know and

understand the school culture or the way things are done at a particular school. Staff development focuses on improving personnel performance by improving attitudes, information, morale and as such raising the quality of teaching. In view of this, principals clearly will need to play an active role in providing for the continuing education of teachers which would undoubtedly result in the improvement of their classroom practice (Johnson et al., 1986:241; Du Four et al., 1987:86; Hord, 1988:8).

No matter how the staff is organized, a major responsibility of the principal is to provide a climate for the professional growth of teachers at school. As instructional leader, he is entrusted with the specific responsibility of leadership, effective guidance and development of teachers. He should develop the teaching ability and skills of teachers as this is a prerequisite for effective teaching. He should help them grow into an enthusiastic, inspired, hardworking and dynamic team. He can do this by identifying the strengths or potentials as well as weaknesses in the staff, in order to provide learning opportunities and developmental experiences where there is a need. The principal needs to use staff meetings, staff developmental activities, observations and consultations with individual teachers as opportunities to encourage and recognize good as well as poor work, and should show determination to remedy poor teaching. He should conduct frequent formal and informal observations to coach teachers in their development of instructional skills. He also needs to take an active role in planning, implementing, conducting and evaluating in-service training (Hansen et al., 1989:12; Roe et al., 1974:140; Hord,

1988:9; Johnson et al., 1986:240).

The principal can also conduct the professional development of teachers through supervision of their performance. Supervision is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom interaction and helping him make use of that feedback in order to make teaching more effective (Hoyle et al., 1990:162). Supervision enables the principal to know the strengths, weaknesses and styles of teachers, and as such to be able to correct or even eliminate incompetences. Therefore, how the principal approaches the supervision task, can directly influence what happens in the classroom. The principal can further enhance professional development of his staff by encouraging them to attend teacher development conferences, and to visit other schools to observe exemplary programmes - thus given them the opportunity to learn from others (Hovernsten, 1992:104; Brieve, 1972:15). Hord (1988:8) states that instructional leaders are actively engaged in their teachers' career-long education and the improvement of their instructional performance.

4.3.2.6 Provision of resources and facilities

Research indicates that no instructional programme can survive without the support of the needed resources and facilities at school. For the instructional process to proceed smoothly, resources and facilities which facilitate teaching and learning need to be provided. It is the responsibility of the instructional leader of the school to

provide resources and facilities needed to enable the school to achieve the objectives of the instructional programme by serving as a resource and facility provider and ensuring that what is provided can maximally enhance the teaching and learning process. It is precisely a responsibility such as this one that makes him the instructional leader of his school (Moorthy, 1992:10; McCurdy, 1989:40; Goldman, 1966:45). According to Kimbrough et al. (1990:117), if the principal is not heavily engaged in the instructional programme, teachers will probably not have instructional resources and facilities available when they need them.

One of the most direct ways a principal leads and influences good instruction is by employing or recommending employment of teachers who would deliver it. Proper staffing of schools is a crucial leadership task. Instructional staffing is most important because the essential business of a school is to provide effective instruction in order to ensure good academic achievement. As a result, the principal promotes effective instructional process by good teacher selection. It is his important task to acquire and maintain a highly qualified and productive teaching staff because he knows the type of teachers needed at his school and the subjects they will have to teach. With this information in mind he can be able to recruit and select appropriately qualified and committed teachers for his school. Research indicates that the quality of instruction at school can be directly linked with the quality of teacher resources provided. The principal knows the strengths, interests and weaknesses of each teacher and as such can assign his teachers roles based on this

information (Donmoyer et al., 1988:23; Goldman, 1966:45; Andrews et al., 1991:98; Wood et al., 1985:122).

The principal should keep the school well-stocked with instructional material such as textbooks, laboratory equipment and teaching aids that have implications for classroom instruction. By doing so he enables his staff to meet academic goals and as such he acts as a facilitator for the teaching and learning processes. He ensures that teachers have equipment and material to do the best they can because provision of material resources is generally viewed as an encouragement for teachers to achieve (Hallinger & McCary, 1990:91; Rogus, 1988:18; Smith et al., 1989:9; Goldman, 1966:45). Hord (1988:8) states that, as instructional leader, the principal should maintain high visibility at school, identify the appropriate expertise and resources and orchestrate the process for bringing resources to the staff for putting them to use.

4.4 The selection of principals and teachers for employment

4.4.1 The need for selection

The school, like any organization, needs to identify the personnel needed to fully accomplish its goals and purpose. Before initiating any selection activities, it is absolutely essential for the school authorities to specify how many and what kind of teachers or what kind of a principal will be needed to accomplish the goals and purpose of the school. Studies have proven that good

schools do not happen by accident but are made by good personnel (Vide, prs. 3.3.1, 3.3.2). Evident here is that each teacher or principal represents a potential gain or loss to the school in terms of goals and purpose accomplishment. Therefore, the teacher or principal selection process provides a golden opportunity for the school authorities to make a major contribution towards the improvement of the school. It is as such crucial to the achievement of the major aims of the school since it enables the authorities to fill each post with the most appropriate candidate or to get the right person for the job. Thus the fundamental purpose of selection should be to appoint the most suitable or the best fitted applicant (Bolton, 1973:3,50; Gerwin, 1974:16; Gips & Bredeson, 1986:81).

What is absolutely true in the previous paragraph is that certification is not necessarily synonymous with competence. A teacher or principal selection should also include elements beyond credentials. These views are presented most ably by Mickler and Solomon (1986:398) who state that, in virtually any school, differing degrees of success can be observed among teachers with equal training and mastery of the subjects matter. Some teachers create an atmosphere of learning that leaves an indelible imprint on their pupils, while others can be recalled only with great difficulty. Unless selection procedures are well organized and executed, the school will not attract and appoint the type of applicants desired or they will hire ineffective teaching personnel (Bolton, 1973:3). Nicholson and McInerney (1988:88) warn that a hiring mistake is really two mistakes: the wrong person was hired, and the right

person was not. In such a case, unfortunately, it is the child who bears the brunt.

It is common knowledge that a considerable number of teacher candidates entering our colleges are not properly selected. In fact, little instructional selection is involved in determining who will be teachers. The possession of a matric certificate is the only criterion commonly used. This tendency has led to a situation where many matric graduates who are not sure about their choice of a career are being attracted to teaching. Entering a teacher training college is mostly a process of self-selection and as would be expected, those who are most likely to select themselves as prospective teachers are drawn from the least academically able candidates. With fewer able young people being attracted to teaching, the need for effective teacher selection methods before appointments are made is essential. The school desperately needs high quality teachers in the classrooms if it is to successfully perform its responsibilities. Proper teacher selection is the only way which will enable a school to get academically qualified and competent teachers (Schlechty & Vance, 1983:483; Jenkins, 1984:51).

Boyles and Engel (1986:22) indicate that the most important impact one can have on school quality is in the hiring of teachers. The better your teachers, the better your schools. They go on to say that a lot has been heard about the need to get poor teachers out of the classroom. But how did those teachers get into the schools in the first place? The answer, of course, lies in the lax screening procedures some schools use in hiring teachers. Thus, putting a solid

screening process in place will provide a safeguard against reckless expediency later. These views are also held by Donmeyer et al. (1988:24) who say that effective schools take the appointment of teachers seriously. They invest considerable time and energy in the process. They care about learning and recognize the importance of teachers in promoting it. Hiring personnel of a good quality is, for them, a major responsibility that is given priority. Since teacher selection has an impact on the learning of pupils, proper selection of teachers is primarily designed to ensure a high probability that learning will occur in the classroom (Bolton, 1973:3).

By selecting the right principal for the school, the authorities could eliminate much of the effort that goes into improving the on-the-job performance of principals and the ill-effects resulting from inadequate school management and leadership (McCurdy, 1989:65). For this reason proper selection of a principal can be regarded as essential to the vitality of the school, because it can largely contribute to its proper management and leadership without which no school can prosper.

There is no doubt that the needs of a particular vacancy or the subject to be taught actually determines who should be hired. This means that the need for teacher selection is also dictated to by the needs of the subject to be taught. Consequently, Castetter (1976:167) rightly states that one of the primary aims of teacher selection is to fill the existing vacancy with a person who meets established subject qualifications and who appears likely to succeed on the job. This means that the purpose of selection is also

to identify the most suitable subject teacher for the vacant post - a teacher who would prove to be academically qualified and competent. Jenkins (1984:51) says that when good teachers are selected, school problems are reduced, if not completely eliminated.

It was earlier stated in this study that not all teacher training colleges produce teachers of a good quality (Vide, prs. 2.5.1, 2.5.2, 2.5.5). For this reason, in order to minimize the possibility of employing poor quality teachers or even principals, schools need to ensure that their employment is preceded by a strictly controlled selection procedure. Further, unlike many careers or occupations teaching is a delicate career since it deals with the total development and moulding of persons - the development of the children towards proper adulthood. Principals and teachers deal with the whole life of the child, and with their teaching, moulding, guidance and development responsibilities, they can either build or break him. To understand the magnitude of what is meant here, one needs to take note that a failed experiment in the education of a child cannot be written off as a human error like is the case with a failed product in a manufacturing company. If the education of the child fails, he will not have another opportunity to start all over again. His chance to become what he was capable of becoming shall have gone for good. It is precisely due to these reasons, in particular, that proper selection of teachers and principals is an absolute necessity.

When principals and teachers become aware that their appointment is not just a mere nomination, but that it is

preceded by stringent selection procedures, they will endeavour to improve their performance at their schools and learn to take teaching seriously.

4.4.2 *The selection process*

4.4.2.1 Advertise the vacancy widely

The school authorities need to ensure that every vacancy at school is fully and widely advertised so as to reach a broadly based field of potential candidates. The advertisement should be distributed to anyone whom the school thinks can attract good candidates. This will undoubtedly enlarge the pool of possible candidates since everyone who meets the required and widely circulated criteria would be afforded a chance to apply. In this way all qualified candidates would have an equal chance at appointment. One important aspect to note here is that the school needs to prepare high-quality material to advertise their vacancies. Advertising a vacancy in newspapers casts the net widely and attract more applicants. Thus the advertisement invites scores of necessary responses. What should be abundantly clear here is that the possibility to select a good teacher or principal is reduced when the school cannot attract an adequate supply of applicants because of a narrow search (Kaplowitz, 1974:12; McCurdy, 1989:69; Driscoll, 1982:13; Bolton, 1973:3; Herman & Stephens, 1987:24).

The advertisement should provide information about the vacancy and the unique qualities, if any, of the person who

is sought. An up to date and complete job description of the position available should be given. The teaching job should be carefully defined as this would enable teachers to know exactly on which criterion evaluation would be based. A comprehensive job description also helps the would-be applicants to know exactly what kind of person is needed. In this way a job description is a meaningful part of the search process since it helps in the screening process. A clear indication of the particular skills being sought for particular tasks of the school can help screen unsuitable candidates (Jenkins, 1984:50; Gerwin, 1974:38; Wright, 1990:19; Kaplowitz, 1974:11; Driscoll, 1982:9).

According to Morgan, Hall and Mackay (1984:29) the purpose of job advertisement is to inform potential applicants that a post exists, and to provide them with enough relevant information about the post, so that they may decide whether they are eligible to pursue an application or not. Kaplowitz (1974:10) states that an effective job description generally includes information on the responsibilities of the position, a brief setting of the larger setting within which the person will function, as well as a list of minimum and desired skills sought in applicants for the position. The advertisement of a vacancy needs to be clearly specified in order to distinguish between the qualifications desired in a candidate. To be regarded as fairly complete the advertisement should include the job title, qualifications and experience required, any special criteria to be applied in considering the applicants, a place where application forms can be obtained and the closing date for the applications (Morgan et al., 1984:29).

4.4.2.2 Screen the applicants

The screening process is intended to eliminate applicants who do not meet the basic stated requirements of academic and professional qualifications, and also experience in some cases. Experience is one of the requirements for applicants who apply for the principal's post. Academic and professional qualifications are nearly always prerequisites for the job and as such serve to screen out applicants who do not qualify for consideration. These are inappropriate applicants or applicants who do not offer the necessary strength for the position advertised. Such candidates are discarded from further consideration for the post. Should there be too many candidates with the necessary qualifications and experience, then each candidate's references would have to be meticulously scrutinized and evaluated against those of others and in the process poor contenders could be eliminated. The selection committee will have to approach persons who know the candidate's work performance as this would assist them in their evaluation. However, care should be taken not to disadvantage teachers who have just completed their training due to lack of experience. Such teachers should be afforded the opportunity to prove their worth (Bolton, 1973:67; Kaplowitz, 1974:18).

Banfield (1984:58) is of the opinion that applicants whose qualifications, attributes and experience fall short of those listed in the job specifications should be discarded. This is done to avoid a waste of both time and funds, inconvenience and embarrassment to those involved. Since many applications can be received for one advertised post,

the screening process is both time-consuming and important. After the screening process has been completed a short list of candidates who qualify for an interview will be compiled. The short list will obviously include those candidates who on paper, have the necessary qualifications, attributes and experience for the post on offer (Banfield, 1984:58). Therefore the candidates who will be called for an interview will include only those who have demonstrated that they meet the criteria specified in the job description (Morgan et al., 1984:71). Only those candidates who meet the initial requirements of the post on offer will be subjected to the further selection process.

In another sense, the screening of applicants can be regarded as reducing the number of applicants in such a way that only strong contenders for the post on offer will be interviewed. The screening process narrows the field of applicants to a small number and this sets the stage for the interview. This means that a small group of strong candidates is identified. The screened out or rejected candidates can now be sent letters of regret, so as to prevent raising unnecessary expectations. These candidates, even if rejected, are owed the courtesy of knowing that they are no longer in the race. It is essential that the screening process is immediately followed by interviews because long periods of silence can be unnerving, even to strong and sturdy candidates. They can also create a vacuum into which other possibilities may move and take over (Engel & Erion, 1984:306; Driscoll, 1982:17; Jenkins, 1984:51).

4.4.2.3 Conduct an interview: Assess each candidate's suitability for the post on offer

An interview is an oral examination of candidates for employment. It is a form of contact between the selection committee or employer and the prospective employee. It is often referred to as a method used to finalise the selection process or the climax of the selection process. The fundamental purpose of the interview is to find out as much as possible about the applicant, so that his suitability for the post can be determined. It helps to clarify and verify the candidate's unique skills, attributes and suitability for the post. The interview enables the interviewer to acquire information from the applicant or interviewee and to provide the applicant with the information he needs. The task of the selection committee during the interview is to collect information that may be used to predict on-the-job behaviour of the applicant and to relate this behaviour to the operation of the school. The information received from the interview should be combined with evidence from other forms of assessment so as to be able to build a good picture of each candidate (Wood et al., 1985:128; Gilbert, 1967:24; Johnson, 1986:279; Bolton, 1973:50; Vornberg & Liles, 1983:89; Engel et al., 1984:307).

Evident from the preceding paragraph is that the intention of an interview is to assess each candidate and identify the one most suitable for the post. It is an important method for securing information and impressions about the applicants from which the interviewer makes synthesis and evaluation. Through it the selection panel is able to check

the reliability of the information provided on the application form and other documents, and gain accurate information about each applicant's expertise in desired areas. Thus it enables the panel to resolve conflicting information from references and clarify any ambiguities that might exist. The interview can be regarded as an important source of data since it affords the selection panel the opportunity to gain information and impressions other methods cannot supply and because it brings the candidates closer to the search panel. In this way more information is exchanged and the applicants' personalities, manner of thinking and sense of values are conveyed. It needs to be stated that the value of an interview, whenever conducted, depends directly on the interview skills of the interviewers and knowledge of the requirements of the post to be filled. In consequence, the interviewers should receive training in the interview process since this would enable them to know what is expected of them and improve their ability to discriminate between applicants (Morgan et al., 1984:72; Vornberg et al., 1983:89; Wood et al., 1985:129; Driscoll, 1982:19, 21; Bolton, 1973:74).

Banfield (1984:59) regards the aim of the interview as to check biographical data supplied on the application form, supply more detailed information about the post and discuss the candidate's perceptions of, ability and aptitude for the job. According to Bolton (1973:50) the information gathered to describe the applicant determines whether his application will be accepted. The important question to be answered after the interview is which candidate would best meet the requirements of the post advertised. For this reason a candidate is called for the interview only if he

is seriously being considered for the post.

There are two types of individual interviews, namely the structured and the unstructured interviews. The former is regarded by researchers as eminently suitable for teachers and principals, and is the one recommended in this research. In the structured interview the questioning procedure is determined beforehand. The questions are structured in such a way that the interview panel is able to gather information about the candidate in areas deemed essential for the school programme. All candidates are treated equally since they are asked similar questions and this enables the panel to have a common base upon which to evaluate applicants. Panel members can record data and information about candidates more systematically and have a more uniform rating of them. Asking similar questions facilitates the collection of comparable information from candidates and leads to reliable and objective decisions by eliminating the panel's subjective judgement to a large extent. The process also discourages the panel from taking over-hasty decisions. The structured approach provides the panel with solid evidence on which to base their final decision (Van Rensburg, 1980:159; Bolton, 1973:68; Pellicer, 1981:493; Morgan et al., 1984:40; Banfield, 1984:58-59).

In the unstructured interview, which will not be discussed in depth here, certain questions are planned in advance but the interviewer may use his discretion and change the sequence, depending on the situation. He can even ask more questions than originally planned. A striking contrast between the structured and unstructured interviews is that

in the former all questions asked are pre-determined and as such all candidates are asked similar questions. In the latter not all questions are pre-determined and the interviewer may not necessarily ask each candidate the same questions (Van Rensburg, 1980:159). He is at liberty to ask the interviewee any question he thinks to be necessary. In another sense one can regard the structured interview as pre-planned and pre-structured whereas the unstructured interview is a loose interview, loose in the sense that it is not bound by rules that have to be commonly applied to all candidates.

Bennett (1987:18) states that all selection processes aim for a perfect match between the job and the person hired for it. The selection criteria are directed towards job success and as a result interview questions should ask more performance-oriented questions. The selection panel should look for qualities in the teacher that are essential for effective teaching and for qualities in the prospective principal that are essential for school management and leadership. This implies that the panel must know what kind of teacher or principal they want and be clear about job expectations and any special qualities required of the applicants (Jenkins, 1984:50).

The attributes to be assessed or special qualities that the selection panel should look for in the teacher during the interview are the following:

- **The applicant's teaching experience:** Look for an excellent teaching reputation and previous work experience. Measure the candidate's skills and

performance in job-related situations. It is generally assumed that the best indicator of what an individual will do in future is what he has done in the past. Thus one of the essential elements in the process of selecting teachers is to have a comprehensive knowledge about his background. A beginning teacher should be required to show evidence of having fulfilled the requirements necessary to obtain the teacher's certificate.

- **The applicant's dedication to teaching:** Look for the teacher's accomplishments in raising pupil academic achievement and his desire to improve pupil achievement. If the school authorities want to maximize the pupil's academic achievement, they should appoint dedicated teachers who can provide a strong influence towards achievement.

- **The applicant's idea of responsibility and attitude towards authority:** Assess the candidate's attitude regarding respect for authority and towards teaching as a career and the development of the child. Teachers with a positive attitude tend to promote higher self-esteem among pupils which account for an increase in learning. Responsible teachers are on the whole committed, work on their own and do not need much supervision.

- **The applicant's personality and interpersonal relations:** Koernar (Wood et al., 1985:128) feels that the individual's personality has a way of permeating everything he does, thus investigating the applicant's

personality should take priority in the interview. Everyone who is to teach must have a personality conducive to working with pupils, teachers, parents and the community. He should have sound interpersonal relationships.

- **The applicant's knowledge and ability:** The two major components of successful teaching are knowledge of the subject matter and the ability to impart the subject matter to the pupils. This means that the teacher must be well versed in the subject he teaches.

- **The genuineness of the applicant:** Does the candidate possess enthusiasm, initiative and sensitivity for the job? Is love for teaching and learning evident in him? Does he take teaching seriously? Does he have the interest of the child and his career at heart? These are crucial questions to be answered in the interview and other sources provided by the candidate.

- **The applicant's ability to adapt:** Does the candidate share the vision of the school? Would he be an asset to the school? Would he co-operate with other staff members? (Lang & Stoops (1968) in Clifford, 1975:10; McCurdy, 1989:66; Wright, 1990:29; Gilbert, 1967:24,63; Johnson, 1986:279; Castetter, 1976:182; Mickler et al., 1986:399; Bratton, 1990:51)

The special qualities or skills the selection panel should look for in a principal during the interview are the following:

- **Administrative skills:** Skills in planning, organizing, decision making, co-ordination and control.
- **Leadership skills:** Basic leadership ability as well as skills necessary to perform the leadership tasks of the principal.
- **Interpersonal skills:** Human relations skills, behaviour flexibility and personal impact, ability to recognize when people require direction, etcetera.
- **Control of feelings:** Tolerance of uncertainty, ability to work under pressure and during opposition.
- **Judgement:** Ability to reach logical conclusions and make high quality decisions based on available information and skills in identifying educational needs and setting priorities.
- **Decisiveness:** Ability to recognize when a decision is required and to act quickly.
- **Personal motivation:** The need to achieve in all activities attempted and primacy of work and inner work standards.
- **Problem analysis:** The ability to analyze a problem and perceive the relative importance of its different aspects.
- **Communication:** The ability to make clear oral or

written presentation of facts and ideas.

- **Experience as teacher:** Skills learned in the classroom that are directly applied by the principal in the week-by-week work of the school. Teaching experience strengthens the competence as well as the credibility of the principal. Thus anyone attempting to be a principal prior to acquiring enough teaching experience would be severely handicapped in performing his duties.

- **General effectiveness:** These include creativity, resistance to stress and need for advancement (McCleary & Ogawa, 1989:105,108; Thomson, 1989:37).

The special qualities mentioned above will also be looked for in the candidate's references and other information supplied as his recommendation. In fact, the final selection of a candidate for appointment will be determined by how far he is able to prove possession of these skills or qualities. The skills or qualities stated above are not put in any order of priority.

The interviewers should have a clear and agreed on job description for which all candidates shortlisted are being evaluated as this would enable them to ask relevant questions in the interview. The interview questions should be adjusted to fit the vacancy advertised. The questions should be based mainly on the skills or special qualities required from either the teacher or principal as stated above. References of all the candidates should be checked before the interview. References are required to augment

information amassed during the interview.

The interview should be held in an appropriate and quiet place where interruptions are limited to the minimum. When the interview commences the chairman of the selection panel should try to establish rapport with the interviewee by setting him at ease. This will make the candidate feel welcome and as a result be able to speak easily and freely or respond freely to questions asked. There should be no discussion of candidates between interviews as this could prejudice some candidates prematurely. The interview panel should be careful to avoid being misled by appearances and expressive cues and should rely heavily on what is said during the interview. They should make a special effort to eliminate the positive or negative bias which attaches to a wide range of irrelevant factors such as accent, origin, association, favouritism, nepotism and others. At the end of each interview, each panel member should complete a rating form and assign the candidate a score. He should also note the strengths and weaknesses that came up during the interview as these would serve as the basis for discussing the different candidates. All interviews for the same post should be done and completed on the same day and the discussion of candidates with a view to select the best three candidates should follow immediately after the conclusion of interviews (Banfield, 1984:58-59; Gerwin, 1974:18; Morgan et al., 1984:39; Johnson, 1986:279).

4.4.2.4 Appoint the best suited candidate

The final decision made regarding the appointment of either

a teacher or principal is regarded as a step of supreme importance to the school. Castetter (1976:197) states that the final selection of a candidate should be based on the merit principle which holds that vacancies should be filled by those candidates who best meet the established qualifications. The decision should rest on what is known about the candidate and on judgement about how effectively he will perform under known and unknown conditions. Thus, one of the essential tasks of the selection panel is to predict the future performance of each candidate. Departure from the foregoing principles sooner or later leads to a staff of an inferior quality. So crucial is the selection of a teacher or principal to the quality of the educational programme that it seems obvious that this decision must be made with utmost certainty regarding its utility (Gerwin, 1974:16). A good selection system should result in hiring people on the basis of their qualifications and capability, not because of criteria unrelated to the job (Dale, 1991:21). The selection panel must be aware that they make the panel's or school's decision in accordance with organizational requirements and not the personal preferences of those involved in the selection process. When endorsing this point of view, Bolton (1973:84) says that when persons involved in the teacher or principal selection confuse individual decisions with the panel's decision, serious difficulties arise.

After the interview has been concluded, the panel will have a wealth of information about each candidate to assist them in making a final decision. The discussions of candidates should start immediately after the interview so that impressions can be shared while still fresh. The panel

should consider each candidate on the basis of all material and evidence they have about him which includes: application forms, testimonials, resumé, references and most importantly, the interview itself. The panel should weigh the importance of each of these items in the light of the qualifications one must value in a teacher or principal and make a decision. The candidates should be compared with regard to their strengths and weaknesses. The items and information available should be discussed, and on the basis thereof, candidates should be graded in accordance with each one's ability to perform the tasks required to do the job he has applied for. On the basis of the grading agreed upon, candidates should be further discussed with a view to eliminate weak contenders until only the best three candidates remain. Since all candidates who reached this stage are noted as finalists, reasons must be given and noted for the elimination of each unsuccessful candidate from being appointed. The selection panel should reach consensus on placing the remaining three most suitable candidates in order of merit. Of supreme importance here is to note that a movement towards general agreement is more desirable than a simple majority voting procedure. Three candidates are identified to use the second best as a replacement in case the best candidate declines, and to use the third best in case the second best also declines (Herman et al., 1987:24-25; Kaplowitz, 1974:24,27; Morgan et al., 1984:7; Driscoll, 1982:21).

Soon after the final appointment has been made, the work is completed by sending letters of regret to all unsuccessful candidates and thanking them for their time, effort and interest. The appointed candidate should be simultaneously

notified about his appointment by letter. The notification should include everything he should know such as the commencement date and conditions of service.

4.4.2.5 Implement post-hiring activities

After appointing a new teacher or principal, it would be left upon the management of the school to ensure that the new appointee is given the necessary orientation and induction to familiarize him with the new situation, thus enabling him to fully actualize his potential. The need and value of orientation and induction are expressed in a variety of ways. Wood et al. (1985:130) state that a new teacher may have a degree and teaching certificate, but remains a novice when it comes to teaching and he is aware of this fact. First year teachers, as well as veterans or a newly appointed principal, consider the following experiences as most significant in adjusting themselves to the new situation: friendly fellow workers, a guided tour of the school premises and a written statement about the school rules and policy. Therefore, it could be a waste of time, effort and money to select the right personnel only to lose much of the investment by failing to orient and induct them properly (Wood et al., 1985:129). According to Gips et al. (1986:89), the fact that a person is hired is no guarantee of success in the organization. Orientation activities for the new appointee are essential to acquaint him with the new situation.

Bennett (1987:19) is of the opinion that selecting good personnel is half the battle, the other half is to help

them succeed and grow. Well-organized post-selection activities such as orientation and induction are most likely to achieve this goal. A school can employ a teacher, but until he becomes fully adjusted to the work to be performed, the environment in which it is performed and the colleagues with whom it is performed, he cannot be expected to give his best effort towards the attainment of the goals of the institution (Castetter, 1976:205). In this way orientation and induction will be to the benefit of the newly appointed person and to the interest of the school.

Of paramount importance here is that the school management should hold orientation sessions for new employees and expose them to the induction programme of the school as well as to the school procedures and policy. This move would make them feel at home, because they will know exactly what is expected of them in the execution of their duties. They will know the do's and don'ts of the school and afforded the opportunity to adjust accordingly. Knowledge of the foresaid is of paramount importance, even to the veteran teacher or principal, because schools have different policies and are run differently. However, one must concede that a newly appointed principal or a veteran teacher would not need the same exposure to orientation and induction as a new teacher. The school management should spend plenty of time touring the school buildings, especially those to which the new personnel will be assigned. The new personnel should be acquainted with the school premises, classrooms and offices. More importantly, beginning teachers should have the opportunity for successful initiation into teaching (Castetter, 1976:205; Herman et al., 1987:25).

4.5 Summary

The literature study in this chapter was undertaken to shed light on the principal as manager and instructional leader, and the selection of principals and teachers for employment. It has been found that a principal is an undisputed manager and instructional leader of his school. It has also been found that through proper selection of teachers and principals, the school authorities can ensure that schools are staffed with not only appropriately qualified personnel but also with hardworking, committed and dedicated personnel who can contribute enormously towards a learning culture.

The responsibilities of the principal as manager are numerous. He is responsible for the administration and organization of the school which include functions like planning, organizing, co-ordinating and control which are essential for the smooth running of any school. He is responsible for the management of the school personnel and pupils as well as their activities at school. The financial management of the school which facilitate the running of the school is also in his hands. He manages school facilities in their entirety to ensure that they are properly utilized and cared for. Communication inside the school and with persons and instances who have interest in the school falls under his management. Last but not least, the principal has to manage services provided for pupils by the school or by outside agencies such as a hostel and bus and health services.

The principal has many responsibilities as an instructional

leader too. He has to set the school's instructional policy and goal and see to it that all instructional activities of the school comply with the set policy and are duly guided towards the achievement of the school goal. As an instructional leader he must give the instructional process his wholehearted support and backing. He should supervise and evaluate the instructional process to ensure that it meets the requirements and standards set for the school, thus ensuring that it is up to the mark. Since the foundation of the instructional programme of the school is the curriculum, the principal has to become a curriculum leader. He has to provide leadership in developing a school curriculum - a curriculum that accommodates the needs, interests and aspirations of all pupils. As an instructional leader he will have to ensure that his teachers are duly developed to be able to meet the demands of their work, and to keep abreast of new developments in education. He is also responsible for the provision of the facilities and resources needed in the school.

In order to have good principals and teachers at schools, who in turn will make good schools, a stringent selection process of principals and teachers has to be put in place. It has been found that a selection process has to follow certain important steps to be effective. Although the process discussed in this study is effective, it is certainly not the only one. The starting point in the selection process should be to advertise the vacancy widely to enable many qualifying candidates to apply for it. After receiving the applications, a screening of the applicants should begin to eliminate those candidates who do not meet the basic requirements for the post on offer. The screening

of the candidates should be followed by a structured interview. The purpose of the interview is to assess each candidate's suitability for the post. After interviews have been concluded the selection panel should make a thorough study of all the information at their disposal about each candidate and weigh it against that of the other candidates and make their choice of the best three candidates in order of merit. Although the panel's first choice is regarded as the best candidate for the post, he still needs orientation and induction at the new school in order to familiarize him with his new school and to enable him to fully actualize his potential.

CHAPTER 5
EMPIRICAL RESEARCH

5.1 Introduction

The basic aim of this research is to determine the effect of the establishment of a learning culture on academic achievement. This has led to the exploration of several aspects of the learning culture. All the previous chapters probed this problem through the study of literature. In this chapter the problem is subjected to an empirical investigation. The researcher gives a detailed description of the empirical investigation of this thesis. In chapter one it was postulated that there is no relationship between the establishment of a learning culture and academic achievement. This hypothesis will be tested by means of data gleaned from black matric pupils, principals, deputy principals, departmental heads and matric teachers of the sample schools.

As a point of departure the researcher will give a description of the research sample. This will be succeeded by an in-depth discussion of ex post facto research, which is the method of investigation used in this study. Thereafter a description of the procedure followed in the collection of data for the empirical investigation will be discussed. Once data have been gathered, it will be subjected to a statistical analysis and calculations so that the hypothesis can be tested. Therefore the discussion of data collection will be followed by data analysis and interpretation.

5.2 The description of the research sample

A researcher may administer a questionnaire to gain information or collect data about a particular group of persons, for example black matric pupils, as in the case of this study. In this study, therefore, black matric pupils have become the target group which is also termed the population of study (Tuckman, 1978:226). According to Mulder (1982:53) population refers to a group similar with respect to one or more characteristics as defined by the researcher. He goes on to say that a population of study can include all university students in the country, all citizens entitled to vote, all matriculation pupils in a province or anything as defined by the researcher. Thus the researcher has a specific goal in mind with his description of the population.

Since it is an almost impossible task to include the whole population concerned in this investigation, the researcher will take a sample from the population and execute his research with it. A sample is a group which is selected from a population and is thus less than the population, while remaining as representative of the population as possible. The sample is selected to give the researcher a manageable group for the purpose of research. If the sample is representative of the population, results or conclusions from research with the sample will also pertain to the population. What is implied here is that unless a smaller group which is selected from the population is representative of the population, it cannot be regarded as its sample (Tuckman, 1978:226; Mulder, 1982:55).

This research was conducted in the Welkom area of the former Department of Education and Training. The area comprised the following city and towns which, besides the last two, form the major part of the Orange Free State Goldfields: Welkom, Hennenman, Virginia, Theunissen, Ventersburg and Bultfontein. Of note here is that this area has an urban and a rural setting. There were fourteen secondary schools in this area when the empirical research of this study was done and each had classes ranging from standard six to standard ten. All of them together had 21 737 pupils. The roll of standard ten pupils at these schools was 3 101 (three thousand one hundred and one). This number included pupils who were doing matric for the first time and repeaters. Thus the research sample was drawn from the population of 3 101 (three thousand one hundred and one) matric pupils. Since all these schools were under the same education department, they followed similar syllabi and wrote the same examination. All pupils had to write six compulsory subjects in the final examination and all used English as a medium of instruction.

The research sample was drawn from matric pupils of twelve secondary schools situated in the area mentioned above. The sample schools included one school at Hennenman, Ventersburg, Theunissen and Bultfontein towns - which had only one secondary school each, one school at Virginia - which had two secondary schools, and seven schools in Welkom - which had eight secondary schools.

The sample schools offered different fields of study such as technical, commercial, natural sciences and humanities.

This implies that the researcher was able to make a wide coverage of all types of schools in the area for research. All schools included in this research were manned by almost equally qualified teachers.

After the selection of the sample schools attention was directed at the selection of the research sample which consisted of 643 (six hundred and forty three) matric pupils. The pupils who constituted the sample were randomly selected from their schools at the end of their final matric year - two weeks before they sat for the final matriculation examination. Random sampling methods were used to ensure that the sample is representative of the population. In random sampling each member of the population has an equal chance of being selected for the sample (Mulder, 1982:57). As Tuckman (1978:226) states, one way to ensure that the sample will be representative of the larger population is to draw a random sample, because random selection limits the probability that one may choose a biased sample.

The names of all the matric pupils of each sample school were written down in alphabetical order and given numbers. The same numbers were written on pieces of paper. The papers on which numbers were written were put in small cartons and thoroughly shuffled. Thereafter they were taken out of the carton one by one until the predetermined number for every school had been obtained.

Apart from the pupils, twelve principals and one hundred and forty four senior teachers (deputy principals, heads of department and matric teachers) of all sample schools

were made to complete a questionnaire which was specifically meant for them. This questionnaire differed from the one given to pupils. The questionnaires will be discussed under paragraph 5.4 below.

The details of all schools used in the research sample are clearly portrayed in the table below:

Table 4

Details of schools used in the research sample

| Schools | School roll | Principal and senior teachers | Pupils | Matric class average |
|----------------|--------------------|--------------------------------------|---------------|-----------------------------|
| TT | 1 436 | 13 | 62 | 45 |
| BH | 1 200 | 10 | 55 | 37 |
| RT | 1 909 | 14 | 73 | 37 |
| RP | 2 372 | 16 | 70 | 48 |
| RH | 1 120 | 10 | 45 | 40 |
| LS | 758 | 16 | 32 | 23 |
| LN | 565 | 10 | 43 | 58 |
| LB | 2 094 | 17 | 54 | 57 |
| TG | 1 684 | 16 | 60 | 44 |
| NN | 1 774 | 11 | 44 | 39 |
| MT | 1 146 | 10 | 54 | 33 |
| TW | 1 416 | 13 | 51 | 49 |
| TOTAL | 17 474 | 156 | 643 | |

5.3 Ex post facto research

Research can be basically dichotomized into experimental and non-experimental investigations. Ex post facto research falls under the latter category. The primary distinguishing factor between experimental and non-experimental investigations is that in the former the independent variable is manipulated or controlled by the researcher, something which never occurs in the latter. The term ex post facto means "from facts of the past" or "facts out of the past". In this type of study the researcher utilizes existing data to research the problem and no experiment is executed. It is research in which the outcome is already observable, and the problem is to determine what gave rise to it. This means starting with the effect and seeking possible causes. The fundamental purpose of ex post facto research is to establish the functional relationships among existing variables (Masitsa, 1988:125-126).

Researchers are unanimous in their explanation of ex post facto research. Tuckman (1978:147) states that the term ex post facto is used to refer to an experiment in which the researcher, rather than creating the treatment, examines the effects of a naturalistically occurring treatment after that treatment has occurred. It is therefore an after-the-fact treatment of an outcome or dependent measure. According to Ary, Jacobs & Razavieh (1979:27) the term ex post facto, Latin for "from after the fact" serves to indicate that the research in question is conducted after variations in the independent variable have already been determined in the natural course of events. Gay (1981:197) maintains that in ex post facto research the researcher

attempts to determine the cause or reason for existing differences in behaviour or status of groups or individuals. In other words, it is observed that groups differ on some variable and the researcher attempts to identify the major factor that has led to these differences. Kerlinger (1986:348), who agrees with the above views, describes ex post facto research as:

"... a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manipulations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variations of independent and dependent variables."

What is implied in the foregoing discussion is that in ex post facto research the researcher has to work deductively from a dependent variable to ascertain the influence of an unchecked or uncontrollable independent variable that has already been operative. The researcher acts retrospectively in his search for relationships between variables. As Ary et al. (1979:273) state, ex post facto indicates that changes in the independent variable have already taken place, the researcher is only faced with the problem of trying to determine the antecedents of the observed consequences. Ex post facto study begins with a description of the present situation, which is assumed to be the effect of some previously active factors and attempts a retrospective search to determine the assumed antecedent factors, which began operating at an earlier time. Stated

differently, in ex post facto research both the effect and the alleged cause have already occurred and are studied by the researcher in retrospect (Gay, 1981:197). The researcher acts retrospectively to probe the effect of the independent variable, which he could not control, on the dependent variable.

There are indeed many research problems in the human sciences such as education, psychology and sociology that are of paramount interest to man, but which do not lend themselves or are not amenable to experimental investigation. These are attributes such as intelligence, aptitude, achievement, creativity, rigidity, socio-economic status and teacher personality (Kerlinger, 1986:359; Ary et al. (1979:292). Because of the mere fact that the last mentioned attributes cannot be manipulated or controlled, they can be ably researched by means of a non-experimental method rather than through the more rigorous experimental approach. Hence they must be investigated through ex post facto research. This method permits investigation of numerous variables that cannot be subjected to experimental study.

To support the foregoing, Gay (1981:199) cites the most appropriate example. He states that if a researcher was interested in determining the effect of prenatal care for the mother on the developmental status of the child at the age of one, it would not be ethical to deprive a group of mothers-to-be of parental care for the sake of science when such care is considered to be essential to both the mother and the child's welfare. In such a case the researcher would not be able to control the independent variables by

manipulation.

In this investigation the crux of the matter is to probe the effect of the learning culture on academic achievement. The variables at issue here are the establishment of a learning culture and academic achievement - independent and dependent variables respectively. As a matter of fact the matric pupils investigated in this study were not randomly assigned to different categories of the independent variable. The independent variable was not manipulated or controlled in any way, but took its own course. Consequently, the differences between the performance of pupils in the examination were not brought about by the researcher. For this reason the use of ex post facto research is appropriate.

Since the changes in the independent variable have already taken place, the researcher must study them in retrospect to determine their possible effect on the observed dependent variable. This means that the researcher will achieve the variation he wants, not by direct manipulation of the variable itself, but by the selection of individuals in whom the variable is present or absent, strong or weak and so forth (Ary et al., 1979:271).

5.4 Collection of data

Data refer to facts or information about something which is used in deciding or discussing something, or as a basis for inference. It is usually in the form of facts or statistics that one can analyse or use for doing further calculations.

It is information organized for analysis or used as a basis for a decision. Hawkins et al. (1991:367) regard data as known facts or things used as a basis for inference or reckoning. Batcher (1991:368) holds almost the same views as stated above since he regards data as facts or information from which things may be deduced. The collection of data is the critical step of research, because without it research cannot be conducted conclusively. This exposition outlines the modus operandi for the collection of data in this research.

In addition to the literature study undertaken, an empirical investigation was launched to establish whether the establishment of a learning culture is a prerequisite for academic achievement or not. Data used for this purpose were gleaned by means of two questionnaires, one completed by 643 matric pupils of twelve secondary schools and the other by principals and senior teachers of those schools. The two questionnaires were deliberately designed to gather data on the relationship between a learning culture and academic achievement. Two different but related questionnaires were used because it would not be possible to acquire all the information needed from the pupils or principals and senior teachers. Copies of the questionnaires are attached to this research, namely Annexures B and C.

As a point of departure, visits were made by the researcher to the principals and guidance teachers of all sample schools to inform them about the nature and value of the research to be undertaken. Guidance teachers offer school guidance and conduct psycho- and edumetric evaluation at

their schools. Thus they were used because they are conversant with the completion of questionnaires. Prior to the completion of the questionnaires, the researcher once more met the principals and guidance teachers of all schools concerned to discuss all the procedures and instructions to be followed and noted when completing the questionnaires, so as to obviate misunderstandings. The researcher undertook to conduct discussions personally so as to give procedures and instructions in a uniform manner to all groups. A day was set on which all questionnaires in all sample schools would be completed. The guidance teachers were charged with the task of informing matric pupils who were selected for the sample about the day, time and place when and where the questionnaire would be completed. They were supposed to inform them about the value of the survey to be undertaken and to administer the questionnaire.

The questionnaire was distributed to schools on the day on which they were to be completed, exactly two weeks before the commencement of the final matric examination. The two questionnaires were put in separate sealed envelopes. The pupils were assembled by the guidance teacher at a quiet place and the questionnaire was put on their desks upside down until everyone had one on his desk. Thereafter they were requested to place the questionnaire properly, read instructions on the first page and then start completing it. Each respondent was at liberty to put up his hand if there was anything he wanted the guidance teacher to explain. In such a case the guidance teacher would go to a particular respondent who had a problem and assist him without influencing his decision and disturbing the rest of

the group. The guidance teacher had to ensure that absolute silence was observed and that pupils did not assist each other or discuss the questionnaire.

After completing the questionnaire each respondent would close it, leave it on the desk and leave quietly. The teacher had to ensure that none of them went out with the questionnaire. When all respondents had finished and left, the teacher collected and counted the questionnaires to make sure that he received all of them. Thereafter he put them in one envelope, sealed it and gave it to the principal for safe keeping. The principal and senior teachers also completed their questionnaires on the same day as the pupils, and after completing them, put them in envelopes and sealed them. Some completed questionnaires were sent to the researcher the same day whereas others were collected from schools the following day. The completed questionnaires of each school were thoroughly checked by the researcher and were found to be in order.

Approximately five weeks after the end of the matriculation examination, the results were published. The researcher obtained the results of all the pupils concerned here from the Area Office at the Department of Education. He then inserted each pupil's results in the appropriate space on the questionnaire. Thereafter gathered data were subjected to statistical analysis and interpretation.

5.5 Data analysis and interpretation

As stated in paragraph 5.4, data relating to the stated

purpose of this research have been obtained. The following null hypothesis will now be tested on the basis of data acquired:

H₀: There is no relationship between the establishment of a learning culture and academic achievement.

There are statistical techniques which must be used by the researcher to put him in a position to either reject or accept the null hypothesis. These are statistical tests of significance. There are also statistical techniques which are used to determine the correlation (degree of agreement) between variables. In this study the researcher used the following statistical techniques: t-test for two sets of independent data, (t-test), Chi-square test (χ^2) and Pearson's product moment correlation coefficient (r).

The t-test for two sets of independent data is used to compare the means of two groups with respect to a specific variable (Mulder, 1982:147-150). The chi-square test is used to determine whether compared groups differ significantly (Mulder, 1982:158-176). The relation between two sets of scores is known as "correlation" and it is expressed statistically as a "correlation coefficient". This correlation coefficient (r) can assume any value from 1,00 - perfect positive correlation to -1,00 perfect negative correlation (Mulder, 1982:67-73).

Data analysis and interpretation which succeed hereunder are based on the teachers' and pupils' questionnaires and will be discussed accordingly.

5.5.1 *The teachers*5.5.1.1 The teachers' biographical and academic information**Table 5****Gender profile of teachers**

| Gender | Number of teachers | Percentage |
|---------------|---------------------------|-------------------|
| Male | 111 | 71.2 |
| Female | 44 | 28.2 |
| Total | 155 | 99.4 |

Frequency missing: 1

Table 6**Profile of teachers who teach/do not teach matric**

| Teach matric | Number of teachers | Percentage |
|---------------------|---------------------------|-------------------|
| Yes | 135 | 86.5 |
| No | 21 | 13.5 |
| Total | 156 | 100 |

Table 7**Profile of the teaching experience of teachers**

| Years experience | Number of teachers | Percentage |
|-------------------------|---------------------------|-------------------|
| 1 - 5 | 60 | 38.5 |
| 6 - 10 | 54 | 34.6 |
| 11 - 15 | 16 | 10.3 |
| 16 - 20 | 11 | 7 |
| 21 yrs and more | 13 | 8.3 |
| Total | 154 | 98.7 |

Frequency missing: 2

Table 8**Profile of the teacher's experience in teaching matric classes**

| Years experience | Number of teachers | Percentage |
|-------------------------|---------------------------|-------------------|
| 1 - 5 | 85 | 63 |
| 6 - 10 | 42 | 31.1 |
| 11 - 15 | 6 | 4.4 |
| 16 yrs and more | 2 | 1.5 |
| Total | 135 | 100 |

Of note here is that the large majority (63%) of matric teachers are inexperienced in teaching matric classes.

Table 9

Profile of teachers happy/not happy with their profession

| Happy with profession | Number of teachers | Percentage |
|-----------------------|--------------------|------------|
| Yes | 146 | 93.6 |
| No | 10 | 6.4 |
| Total | 156 | 100 |

5.5.1.2 Frequencies of all the other teachers' responses

Table 10

The teachers' responses in percentages

| Questions | Number of teachers | Agree completely | Agree partially | Disagree | Disagree completely |
|-----------|--------------------|------------------|-----------------|----------|---------------------|
| 12 | 154 | 60.4 | 29.9 | 7.8 | 1.9 |
| 13 | 131 | 47.3 | 38.9 | 11.5 | 2.3 |
| 14 | 155 | 18.1 | 36.8 | 18.7 | 26.5 |
| 15 | 156 | 67.3 | 27.6 | 3.2 | 1.9 |
| 16 | 154 | 35.1 | 42.2 | 12.3 | 10.4 |
| 17 | 156 | 63.5 | 21.8 | 8.3 | 6.4 |
| 18 | 156 | 77.6 | 16.7 | 5.1 | 0.6 |
| 19 | 156 | 82.7 | 13.5 | 1.3 | 2.6 |
| 20 | 155 | 54.8 | 27.7 | 9.7 | 7.7 |
| 21 | 156 | 69.9 | 17.3 | 9.6 | 3.2 |
| 22 | 155 | 43.9 | 28.4 | 18.1 | 9.7 |
| 23 | 156 | 25.0 | 35.9 | 19.9 | 19.2 |
| 24 | 156 | 10.3 | 25.6 | 32.1 | 32.1 |

| | | | | | |
|-----|-----|------|------|------|------|
| 25 | 150 | 48.0 | 30.0 | 10.0 | 12.0 |
| 26 | 156 | 46.2 | 32.7 | 9.0 | 12.2 |
| 27 | 156 | 66.0 | 23.1 | 4.5 | 6.4 |
| 28 | 156 | 40.4 | 34.0 | 14.1 | 11.5 |
| 29 | 155 | 52.3 | 27.7 | 11.0 | 9.0 |
| 30 | 154 | 48.7 | 29.9 | 9.1 | 12.3 |
| 31 | 153 | 29.4 | 22.9 | 20.9 | 26.8 |
| 32 | 155 | 43.9 | 34.2 | 13.5 | 8.4 |
| 33 | 155 | 81.3 | 14.8 | 2.6 | 1.3 |
| 34 | 156 | 80.8 | 14.7 | 2.6 | 1.9 |
| 35 | 156 | 51.9 | 31.4 | 10.9 | 5.8 |
| 36 | 156 | 35.9 | 46.2 | 14.7 | 3.7 |
| 37 | 154 | 50.0 | 33.1 | 13.6 | 3.2 |
| 38 | 155 | 13.5 | 13.5 | 24.5 | 48.4 |
| 39 | 156 | 5.8 | 9.6 | 23.1 | 61.5 |
| 40 | 155 | 31.0 | 36.8 | 17.4 | 14.8 |
| 41 | 156 | 46.8 | 39.7 | 10.9 | 2.8 |
| 42 | 153 | 4.6 | 13.7 | 28.8 | 52.9 |
| 43a | 64 | 81.3 | 17.2 | - | 1.6 |
| 43b | 65 | 76.9 | 21.5 | - | 1.5 |
| 43c | 54 | 77.8 | 18.5 | 3.7 | - |
| 43d | 67 | 79.1 | 19.4 | - | 1.5 |
| 43e | 80 | 61.3 | 28.8 | 7.5 | 2.5 |
| 43f | 85 | 70.6 | 22.4 | 2.4 | 4.7 |
| 43g | 58 | 75.9 | 19.0 | 3.4 | 1.7 |
| 43h | 60 | 78.3 | 20.0 | 1.7 | - |
| 43i | 57 | 80.7 | 15.8 | 1.8 | 1.8 |
| 43j | 16 | 87.5 | 6.3 | - | 6.3 |
| 44a | 65 | 61.5 | 33.8 | 3.1 | 1.5 |
| 44b | 66 | 68.2 | 30.3 | 1.5 | - |

| | | | | | |
|-----|----|------|------|------|------|
| 44c | 51 | 62.7 | 33.3 | 3.9 | - |
| 44d | 70 | 72.9 | 25.7 | - | 1.4 |
| 44e | 83 | 71.1 | 25.3 | 2.4 | - |
| 44f | 87 | 70.1 | 24.1 | 4.6 | 1.1 |
| 44g | 57 | 68.4 | 26.3 | 5.3 | - |
| 44h | 60 | 66.7 | 26.7 | 5.0 | 1.7 |
| 44i | 58 | 74.1 | 24.1 | 1.7 | - |
| 44j | 17 | 94.1 | 5.9 | - | - |
| 45a | 63 | 46.0 | 25.4 | 19.0 | 9.5 |
| 45b | 64 | 45.3 | 31.3 | 15.6 | 7.8 |
| 45c | 54 | 42.6 | 35.2 | 13.0 | 9.3 |
| 45d | 66 | 51.5 | 28.8 | 13.6 | 6.1 |
| 45e | 78 | 47.4 | 34.6 | 11.5 | 6.4 |
| 45f | 82 | 51.2 | 29.3 | 13.4 | 6.1 |
| 45g | 53 | 43.4 | 37.7 | 11.3 | 7.5 |
| 45h | 58 | 37.9 | 46.6 | 8.6 | 6.9 |
| 45i | 54 | 38.9 | 38.9 | 14.8 | 7.4 |
| 45j | 17 | 52.9 | 47.1 | - | - |
| 46a | 65 | 20.0 | 32.3 | 27.7 | 20.0 |
| 46b | 65 | 23.1 | 29.2 | 29.2 | 18.5 |
| 46c | 57 | 33.3 | 24.6 | 26.3 | 15.8 |
| 46d | 66 | 30.3 | 24.2 | 25.8 | 19.7 |
| 46e | 75 | 25.3 | 25.3 | 29.3 | 20.0 |
| 46f | 82 | 31.7 | 23.2 | 28.0 | 17.7 |
| 46g | 54 | 33.3 | 24.1 | 25.9 | 16.7 |
| 46h | 58 | 31.0 | 25.9 | 25.9 | 17.2 |
| 46i | 56 | 33.9 | 21.4 | 26.8 | 17.9 |
| 46j | 22 | 45.5 | 22.7 | 18.2 | 13.6 |
| 47a | 67 | 61.2 | 17.9 | 14.9 | 6.0 |
| 47b | 67 | 61.2 | 16.4 | 16.4 | 6.0 |

| | | | | | |
|-----|----|------|------|------|------|
| 47c | 54 | 61.1 | 18.5 | 14.8 | 5.6 |
| 47d | 68 | 55.9 | 22.1 | 14.7 | 7.4 |
| 47e | 78 | 55.1 | 21.8 | 15.4 | 7.7 |
| 47f | 79 | 57.0 | 19.0 | 15.2 | 8.9 |
| 47g | 53 | 54.7 | 18.9 | 18.9 | 7.5 |
| 47h | 58 | 48.3 | 29.3 | 15.5 | 6.9 |
| 47i | 57 | 50.9 | 26.3 | 15.8 | 7.0 |
| 47j | 21 | 57.1 | 19.0 | 19.0 | 4.8 |
| 48a | 62 | 4.8 | 12.9 | 24.2 | 58.1 |
| 48b | 62 | 3.2 | 16.1 | 29.0 | 51.6 |
| 48c | 55 | 9.1 | 14.5 | 27.3 | 49.1 |
| 48d | 61 | 4.9 | 13.1 | 26.2 | 55.7 |
| 48e | 73 | 6.8 | 15.1 | 28.8 | 49.3 |
| 48f | 75 | 8.0 | 13.3 | 26.7 | 52.0 |
| 48g | 53 | 9.4 | 11.3 | 24.5 | 54.7 |
| 48h | 56 | 5.4 | 12.5 | 26.8 | 55.4 |
| 48i | 56 | 8.9 | 10.7 | 25.0 | 55.4 |
| 48j | 22 | 18.2 | 13.6 | 36.4 | 31.8 |
| 49a | 61 | 65.6 | 26.2 | 4.9 | 3.3 |
| 49b | 62 | 66.1 | 29.0 | 3.2 | 1.6 |
| 49c | 51 | 58.8 | 35.3 | 5.9 | - |
| 49d | 62 | 66.1 | 25.8 | 6.5 | 1.6 |
| 49e | 75 | 58.7 | 34.7 | 5.3 | 1.3 |
| 49f | 78 | 60.3 | 29.5 | 9.0 | 1.3 |
| 49g | 52 | 61.5 | 34.6 | 1.9 | 1.9 |
| 49h | 57 | 59.6 | 36.8 | 1.8 | 1.8 |
| 49i | 55 | 61.8 | 36.4 | 1.8 | - |
| 49j | 19 | 63.2 | 21.6 | 5.3 | - |
| 50a | 63 | 4.8 | 11.1 | 39.7 | 44.4 |
| 50b | 62 | 4.8 | 12.9 | 43.5 | 38.7 |

| | | | | | |
|-----|----|-----|------|------|------|
| 50c | 55 | 5.5 | 12.7 | 50.9 | 30.9 |
| 50d | 63 | 4.8 | 11.1 | 44.4 | 39.7 |
| 50e | 75 | 8.0 | 6.7 | 46.7 | 38.7 |
| 50f | 78 | 6.4 | 10.3 | 44.9 | 38.5 |
| 50g | 52 | 5.8 | 11.5 | 50.0 | 32.7 |
| 50h | 58 | 5.2 | 13.8 | 46.6 | 34.5 |
| 50i | 55 | 3.6 | 14.5 | 40.0 | 41.8 |
| 50j | 19 | 5.3 | 5.3 | 42.1 | 47.4 |
| 51a | 63 | 1.6 | 12.7 | 38.1 | 47.6 |
| 51b | 64 | 1.6 | 9.4 | 43.8 | 45.3 |
| 51c | 54 | 1.9 | 9.3 | 51.9 | 37.0 |
| 51d | 63 | 1.6 | 9.5 | 42.9 | 46.0 |
| 51e | 76 | 3.9 | 7.9 | 44.9 | 43.4 |
| 51f | 79 | 2.5 | 8.9 | 44.3 | 44.3 |
| 51g | 52 | 1.9 | 11.5 | 44.2 | 42.3 |
| 51h | 57 | 1.8 | 12.3 | 40.4 | 45.6 |
| 51i | 55 | 1.8 | 12.7 | 38.9 | 47.3 |
| 51j | 21 | 4.8 | 4.8 | 42.9 | 47.6 |

From the frequencies above which are based on the teachers' responses to their questionnaires, it is clear that more attention is needed concerning questions 14, 23, 24, 30, 31, 40, 46 and 48.

14. The school has a functional induction and orientation programme for newly appointed teachers.

23. Experienced teachers teach beginners how to prepare their lessons.

24. Experienced teachers give beginners demonstration lessons.
30. Matric pupils will only study seriously shortly before the final examination.
31. There are indiscriminate promotions of pupils in the lower classes.
40. The pupils do not choose their subject grades correctly.
46. The evaluation of teachers by their principals.
48. The evaluation of teachers by the inspectors.

5.5.1.3 Correlation coefficients between some variables under study in this research

The questions from the teachers' questionnaire which appear next to each variable below were used to get the variable.

1. School administration: 8, 12, 15, 26, 32, 36, 37, 40, 42.
2. Teachers' commitment: 44a - 44j, 45a - 45j, 49a - 49j.
3. Principal and teacher co-operation: 17, 19, 22, 23, 27, 29.

4. Principal and teacher development: 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25, 43, 46, 47, 48.
5. Principal and teacher motivation: 11, 18, 19.
6. Positive school atmosphere: 35, 38, 39.
7. Maintenance of high academic standards: 31, 33, 34, 35, 44, 49, 50, 51.
8. Job-related education: 28.

Table 11

Correlation coefficients between administration and other variables

| Variables | Correlation coefficients | Interpretation |
|--|---------------------------------|-------------------------------|
| School administration and teachers' commitment | 0.32122 | Low positive correlation |
| School administration and principal and teacher co-operation | 0.61955 | High positive correlation |
| School administration and principal and teacher development | 0.53075 | Moderate positive correlation |
| School administration and principal and teacher motivation | 0.55197 | Moderate positive correlation |
| School administration and positive school atmosphere | 0.29510 | Low positive correlation |
| School administration and the maintenance of high academic standards | 0.34562 | Low positive correlation |
| School administration and job-related education | 0.29992 | Low positive correlation |

The higher the correlation between the variables, the greater the relationship and the lower the correlation, the lesser the relationship. A low correlation between the variables implies that the relationship needs improvement.

A high positive correlation is found between school administration and principal and teacher co-operation. A moderate positive correlation is found between school administration and principal and teacher development, and principal and teacher motivation. A low positive correlation is found between school administration and teachers' commitment, positive school atmosphere, maintenance of high academic standards and job-related education.

Table 12

Correlation coefficients between school size and class size and the other variables

| Variable | School size (r) | Interpretation | Class size (r) | Interpretation |
|------------------------------------|-----------------|-------------------------------|----------------|-------------------------------|
| School administration | -0.13267 | Very low negative correlation | 0.40876 | Moderate positive correlation |
| Teachers' commitment | 0.49494 | Moderate positive correlation | -0.39957 | Low negative correlation |
| Principal and teacher co-operation | 0.10522 | Very low positive correlation | -0.62240 | High negative correlation |
| Principal and teacher development | 0.39182 | Low positive correlation | -0.49888 | Moderate negative correlation |

| | | | | |
|--|---------|-------------------------------|----------|-------------------------------|
| Principal and teacher motivation | 0.47752 | Moderate positive correlation | -0.47349 | Moderate negative correlation |
| Positive school atmosphere | 0.19413 | Very low positive correlation | -0.37206 | Low negative correlation |
| Maintenance of high academic standards | 0.20268 | Low positive correlation | -0.09327 | Very low negative correlation |
| Job-related education | 0.20337 | Low positive correlation | -0.46812 | Moderate negative correlation |

A moderate positive correlation is found between school size and teachers' commitment and principal and teacher motivation. A low positive correlation is found between school size and principal and teacher development, maintenance of high academic standards and job-related education. A very low correlation is found between school size and principal and teacher co-operation and positive school atmosphere. A very low negative correlation is found between school size and school administration.

A moderate positive correlation is found between class size and school administration. A high negative correlation is found between class size and principal and teacher co-operation. A moderate negative correlation is found between class size and principal and teacher development, principal and teacher motivation, and job-related education. A low negative correlation is found between class size and teachers' commitment and positive school atmosphere. A very low negative correlation is found between class size and maintenance of high academic standards.

5.5.1.4 Comparisons of schools with reference to the variables

Table 13

School administration

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.4688 | 16 | TG |
| | A | 3.4339 | 10 | MT |
| B | A | 3.3112 | 14 | RT |
| B | A | 3.3077 | 13 | TT |
| B | A | 3.2625 | 10 | RH |
| B | A | 3.1719 | 16 | LS |
| B | A | 3.1375 | 10 | LN |
| B | A C | 3.0734 | 11 | NN |
| B | A C | 3.0673 | 13 | TW |
| B | A C | 3.0375 | 10 | BH |
| B | C | 2.9863 | 17 | LB |
| | C | 2.6875 | 16 | RP |

The administration of the following school groupings does not differ significantly: Ten schools (TG, MT, RT, TT, RH, LS, LN, NN, TW & BH) whose means are marked "A", nine schools (RT, TT, RH, LS, LN, NN, TW, BH & LB) whose means are marked "B" and five schools (NN, TW, BH, LB & RP) whose means are marked "C".

Three schools (NN, TW & BH) fall under Duncan groupings A, B and C, five (RT, TT, RH, LS & LN) under A and B and one (LB) under B and C. Since these schools fall under more than one Duncan grouping it can be concluded that their

administration has much in common with the administration of more than one grouping.

Table 14

Principal and teacher co-operation

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.6042 | 16 | TG |
| | A | 3.5333 | 10 | MT |
| B | A | 3.4667 | 13 | TT |
| B | A | 3.4667 | 10 | RH |
| B | A | 3.4167 | 10 | LN |
| B | A | 3.3824 | 17 | LB |
| B | A | 3.3095 | 14 | RT |
| B | A | 3.2833 | 10 | BH |
| B | A | 3.2604 | 16 | LS |
| B | A | 3.1410 | 13 | TW |
| B | C | 2.9545 | 11 | NN |
| | C | 2.6042 | 16 | RP |

Principal and teacher co-operation in the following school groupings does not differ significantly: Ten schools (TG, MT, TT, RH, LN, LB, RT, BH, LS & TW) whose means are marked "A", nine schools (TT, RH, LN, LB, RT, BH, LS, TW & NN) whose means are marked "B" and two schools (NN & RP) whose means are marked "C".

Eight schools (TT, RH, LN, LB, RT, BH, LS & TW) fall under Duncan groupings A and B and one school (NN) under B & C.

Since these schools fall under more than one Duncan grouping it can be concluded that their principal and teacher co-operation has much in common with the principal and teacher co-operation of more than one grouping.

Table 15

Principal and teacher development

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.2381 | 10 | RH |
| | A | 3.2325 | 10 | BH |
| | A | 3.2305 | 16 | LS |
| | A | 3.1897 | 10 | MT |
| B | A | 3.1572 | 13 | TT |
| B | A | 3.1505 | 16 | TG |
| B | A C | 3.0607 | 17 | LB |
| B | A C | 2.7896 | 11 | NN |
| B | A C | 2.7747 | 10 | LN |
| B | A C | 2.7532 | 14 | RT |
| B | C | 2.6924 | 13 | TW |
| | C | 2.4662 | 16 | RP |

Principal and teacher development in the following school groupings does not differ significantly: Ten schools (RH, BH, LS, MT, TT, TG, LB, NN, LN & RT) whose means are marked "A", seven schools (TT, TG, LB, NN, LN, RT & TW) whose means are marked "B" and six schools (LB, NN, LN, RT, TW & RP) whose means are marked "C".

Four schools (LB, NN, LN & RT) fall under Duncan groupings A, B and C, two (TT & TG) fall under A & B and one (TW) under B and C. Since these schools fall under more than one Duncan grouping, their principal and teacher development has much in common with the principal and teacher development of more than one grouping.

Table 16

Principal and teacher motivation

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.9500 | 10 | LN |
| | A | 3.9412 | 17 | LB |
| | A | 3.9375 | 16 | TG |
| | A | 3.9231 | 13 | TT |
| | A | 3.9231 | 13 | TW |
| B | A | 3.9000 | 10 | BH |
| B | A | 3.9000 | 10 | MT |
| B | A | 3.8929 | 14 | RT |
| B | A | 3.8500 | 10 | RH |
| B | C | 3.5000 | 11 | NN |
| | C | 3.4375 | 16 | LS |
| | D | 2.9375 | 16 | RP |

Principal and teacher motivation in the following school groupings does not differ significantly: Nine schools (LN, LB, TG, TT, TW, BH, MT, RT & RH) whose means are marked "A", five schools (BH, MT, RT, RH & NN) whose means are marked "B" and two schools (NN & LS) whose means are marked

"C". One school (RP) whose mean is marked "D" differ significantly with the rest of the schools.

Four schools (BH, MT, RT & RH) fall under Duncan groupings A and B and one (NN) under B and C. Since these schools fall under more than one Duncan grouping, it can be concluded that their principal and teacher motivation has much in common with the principal and teacher motivation of more than one grouping.

Table 17

Positive school atmosphere

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.7333 | 10 | RH |
| | A | 3.6667 | 10 | BH |
| | A | 3.6410 | 13 | TW |
| | A | 3.4583 | 16 | TG |
| | A | 3.4000 | 10 | MT |
| | A | 3.3636 | 11 | NN |
| | A | 3.3333 | 13 | TT |
| | A | 3.3333 | 16 | LS |
| | A | 3.2745 | 17 | LB |
| | B | 2.8125 | 16 | RP |
| | B | 2.7619 | 14 | RT |
| | B | 2.4667 | 10 | LN |

The positive atmosphere in the following school groupings does not differ significantly: Nine schools (RH, BH, TW,

TG, MT, NN, TT, LS & LB) whose means are marked "A" and three schools (RP, RT & LN) whose means are marked "B". No school here falls under more than one Duncan grouping.

Table 18

Maintenance of high academic standards

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.7569 | 13 | TT |
| | A | 3.7208 | 10 | BH |
| | A | 3.4961 | 16 | LS |
| B | A C | 3.4735 | 17 | LB |
| B | A C | 3.4463 | 10 | MT |
| B | A C | 3.4164 | 10 | LN |
| B | A C | 3.4096 | 13 | TW |
| B | A C | 3.3977 | 10 | RH |
| B | C | 3.3284 | 14 | RT |
| B | C | 3.3214 | 11 | NN |
| B | C | 3.2464 | 16 | TG |
| B | C | 3.1064 | 16 | RP |

The maintenance of high academic standards in the following schools does not differ significantly: Eight schools (TT, BH, LS, LB, MT, LN, TW & RH) whose means are marked "A", nine schools (LS, LB, MT, LN, TW, RH, RT, NN & TG) whose means are marked "B" and nine schools (LB, MT, LN, TW, RH, RT, NN, TG & RP) whose means are marked "C".

Five schools (LB, MT, LN, TW & RH) fall under Duncan

groupings A, B & C, one (LS) under A & B and three (RT, NN & TG) under B & C. Since these schools fall under more than one Duncan grouping it can be concluded that their maintenance of high academic standards has much in common with the maintenance of high academic standards of more than one grouping.

Table 19

Job-related education

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.5714 | 14 | RT |
| | A | 3.5625 | 16 | TG |
| B | A | 3.3000 | 10 | MT |
| B | A | 3.3000 | 10 | LN |
| B | A | 3.1250 | 16 | LS |
| B | A C | 3.0588 | 17 | LB |
| B | A C | 3.0000 | 10 | RH |
| B | A C | 2.9231 | 13 | TT |
| B | A C | 2.8000 | 10 | BH |
| B | A C | 2.7500 | 16 | RP |
| B | C | 2.6154 | 13 | TW |
| | C | 2.1818 | 11 | NN |

The following school groupings do not differ significantly in offering a job-related education. Ten schools (RT, TG, MT, LN, LS, LB, RH, TT, BH & RP) whose means are marked "A", nine schools (MT, LN, LS, LB, RH, TT, BH, RP & TW) whose means are marked "C".

Five schools (LB, RH, TT, BH & RP) fall under Duncan groupings A, B and C, three (MT, LN & LS) under A and B and one (TW) under B and C. Since these schools fall under more than one Duncan grouping, it can be concluded that they have much in common in offering a job-related education.

Table 20

Teacher commitment

Means with the same letter are not significantly different

| Duncan | Grouping | Mean | N | School |
|--------|----------|--------|----|--------|
| | A | 3.8384 | 11 | LS |
| B | A | 3.7743 | 12 | TT |
| B | A | 3.7119 | 9 | MT |
| B | A | 3.6855 | 9 | BH |
| B | A | 3.6495 | 9 | RH |
| B | A C | 3.5163 | 15 | TG |
| B | A C | 3.4942 | 12 | TW |
| B | A C | 3.4603 | 7 | NN |
| B | A C | 3.4575 | 13 | LB |
| B | A C | 3.4233 | 7 | LN |
| B | C | 3.2276 | 14 | RP |
| | C | 3.0955 | 12 | RT |

Teacher commitment in the following school groupings does not differ significantly. Ten schools (LS, TT, MT, BH, RH, TG, TW, NN, LB & LN) whose means are marked "A", ten schools (TT, MT, BH, RH, TG, TW, NN, LB, LN & RP) whose means are marked "B" and seven schools (TG, TW, NN, LB, LN, RP & RT) whose means are marked "C".

Five schools (TG, TW, NN, LB & LN) fall under Duncan groupings A, B and C, four (TT, MT, BH & RH) under A and B and one (RP) under B and C. Since these schools fall under more than one Duncan grouping, it can be concluded that their teacher commitment has much in common with the teacher commitment of more than one grouping.

A deduction that can be made regarding the above comparisons is that with every variable from 9 (75%) to 10 (83.3%) of the schools do not differ significantly. This means that they have many things in common. They are run in almost the same way and experience principal and teacher co-operation in almost the same way.

5.5.2 *The pupils*

5.5.2.1 The pupils' biographical and other academic information

Table 21

Age profile of pupils

| Age | Number of pupils | Percentage |
|--------------|------------------|-------------|
| 17 - 18 | 103 | 16 |
| 19 - 20 | 243 | 37.8 |
| 21 - 25 | 262 | 40.8 |
| 26 - 30 | 25 | 3.9 |
| 31 - 34 | 2 | 0.3 |
| TOTAL | 625 | 98.8 |

Frequency missing: 8

Only 16 % of the pupils are chronologically supposed to be doing matric. The rest are over the usual school age. More than 40% of them are adults who might not find it so easy to subject themselves to school rules and discipline.

Table 22
Gender profile of pupils

| Gender | Number of pupils | Percentage |
|--------------|------------------|------------|
| Male | 331 | 51.5 |
| Female | 307 | 47.7 |
| TOTAL | 638 | 99.2 |

Frequency missing: 5

Table 23
Profile of the pupils' number of years in matric

| Number of pupils | Years in matric | Percentage |
|------------------|-----------------|------------|
| 491 | 1 | 76.4 |
| 136 | 2 | 21.2 |
| 2 | 3 | 0.31 |
| 4 | 4 yrs and over | 0.62 |

Frequency missing: 10

Table 24**Profile of pupils who failed previous classes**

| Failed before | Yes | No | Total |
|----------------------|------------|-----------|--------------|
| Number of pupils | 424 | 214 | 638 |
| Percentage | 65.9 | 33.3 | 99.2 |

Frequency missing: 5

An inference made here is that the problem of a large scale failure rate starts before pupils reach matric. The large number of failures indicate that something is amiss at schools. This research intends to address precisely this problem.

Table 25**Profile of whether the pupils' subjects are relevant to their intended careers or not**

| Subject relevant | Yes | No | Total |
|-------------------------|------------|-----------|--------------|
| Number of pupils | 545 | 86 | 631 |
| Percentage | 84.8 | 13.4 | 98.2 |

Frequency missing: 12

Table 26

Profile of the June/September and final overall examination results

| Examination | June/ September | June/ September | Final | Final |
|------------------|--------------------|--------------------|-------|---------|
| Results | Pass | Failure | Pass | Failure |
| Number of pupils | 153 | 457 | 338 | 290 |
| Percentage | 25.1 | 74.9 | 53.8 | 46.2 |

Frequency missing - June/September: 33

- Final: 15

Since a large number of pupils failed the June/September examinations as compared with the final examination, it follows that a large number of pupils do not work hard throughout the year. They do not take the mid-year examinations seriously. It needs to be stated here that pupils wrote common and standard papers in the June/September examinations which were set by subject advisors. The examinations were, therefore, of a good standard. This has necessitated the use of these examinations and their results in this research.

Table 27

Profile indicating the number of subjects each pupil passed in the June/September examinations

| | Subjects passed | |
|--------|------------------|------------|
| Number | Number of pupils | Percentage |
| 0 | 5 | 0.8 |
| 1 | 25 | 4.2 |
| 2 | 45 | 7.6 |
| 3 | 199 | 33.7 |
| 4 | 184 | 31.2 |
| 5 | 94 | 15.9 |
| 6 | 38 | 6.4 |

Frequency missing: 53

Table 28

Profile indicating the number of subjects each pupil failed in the June/September examinations

| | Subjects failed | |
|--------|-----------------|------------|
| Number | Pupils | Percentage |
| 0 | 19 | 3.3 |
| 1 | 94 | 16.2 |
| 2 | 188 | 32.5 |
| 3 | 198 | 34.2 |
| 4 | 47 | 8.1 |
| 5 | 22 | 3.8 |
| 6 | 11 | 1.9 |

Frequency missing: 64

Table 29

Profile of the June/September and final examination results of all the sample schools

| Examination | June/September | | | | Final | | | |
|-------------|----------------|-----------|----------|-----------|----------|-----------|----------|-----------|
| | School | N. Passed | % Passed | N. Failed | % Failed | N. Passed | % Passed | N. Failed |
| TT | 9 | 15 | 51 | 85 | 38 | 63.33 | 22 | 36.67 |
| BH | 10 | 27.03 | 27 | 72.97 | 45 | 83.33 | 9 | 16.67 |
| RT | 6 | 9.38 | 58 | 90.63 | 34 | 50.75 | 33 | 49.25 |
| RP | 15 | 21.43 | 55 | 78.57 | 22 | 30.99 | 49 | 69.01 |
| RH | 18 | 40 | 27 | 60 | 30 | 69.77 | 13 | 30.23 |
| LS | 10 | 31.25 | 22 | 68.75 | 19 | 61.29 | 12 | 38.71 |
| LN | 9 | 20.93 | 34 | 79.07 | 20 | 46.51 | 23 | 53.49 |
| LB | 11 | 20.37 | 43 | 79.63 | 22 | 40.74 | 32 | 59.26 |
| TG | 21 | 35 | 39 | 65 | 38 | 66.67 | 19 | 33.33 |
| NN | 13 | 29.55 | 31 | 70.45 | 14 | 31.82 | 30 | 68.18 |
| MT | 13 | 24.07 | 41 | 75.93 | 34 | 64.15 | 19 | 35.85 |
| TW | 18 | 38.30 | 29 | 61.70 | 22 | 43.14 | 29 | 56.86 |

Poor performance in the mid-year examinations is a common phenomenon in all schools. All schools perform significantly better in the final examination, indicating that pupils work harder in preparation for the final examination. The June/September examination results cannot be used to foretell how pupils will perform in the final examination. The fact that pupils do not work hard throughout the entire academic year indicates the lack of a learning culture.

Table 30

Profile of the subject results of the final examination

| Subject | N.Passed | % Passed | N.Failed | % Failed |
|-----------------------|----------|----------|----------|----------|
| History | 180 | 57.1 | 135 | 42.9 |
| Geography | 207 | 81.8 | 46 | 18.2 |
| Biblical studies | 121 | 76.6 | 37 | 23.4 |
| Biology | 258 | 54.8 | 213 | 45.2 |
| Physical Science | 88 | 44.0 | 112 | 56.0 |
| Mathematics | 69 | 27.3 | 184 | 72.7 |
| Economics | 56 | 61.5 | 35 | 38.5 |
| Accounting | 60 | 75.9 | 19 | 24.1 |
| Business Economics | 55 | 61.8 | 34 | 38.2 |
| Technical Drawing | 43 | 70.5 | 18 | 29.5 |
| Electronics | 5 | 71.4 | 2 | 28.6 |
| Welding & Metalwork | 11 | 84.6 | 2 | 15.4 |
| Motor mechanics | 8 | 100 | - | - |
| Fitting & Turning | 7 | 87.5 | 1 | 12.5 |
| Motor body repairing | 3 | 100 | - | - |
| Wood work | 11 | 61.1 | 7 | 38.9 |
| Electricians work | 14 | 87.5 | 2 | 12.5 |
| Building & Plastering | 3 | 100 | - | - |
| Home Economics | 14 | 93.3 | 1 | 6.7 |
| Typing | 14 | 87.5 | 2 | 12.5 |
| Afrikaans | 464 | 93.7 | 31 | 6.3 |
| English | 591 | 94.1 | 37 | 5.9 |
| Vernacular | 628 | 99.8 | 1 | 0.2 |
| Art | 16 | 94.1 | 1 | 5.9 |

From the analysis it appears that apart from the languages, Biology, Geography, History and Biblical Studies respectively are the pupils' favourite subjects while pupils are weak in Mathematics, Physical Science, Biology and History.

5.5.2.2 The pupils' other responses to the questionnaire

Since the responses to the four point scale questions of the questionnaire range from one to four and the average mark of 1, 2, 3 and 4 is 2,5, the latter will be used as a cut-off mark to indicate those items which still need attention or can still be improved and those which already receive good attention. The analysis of the pupils' responses below will only include those items of the questionnaire which still need attention or can still be improved, that is those with the means of below 2,5.

The mean is a very good measure to describe a distribution of scores. Every single score is taken into account in its calculation. For instance, in the case of every question of the questionnaire, the scores of all respondents are added together and divided by the number of respondents to get a mean.

Table 31

The means of the questionnaire items which still need attention or can still be improved

| Question | Respondents | Mean |
|----------|-------------|-------|
| 17 | 637 | 2.290 |
| 30 | 617 | 2.359 |
| 36 | 637 | 2.416 |
| 37 | 634 | 2.394 |
| 39 | 636 | 2.229 |
| 55e | 200 | 2.335 |
| 56e | 199 | 2.467 |
| 56g | 84 | 2.416 |
| 60c | 201 | 2.427 |
| 63e | 199 | 2.211 |
| 63g | 85 | 2.317 |
| 65e | 197 | 2.395 |
| 66c | 145 | 2.351 |
| 66e | 200 | 2.035 |
| 66g | 87 | 2.402 |
| 66h | 85 | 2.494 |
| 67a | 310 | 1.606 |
| 67b | 255 | 1.509 |
| 67c | 141 | 1.673 |
| 67d | 459 | 1.498 |
| 67e | 196 | 1.209 |
| 67f | 254 | 1.413 |
| 67g | 85 | 1.505 |
| 67h | 81 | 1.481 |
| 67i | 85 | 1.529 |
| 67j | 65 | 1.461 |
| 70e | 198 | 2.333 |
| 71e | 196 | 2.306 |
| 72e | 199 | 2.497 |
| 94 | 636 | 2.122 |

| | | |
|-----|-----|-------|
| 97 | 638 | 2.443 |
| 98 | 628 | 2.103 |
| 99 | 634 | 2.129 |
| 102 | 633 | 2.374 |
| 109 | 635 | 2.388 |
| 115 | 637 | 2.431 |
| 116 | 636 | 2.305 |
| 122 | 636 | 2.408 |
| 126 | 636 | 2.349 |
| 150 | 623 | 2.033 |
| 151 | 626 | 2.094 |
| 152 | 621 | 1.681 |
| 153 | 625 | 2.448 |
| 154 | 626 | 2.471 |
| 157 | 622 | 2.426 |
| 158 | 620 | 1.554 |

5.5.2.3 How pupils observe the variables at schools

The questions from the pupils' questionnaire which appear next to each variable below were used to get the variable.

1. School administration: 12, 13, 14, 17, 18, 20, 21, 22, 23, 24, 30, 31, 32, 33, 34, 35, 36, 39, 40, 41, 42, 43, 44, 45, 47.
2. Teacher commitment: 17, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 62, 63, 65, 66, 71, 72.
3. Teachers' attitude: 59, 60, 61, 62, 64, 67, 68, 73, 74, 75, 76, 78, 80, 83.
4. Principal and teacher co-operation: 69, 70.

5. Principal and teacher motivation: 72.
6. Positive school atmosphere: 12, 13, 14, 15, 16, 28, 29, 46, 73, 81, 82, 83, 98, 99, 100, 101, 102, 104, 105, 106, 107, 108, 110, 111, 113, 137.
7. Minimizing distractions of the learning process: 17, 74, 75, 77, 79, 80, 83, 103, 105, 106, 111, 112, 113.
8. Maintenance of high academic standards: 56, 57, 58, 63, 71, 96.
9. Job-related education: 8
10. Motivation of pupils: 27, 60, 90, 91, 92, 128, 129.
11. Pupils' commitment: 84, 85, 86, 87, 88, 89, 94, 95.
12. Pupils' attitude: 73, 93, 98, 99, 100, 101, 102, 104, 107, 108, 109, 110, 111, 112, 113.
13. Adequate resources and facilities: 19, 25, 26, 37, 38, 123.
14. Parental involvement in support of the child: 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 125, 126, 130.
15. Parental involvement in support of the school: 118, 119, 120, 124, 127, 131, 132, 133, 134, 135, 136.
16. Community involvement in support of the pupils: 138, 139, 140, 143, 144, 148, 149, 150, 158.

17. Community involvement in support of the school: 141, 142, 144, 145, 146, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158.

Table 32

Means of the variables as observed by pupils at schools

| Variables | Respondents | Mean |
|---|-------------|-------|
| School administration | 638 | 2.989 |
| Teacher commitment | 638 | 3.127 |
| Principal and teacher co-operation | 637 | 3.216 |
| Principal and teacher motivation | 636 | 3.097 |
| Positive school atmosphere | 638 | 2.979 |
| Maintenance of high academic standards | 638 | 2.923 |
| Motivation of pupils | 638 | 3.310 |
| Parental involvement in support of the school | 638 | 2.725 |
| Teachers' attitude | 638 | 3.144 |
| Minimizing distractions of the learning process | 638 | 3.197 |
| Pupils' commitment | 638 | 3.105 |
| Pupils' attitude | 638 | 3.805 |
| Adequate resources and facilities | 638 | 3.058 |
| Parental involvement in support of the child | 638 | 2.893 |
| Community involvement in support of the child | 637 | 2.270 |
| Community involvement in support of the school | 637 | 2.301 |

The above variables were measured on a four point scale with a minimum of 1,00 and a maximum of 4,00, except school administration whose minimum is 1,48 and maximum 3.96. Therefore all the means below 2,5 indicate that the variable receives less attention or needs improvement as compared to others. In the case of school administration a mean of 2.98 would mean receiving good attention.

5.5.2.4 The correlation coefficients between all variables

Table 33

| | |
|-----------|---|
| Key: | Variables |
| Admin: | School administration |
| Tcommit: | Teacher commitment |
| Ptcooper: | Principal and teacher co-operation |
| Ptmotiv: | Principal and teacher motivation |
| Atmosph: | Positive school atmosphere |
| Acadstd: | Maintenance of high academic standards |
| Jobeduc: | Job-related education |
| Motpupil: | Motivation of pupils |
| Parsch: | Parental involvement in support of the school |
| Tattit: | Teachers' attitude |
| Mindistr: | Minimizing distractions of the learning process |
| Pcommit: | Pupil commitment |
| Pattit: | Pupil's attitude |
| Resource: | Adequate resources and facilities |
| Parchld: | Parental involvement in support of the child |
| Compu: | Community involvement in support of the pupils |
| Commsch: | Community involvement in support of the school |

| | Admin | Tcommit | Ptcooper | Ptmotiv | Atmosph | Acadstd | Jobeduc | Motpupil | Parsch | Tattit | Mindistr | Pcommit | Pattit | Resource | Parchld | Commpu | Commsch |
|----------|----------|---------|----------|---------|----------|---------|----------|----------|----------|---------|----------|---------|---------|----------|---------|---------|---------|
| Admin | | | | | | | | | | | | | | | | | |
| Tcommit | 0.35700 | | | | | | | | | | | | | | | | |
| Ptcooper | 0.34498 | 0.49996 | | | | | | | | | | | | | | | |
| Ptmotiv | 0.15182 | 0.45511 | 0.34857 | | | | | | | | | | | | | | |
| Atmosph | 0.44614 | 0.26894 | 0.27045 | 0.13072 | | | | | | | | | | | | | |
| Acadstd | 0.28544 | 0.81783 | 0.42137 | 0.40261 | 0.20713 | | | | | | | | | | | | |
| Jobeduc | -0.02168 | 0.04829 | -0.02899 | 0.01097 | -0.04223 | 0.01271 | | | | | | | | | | | |
| Motpupil | 0.29761 | 0.43717 | 0.40820 | 0.23206 | 0.26277 | 0.37745 | 0.00169 | | | | | | | | | | |
| Parsch | 0.15635 | 0.15981 | 0.18150 | 0.09381 | 0.11070 | 0.15976 | -0.01076 | 0.37710 | | | | | | | | | |
| Tattit | 0.30482 | 0.63563 | 0.50120 | 0.35138 | 0.36970 | 0.50920 | 0.01138 | 0.54990 | 0.14466 | | | | | | | | |
| Mindistr | 0.18554 | 0.22225 | 0.15044 | 0.06562 | 0.55356 | 0.12677 | -0.02568 | 0.20261 | -0.00812 | 0.52057 | | | | | | | |
| Pcommit | 0.10472 | 0.20034 | 0.21344 | 0.09086 | 0.29092 | 0.20229 | -0.03617 | 0.32815 | 0.40110 | 0.17736 | 0.11926 | | | | | | |
| Pattit | 0.27056 | 0.25424 | 0.20628 | 0.05508 | 0.86262 | 0.17822 | -0.00656 | 0.22508 | 0.16645 | 0.29997 | 0.51610 | 0.33700 | | | | | |
| Resource | 0.33565 | 0.20104 | 0.20155 | 0.12169 | 0.20962 | 0.15920 | -0.04324 | 0.20053 | 0.19312 | 0.26503 | 0.19140 | 0.21562 | 0.19297 | | | | |
| Parchld | 0.13624 | 0.16793 | 0.14604 | 0.09515 | 0.11569 | 0.17959 | -0.00083 | 0.35068 | 0.77008 | 0.13275 | -0.01606 | 0.36397 | 0.15436 | 0.25938 | | | |
| Commpu | 0.32222 | 0.21994 | 0.19844 | 0.05944 | 0.19026 | 0.19882 | -0.07097 | 0.22012 | 0.28558 | 0.17642 | 0.03928 | 0.17100 | 0.21018 | 0.18519 | 0.25580 | | |
| Commsch | 0.38376 | 0.27416 | 0.27282 | 0.11857 | 0.25389 | 0.24338 | -0.03218 | 0.30266 | 0.37808 | 0.21665 | 0.06936 | 0.23966 | 0.26117 | 0.19998 | 0.33648 | 0.75258 | |

Interpretation of the correlation coefficients (r) (Mulder, 1982:73).

| | | |
|----------------|---|--------------------------------|
| 1,00 | : | perfect correlation |
| 0,80 to 0,99 | : | very high correlation |
| 0,60 to 0,79 | : | high correlation |
| 0,40 to 0,59 | : | moderate correlation |
| 0,20 to 0,39 | : | low correlation |
| 0,01 to 0,19 | : | very low correlation |
| 0,00 | : | no correlation |
| -0,01 to -0,19 | : | very low negative correlation |
| -0,20 to -0,39 | : | low negative correlation |
| -0,40 to -0,59 | : | moderate negative correlation |
| -0,60 to -0,79 | : | high negative correlation |
| -0,80 to -0,99 | : | very high negative correlation |
| -1,00 | : | perfect negative correlation |

Table 34

Correlation coefficients between the school size and class size and the other variables

Pearson correlation coefficients (r)

| Variable | School size(r) | Interpre- tation | Average class size(r) | Interpre- tation |
|-----------------------|----------------|-------------------------------|-----------------------|-------------------------------|
| School administration | 0.12367 | Very low positive correlation | -0.11048 | Very low negative correlation |
| Teachers' commitment | -0.34011 | Low negative correlation | -0.26275 | Low negative correlation |

| | | | | |
|---|----------|-------------------------------|----------|--------------------------------|
| Principal and teacher co-operation | 0.04160 | Very low positive correlation | -0.14079 | Very low negative correlation |
| Principal and teacher motivation | -0.06773 | Very low negative correlation | -0.20399 | Low negative correlation |
| Positive school atmosphere | -0.31668 | Low negative correlation | -0.43322 | Moderate negative correlation |
| Maintenance of high academic standards | -0.53811 | Moderate negative correlation | -0.29178 | Low negative correlation |
| Job-related education | 0.61771 | High positive correlation | 0.12717 | Very low positive correlation |
| Motivation of pupils | -0.32307 | Low negative correlation | -0.17030 | Very low negative correlation |
| Parental involvement in support of the school | 0.09474 | Very low positive correlation | 0.04761 | Very low positive correlation |
| Teachers' attitude | -0.24055 | Low negative correlation | -0.40888 | Moderate negative correlation |
| Minimizing distractions of the learning process | -0.36646 | Low negative correlation | -0.26396 | Low negative correlation |
| Pupils' commitment | -0.36865 | Low negative correlation | -0.40080 | Moderate negative correlation |
| Pupils' attitude | -0.27646 | Low negative correlation | -0.31071 | Low negative correlation |
| Adequate resources and facilities | -0.08580 | Very low negative correlation | -0.80167 | Very high negative correlation |
| Parental involvement in support of the child | -0.20530 | Low negative correlation | -0.05526 | Very low negative correlation |

| | | | | |
|--|----------|--------------------------|---------|-------------------------------|
| Community involvement in support of the pupils | -0.00981 | No correlation | 0.10751 | Very low positive correlation |
| Community involvement in support of the school | 0.30338 | Low positive correlation | 0.13927 | Very low positive correlation |

A high positive correlation is found between school size and job-related education. A low positive correlation is found between school size and community involvement in support of the school. A very low positive correlation is found between school size and school administration, principal and teacher co-operation and parental involvement in support of the school. A moderate negative correlation is found between school size and maintenance of high academic standards. A low negative correlation is found between school size and teacher commitment, positive school atmosphere, motivation of pupils, teachers' attitude, minimizing distractions of the learning process, pupils' commitment, pupils' attitude and parental involvement in support of the child. A very low negative correlation is found between school size and principal and teacher motivation and adequate resources and facilities. No correlation is found between school size and community involvement in support of the pupils.

A very low positive correlation is found between class size and job-related education, parental involvement in support of the school, community involvement in support of the pupils and community involvement in support of the school.

A very high negative correlation is found between class size and adequate resources and facilities. A moderate negative correlation is found between class size and positive school atmosphere, teachers' attitude and pupils' commitment. A low negative correlation is found between class size and teachers' commitment, principal and teacher motivation, maintenance of high academic standards, minimizing distractions of the learning process and pupils' attitude. A very low negative correlation is found between class size and school administration, principal and teacher co-operation, motivation of pupils and parental involvement in support of the child.

5.5.2.5 The results of a t-test calculated to determine the effect of the teachers' commitment on the pupils' performance in certain subjects in the final examination

Table 35

The effect of the teachers' commitment on the pupils' performance in some subjects

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|---------|--------|-----|-------|--------|-------------|---------------------------|
| History | Pass | 173 | 3.258 | 0.4183 | 0.6760 | No significant difference |
| | Fail | 134 | 3.231 | 0.4157 | 0.6779 | |

As the calculated probability value (0.6779) is greater than 0.05, the nul hypothesis must be accepted. Therefore

there is no significant difference between the performance of pupils in the final examination who were taught History by committed teachers and those who were not taught by committed teachers.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|-----|-------|--------|-------------|---------------------------|
| Geography | Pass | 206 | 3.186 | 0.7823 | 0.4372 | No significant difference |
| | Fail | 45 | 3.092 | 0.8968 | 0.3707 | |

As the calculated probability value (0.3707) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Geography by committed teachers and those who were not taught by committed teachers.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|------------------|--------|-----|-------|---------|-------------|---------------------------|
| Biblical Studies | Pass | 114 | 3.046 | -1.0634 | 0.2931 | No significant difference |
| | Fail | 29 | 3.184 | -1.0110 | 0.3138 | |

As the calculated probability value (0.3138) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Biblical Studies by committed teachers and those who were not taught by committed teachers.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|---------|--------|-----|-------|--------|-------------|----------------------------|
| Biology | Pass | 252 | 3.284 | 3.8133 | 0.0002 | Significant at 1% level |
| | Fail | 211 | 3.097 | 3.8385 | 0.0001 | |

As the calculated probability value (0.0001) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference between the performance of pupils in the final examination who were taught Biology by committed teachers and those who were not taught by committed teachers. Pupils who were taught by committed teachers performed significantly better.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|---------------------|--------|-----|-------|--------|-------------|----------------------------|
| Physical Science | Pass | 86 | 2.742 | 2.2685 | 0.0245 | Significant at 5% level |
| | Fail | 106 | 2.480 | 2.2828 | 0.0236 | |

As the calculated probability value (0.0236) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that there is a significant difference between the performance of pupils in the final examination who were taught Physical Science by committed teachers and those who were not taught by committed teachers. Pupils who were taught by committed teachers performed significantly better.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-------------|--------|-----|-------|--------|-------------|----------------------------|
| Mathematics | Pass | 68 | 3.400 | 2.2791 | 0.0241 | Significant at 5% level |
| | Fail | 182 | 3.217 | 2.0791 | 0.0386 | |

As the calculated probability value (0.0386) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that there is a significant difference between the performance of pupils in the final examination who were taught Mathematics by committed teachers and those who were not taught by committed teachers. Pupils who were taught by committed teachers performed significantly better.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|----|-------|--------|-------------|------------------------------|
| Economics | Pass | 53 | 3.034 | 0.5628 | 0.5758 | No significant difference |
| | Fail | 30 | 2.961 | 0.5738 | 0.5677 | |

As the calculated probability value (0.5677) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Economics by committed teachers and those who were not taught by committed teachers.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|------------|--------|----|-------|---------|-------------|---------------------------|
| Accounting | Pass | 59 | 3.090 | -0.0443 | 0.9650 | No significant difference |
| | Fail | 18 | 3.097 | -0.0406 | 0.9678 | |

As the calculated probability value (0.9678) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Accounting by committed teachers and those who were not taught by committed teachers.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|----|-------|--------|-------------|---------------------------|
| Business | Pass | 49 | 3.367 | 1.6449 | 0.1061 | No significant difference |
| Economics | Fail | 33 | 3.144 | 1.7727 | 0.0801 | |

As the calculated probability value (0.0801) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Business Economics by committed teachers and those who were not taught by committed teachers.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|----|-------|---------|-------------|------------------------------|
| Technical | Pass | 41 | 3.499 | -0.0026 | 0.9979 | No significant difference |
| Drawing | Fail | 16 | 3.500 | -0.0030 | 0.9976 | |

As the calculated probability value (0.9976) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Technical Drawing by committed teachers and those who were not taught by committed teachers.

There is a significant difference between the performance of pupils who were taught by committed teachers and those who were not taught by committed teachers in the following subjects: Biology, Physical Science and Mathematics. Pupils who were taught these subjects by committed teachers performed significantly better. The subject teachers' commitment had a significant effect on the pupils' performance in these subjects. Thus these subjects require more commitment on the part of teachers.

There is no significant difference between the performance of pupils who were taught by committed teachers and those who were not taught by committed teachers in the following subjects: History, Geography, Biblical Studies, Economics, Accounting, Business Economics and Technical Drawing.

5.5.2.6 The results of a t-test calculated to determine the effect of the teachers' attitude on the pupils' performance in certain subjects in the final examination

Table 36

The effect of the teachers' attitude on the pupils' performance in some subjects

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|---------|--------|-----|-------|--------|-------------|----------------------------|
| History | Pass | 176 | 3.318 | 3.1037 | 0.0021 | Significant at 1% level |
| | Fail | 134 | 3.165 | 3.1368 | 0.0019 | |

As the calculated probability value (0.0019) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference between the performance of pupils in the final examination who were taught History by teachers who had a positive attitude and those who were not taught by teachers who had a positive attitude. Pupils who were taught by teachers who had a positive attitude performed significantly better.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|-----|-------|--------|-------------|------------------------------|
| Geography | Pass | 206 | 3.126 | 1.3471 | 0.1831 | No significant difference |
| | Fail | 45 | 3.010 | 1.4714 | 0.1424 | |

As the calculated probability value (0.1424) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Geography by teachers who had a positive attitude and those who were not taught by teachers who had a positive attitude.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|------------------|--------|-----|-------|--------|-------------|-------------------------|
| Biblical Studies | Pass | 115 | 3.196 | 2.7748 | 0.0087 | Significant at 1% level |
| | Fail | 29 | 2.831 | 3.3440 | 0.0011 | |

As the calculated probability value (0.0011) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference between the performance of pupils in the final examination who were taught Biblical Studies by teachers who had a positive attitude and those who were not taught by teachers who had a positive attitude. Pupils who were taught by teachers who had a positive attitude performed significantly better.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|---------|--------|-----|-------|--------|-------------|-------------------------|
| Biology | Pass | 252 | 3.244 | 4.1074 | 0.0001 | Significant at 1% level |
| | Fail | 211 | 3.067 | 4.1337 | 0.0000 | |

As the calculated probability value (0.0000) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference between the performance of pupils in the final examination who were taught Biology by teachers who had a positive attitude and those who were not taught by teachers who had a positive attitude. Pupils who were taught by teachers who had a positive attitude performed significantly better.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|----------|--------|-----|-------|--------|-------------|----------------------------|
| Physical | Pass | 86 | 2.881 | 2.4031 | 0.0172 | Significant at 5% level |
| Science | Fail | 107 | 2.679 | 2.3798 | 0.0183 | |

As the calculated probability value (0.0183) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that there is a significant difference between the performance of pupils in the final examination who were taught Physical Science by teachers who had a positive attitude and those who were not taught by teachers who had a positive attitude. Pupils who were taught by teachers who had a positive attitude performed significantly better.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-------------|--------|-----|-------|--------|-------------|---------------------------|
| Mathematics | Pass | 68 | 3.300 | 1.8656 | 0.0646 | No significant difference |
| | Fail | 181 | 3.184 | 1.9081 | 0.0575 | |

As the calculated probability value (0.0575) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Mathematics by teachers who had a positive attitude and those who were taught by teachers who did not have a positive attitude.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|----|-------|--------|-------------|---------------------------|
| Economics | Pass | 53 | 3.237 | 0.6650 | 0.5090 | No significant difference |
| | Fail | 30 | 3.174 | 0.7000 | 0.4859 | |

As the calculated probability value (0.4859) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Economics by teachers who had a positive attitude and those who were taught by teachers who did not have a positive attitude.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|------------|--------|----|-------|--------|-------------|---------------------------|
| Accounting | Pass | 59 | 3.094 | 0.1511 | 0.8809 | No significant difference |
| | Fail | 18 | 3.077 | 0.1418 | 0.8876 | |

As the calculated probability value (0.8876) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Accounting by teachers who had a positive attitude and those who were taught by teachers who did not have a positive attitude.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|----|-------|--------|-------------|---------------------------|
| Business | Pass | 49 | 3.354 | 1.5394 | 0.1304 | No significant difference |
| Economics | Fail | 33 | 3.223 | 1.6931 | 0.0943 | |

As the calculated probability value (0.0943) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Business Economics by teachers who had a positive attitude and those who were taught by teachers who did not have a positive attitude.

| Subject | Groups | N | Mean | t-test | Probability | Significance |
|-----------|--------|----|-------|--------|-------------|------------------------------|
| Technical | Pass | 41 | 3.244 | 0.6055 | 0.5509 | No significant difference |
| Drawing | Fail | 16 | 3.168 | 0.6739 | 0.5032 | |

As the calculated probability value (0.5032) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the final examination who were taught Technical Drawing by teachers who had a positive attitude and those who were taught by teachers who did not have a positive attitude.

There is a significant difference between the performance of pupils who were taught by teachers who had a positive attitude in the following subjects: History, Biblical Studies, Biology and Physical Science. Pupils who were taught by teachers who had a positive attitude performed significantly better. The subjects teachers' attitude has a significant effect on the pupils' performance in these subjects. Thus these subjects require a teacher with a more positive attitude.

There is no significant difference between the performance of pupils who were taught by teachers who had a positive attitude and those who did not have a positive attitude in the following subjects: Geography, Mathematics, Economics, Accounting, Business Economics and Technical Drawing. The teachers' attitude had no significant effect on the performance of pupils in these subjects.

5.5.2.7 The results of a t-test calculated to determine the effect of the different variables on the pupils' performance in the June/September and final examinations

Table 37

The effect of the different variables on the pupils' performance in the June/September examinations

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------------|--------|-----|-------|--------|-------------|------------------------------|
| School ad- ministration | Pass | 153 | 3.048 | 1.5819 | 0.1149 | No significant difference |
| | Fail | 457 | 2.978 | 1.5764 | 0.1154 | |

As the calculated probability value (0.1154) is greater than 0.05, the nul hypothesis must be accepted. Therefore school administration did not have a significant effect on the pupils' performance in the June/September examinations.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------|--------|-----|-------|--------|-------------|----------------------------|
| Teacher commitment | Pass | 153 | 3.205 | 2.7808 | 0.0058 | Significant at 1% level |
| | Fail | 457 | 3.097 | 2.6505 | 0.0082 | |

As the calculated probability value (0.0082) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that the teachers' commitment had a significant effect on the pupils' performance in the June/September

examinations. Pupils who were taught by committed teachers performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|------------------------------------|--------|-----|-------|--------|-------------|-------------------------|
| Principal and teacher co-operation | Pass | 152 | 3.300 | 2.1100 | 0.0357 | Significant at 5% level |
| | Fail | 457 | 3.176 | 2.0064 | 0.0453 | |

As the calculated probability value (0.0453) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that principal and teacher co-operation had a significant effect on the pupils' performance in the June/September examinations. Pupils at schools which experienced principal and teacher co-operation performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------------------|--------|-----|-------|--------|-------------|-------------------------|
| Principal and teacher motivation | Pass | 153 | 3.241 | 3.5040 | 0.0005 | Significant at 1% level |
| | Fail | 456 | 3.006 | 3.2461 | 0.0012 | |

As the calculated probability value (0.0012) is smaller than 0.01, the nul hypothesis must be rejected at 1% level

of significance. Therefore it can be asserted with 99% confidence that principal and teacher motivation had a significant effect on the pupils' performance in the June/September examinations. Schools whose principals and teachers were motivated performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------------|--------|-----|-------|--------|-------------|-------------------------|
| Positive school atmosphere | Pass | 153 | 3.082 | 3.4801 | 0.0006 | Significant at 1% level |
| | Fail | 457 | 2.949 | 3.7421 | 0.0002 | |

As the calculated probability value (0.0002) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that a positive school atmosphere had a significant effect on the pupils' performance in the June/September examinations. Schools which had a positive school atmosphere performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|--------|-------------|-------------------------|
| Maintenance of high academic standards | Pass | 153 | 3.013 | 2.8632 | 0.0045 | Significant at 1% level |
| | Fail | 457 | 2.886 | 2.6867 | 0.0074 | |

As the calculated probability value (0.0074) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that the maintenance of high academic standards had a significant effect on the pupils' performance in the June/September examinations. Schools which maintained high academic standards performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------|--------|-----|-------|---------|-------------|---------------------------|
| Job-related education | Pass | 149 | 1.120 | -0.9069 | 0.3653 | No significant difference |
| | Fail | 455 | 1.149 | -0.8676 | 0.3860 | |

As the calculated probability value (0.3860) is greater than 0.05, the nul hypothesis must be accepted. Therefore job-related education did not have a significant effect on the pupils' performance in the June/September examinations.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------|--------|-----|-------|--------|-------------|-------------------------|
| Motivation of pupils | Pass | 153 | 3.400 | 2.7601 | 0.0062 | Significant at 1% level |
| | Fail | 457 | 3.272 | 2.8497 | 0.0045 | |

As the calculated probability value (0.0045) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that motivation of pupils had a significant

effect on the pupils' performance in the June/September examinations. Motivated pupils performed significantly better than unmotivated ones.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|---|--------|-----|-------|--------|-------------|---------------------------|
| Parental involvement in support of the school | Pass | 153 | 2.721 | 0.0685 | 0.9454 | No significant difference |
| | Fail | 457 | 2.716 | 0.0696 | 0.9445 | |

As the calculated probability value (0.9445) is greater than 0.05, the nul hypothesis must be accepted. Therefore parental involvement in support of the school did not have a significant effect on the pupils' performance in the June/September examinations.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--------------------|--------|-----|-------|--------|-------------|-------------------------|
| Teachers' attitude | Pass | 153 | 3.212 | 2.7838 | 0.0058 | Significant at 1% level |
| | Fail | 457 | 3.116 | 2.7718 | 0.0057 | |

As the calculated probability value (0.0057) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that the teachers' attitude had a significant

effect on the pupils' performance in the June/September examinations. Pupils who were taught by teachers with a positive attitude performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|---|--------|-----|-------|--------|-------------|-------------------------|
| Minimizing distractions of the learning process | Pass | 153 | 3.303 | 3.8380 | 0.0002 | Significant at 1% level |
| | Fail | 457 | 3.167 | 3.5495 | 0.0004 | |

As the calculated probability value (0.0004) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that minimizing distractions of the learning process had a significant effect on the pupils' performance in the June/September examinations. Schools which minimized distractions of the learning process performed significantly better than schools which did not do so.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--------------------|--------|-----|-------|--------|-------------|-------------------------|
| Pupils' commitment | Pass | 153 | 3.179 | 2.8230 | 0.0051 | Significant at 5% level |
| | Fail | 457 | 3.068 | 2.5537 | 0.0109 | |

As the calculated probability value (0.0109) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that the pupils' commitment had a significant effect on the pupils' performance in the June/September examinations. Committed pupils performed significantly better than uncommitted ones.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|------------------|--------|-----|-------|--------|-------------|-------------------------|
| Pupils' attitude | Pass | 153 | 2.903 | 2.6031 | 0.0098 | Significant at 1% level |
| | Fail | 457 | 2.775 | 2.6137 | 0.0092 | |

As the calculated probability value (0.0092) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that the pupils' attitude had a significant effect on the pupils' performance in the June/September examinations. Pupils with a positive attitude performed significantly better than those who did not have a positive attitude.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------------------|--------|-----|-------|--------|-------------|---------------------------|
| Adequate resources and facilities | Pass | 153 | 3.121 | 1.6912 | 0.0920 | No significant difference |
| | Fail | 457 | 3.037 | 1.7087 | 0.0880 | |

As the calculated probability value (0.0880) is greater than 0.05, the nul hypothesis must be accepted. Therefore adequate resources and facilities did not have a significant effect on the pupils' performance in the June/September examinations.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|---------|-------------|---------------------------|
| Parental involvement in support of the child | Pass | 153 | 2.860 | -0.4650 | 0.6423 | No significant difference |
| | Fail | 457 | 2.891 | -0.4729 | 0.6365 | |

As the calculated probability value (0.6365) is greater than 0.05, the nul hypothesis must be accepted. Therefore parental involvement in support of the child did not have a significant effect on the pupils' performance in the June/September examinations.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|---------|-------------|---------------------------|
| Community involvement in support of the pupils | Pass | 152 | 2.270 | -0.2516 | 0.8015 | No significant difference |
| | Fail | 457 | 2.283 | -0.2440 | 0.8073 | |

As the calculated probability value (0.8073) is greater than 0.05, the nul hypothesis must be accepted. Therefore community involvement in support of the pupils did not have a significant effect on the pupils' performance in the June/September examinations.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|--------|-------------|---------------------------|
| Community involvement in support of the school | Pass | 152 | 2.307 | 0.0393 | 0.9687 | No significant difference |
| | Fail | 457 | 2.305 | 0.0395 | 0.9685 | |

As the calculated probability value (0.9685) is greater than 0.05, the nul hypothesis must be accepted. Therefore community involvement in support of the school did not have a significant effect on the pupils' performance in the June/September examinations.

Ten variables had a significant effect on the pupils' performance in the June/September examinations and seven variables did not. This is substantial evidence proving the significance of the variables and as such of the learning culture on academic achievement, especially if one takes into account that the independent variable was not controlled or manipulated.

Table 38

The effect of the different variables on the pupils' performance in the final examination

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------|--------|-----|-------|--------|-------------|---------------------------|
| School administration | Pass | 338 | 2.987 | 0.0833 | 0.9336 | No significant difference |
| | Fail | 290 | 2.984 | 0.0831 | 0.9338 | |

As the calculated probability value (0.9338) is greater than 0.05, the nul hypothesis must be accepted. Therefore school administration did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------|--------|-----|-------|--------|-------------|---------------------------|
| Teachers' commitment | Pass | 338 | 3.155 | 1.9047 | 0.0537 | No significant difference |
| | Fail | 290 | 3.088 | 1.9135 | 0.0561 | |

As the calculated probability value (0.0561) is greater than 0.05, the nul hypothesis must be accepted. Therefore the teachers' commitment did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|------------------------------------|--------|-----|-------|--------|-------------|---------------------------|
| Principal and teacher co-operation | Pass | 338 | 3.253 | 1.6388 | 0.1018 | No significant difference |
| | Fail | 289 | 3.165 | 1.6454 | 0.1004 | |

As the calculated probability value (0.1004) is greater than 0.05, the nul hypothesis must be accepted. Therefore principal and teacher co-operation did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------------------|--------|-----|-------|--------|-------------|-------------------------|
| Principal and teacher motivation | Pass | 336 | 3.167 | 3.2934 | 0.0010 | Significant at 1% level |
| | Fail | 290 | 2.959 | 3.3222 | 0.0009 | |

As the calculated probability value (0.0009) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that principal and teacher motivation had a significant effect on the pupils' performance in the final examination. Schools whose principal and teachers were motivated, performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------------|--------|-----|-------|--------|-------------|-------------------------|
| Positive school atmosphere | Pass | 338 | 3.008 | 2.3251 | 0.0204 | Significant at 5% level |
| | Fail | 290 | 2.937 | 2.3114 | 0.0211 | |

As the calculated probability value (0.0211) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that a positive school atmosphere had a significant effect on the pupils' performance in the final examination. Schools which had a positive school atmosphere performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|--------|-------------|---------------------------|
| Maintenance of high academic standards | Pass | 338 | 2.941 | 1.1579 | 0.2474 | No significant difference |
| | Fail | 290 | 2.895 | 1.1560 | 0.2481 | |

As the calculated probability value (0.2481) is greater than 0.05, the nul hypothesis must be accepted. Therefore the maintenance of high academic standards did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------|--------|-----|-------|---------|-------------|---------------------------|
| Job-related education | Pass | 334 | 1.131 | -0.4003 | 0.6891 | No significant difference |
| | Fail | 287 | 1.142 | -0.4014 | 0.6883 | |

As the calculated probability value (0.6883) is greater than 0.05, the nul hypothesis must be accepted. Therefore job-related education did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|----------------------|--------|-----|-------|--------|-------------|-------------------------|
| Motivation of pupils | Pass | 338 | 3.353 | 2.5630 | 0.0106 | Significant at 5% level |
| | Fail | 290 | 3.255 | 2.5704 | 0.0104 | |

As the calculated probability value (0.0104) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that motivation of pupils had a significant effect on the pupils' performance in the final examination. Pupils who were motivated performed significantly better than those who were not.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|---|--------|-----|-------|---------|-------------|---------------------------|
| Parental involvement in support of the school | Pass | 338 | 2.682 | -1.8116 | 0.0705 | No significant difference |
| | Fail | 290 | 2.774 | -1.8005 | 0.0723 | |

As the calculated probability value (0.0723) is greater than 0.05, the nul hypothesis must be accepted. Therefore parental involvement in support of the school did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--------------------|--------|-----|-------|--------|-------------|-------------------------|
| Teachers' attitude | Pass | 338 | 3.203 | 4.5780 | 0.0001 | Significant at 1% level |
| | Fail | 290 | 3.069 | 4.6061 | 0.0000 | |

As the calculated probability value (0.0000) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that the teachers' attitude had a significant effect on the pupils' performance in the final examination. Pupils who were taught by teachers who had a positive attitude performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|---|--------|-----|-------|--------|-------------|---------------------------|
| Minimizing distractions of the learning process | Pass | 338 | 3.219 | 1.6728 | 0.0949 | No significant difference |
| | Fail | 290 | 3.164 | 1.6805 | 0.0934 | |

As the calculated probability value (0.0934) is greater than 0.05, the nul hypothesis must be accepted. Therefore the minimizing of distractions of the learning process did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--------------------|--------|-----|-------|--------|-------------|---------------------------|
| Pupils' commitment | Pass | 338 | 3.132 | 1.4785 | 0.1389 | No significant difference |
| | Fail | 290 | 3.076 | 1.4867 | 0.1376 | |

As the calculated probability value (0.1376) is greater than 0.05, the nul hypothesis must be accepted. Therefore the pupils' commitment did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|------------------|--------|-----|-------|--------|-------------|---------------------------|
| Pupils' attitude | Pass | 338 | 2.820 | 1.0043 | 0.3156 | No significant difference |
| | Fail | 290 | 2.778 | 1.0025 | 0.3165 | |

As the calculated probability value (0.3165) is greater than 0.05, the nul hypothesis must be accepted. Therefore the pupils' attitude did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------------------|--------|-----|-------|--------|-------------|---------------------------|
| Adequate resources and facilities | Pass | 338 | 3.074 | 1.1195 | 0.2634 | No significant difference |
| | Fail | 290 | 3.027 | 1.1241 | 0.2641 | |

As the calculated probability value (0.2641) is greater than 0.05, the nul hypothesis must be accepted. Therefore adequate resources and facilities did not have a significant effect on the pupils' performance in the final examination.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|---------|-------------|-------------------------|
| Parental involvement in support of the child | Pass | 338 | 2.812 | -3.0829 | 0.0021 | Significant at 1% level |
| | Fail | 290 | 2.986 | -3.0638 | 0.0031 | |

As the calculated probability value (0.0031) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that parental involvement in support of the child had a significant effect on the pupils' performance in the final examination. Pupils who received parental support performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|---------|-------------|-------------------------|
| Community involvement in support of the pupils | Pass | 337 | 2.218 | -2.5706 | 0.0104 | Significant at 1% level |
| | Fail | 290 | 2.335 | -2.5859 | 0.0099 | |

As the calculated probability value (0.0099) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that community involvement in support of the pupils had a significant effect on the pupils' performance

in the final examination. Pupils who received community support performed significantly better.

| Variable | Groups | N | Mean | t-test | Probability | Significance |
|--|--------|-----|-------|---------|-------------|-------------------------|
| Community involvement in support of the school | Pass | 337 | 2.259 | -2.0285 | 0.0429 | Significant at 5% level |
| | Fail | 290 | 2.355 | -2.0331 | 0.0425 | |

As the calculated probability value (0.0425) is smaller than 0.05, the nul hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that community involvement in support of the school had a significant effect on the pupils' performance in the final examination. Pupils whose schools received community support performed significantly better.

Including teacher commitment discussed under paragraph 5.5.2.5 it can be said that eight variables had a significant effect on the pupils' performance in the final examination and nine did not. This is another substantial evidence proving the significance of the variables and as such of the learning culture on academic achievement, especially if one takes into account that the independent variable was not controlled or manipulated.

5.5.2.8 The results of a chi-square test calculated to determine the effect of school and class size on the pupils' performance in the June/September and final examinations

Table 39

The effect of school size on the pupil's performance in the June/September examinations

Frequency

Percent

Row %

Column %

| School size | Pass | Fail | Total |
|-----------------------------------|-------|-------|-------|
| Less than or equal to 1426 pupils | 78 | 180 | 258 |
| | 12.79 | 29.51 | 42.30 |
| | 30.23 | 69.77 | |
| | 50.98 | 39.39 | |
| Greater than 1426 pupils | 75 | 277 | 352 |
| | 12.30 | 45.41 | 57.71 |
| | 21.31 | 78.69 | |
| | 49.02 | 60.61 | |
| Total | 153 | 457 | 610 |
| | 25.08 | 74.92 | 100 |

Frequency missing: 33

Statistics for table of school size by June/September

| <u>Statistical technique</u> | <u>DF</u> | <u>Value</u> | <u>Probability</u> | <u>Significance</u> |
|------------------------------|-----------|--------------|--------------------|-----------------------------|
| Chi-square | 1 | 6.312 | 0.012 | Significant at 95% level |

As the calculated probability value (0.012) is smaller than 0.05, the null hypothesis must be rejected at 5% level of significance. Therefore it can be asserted with 95% confidence that there is a significant difference between the pass rate of the pupils in a smaller school and pupils in a bigger school in the June/September examinations. The pass rate of pupils of a smaller school is significantly higher than the pass rate of pupils of a bigger school. Therefore the bigger the school, the higher the failure rate or the worse is the results.

The calculations of the other chi-squares which follow hereafter were done in the same way as the one above. Therefore only their results will be presented.

Statistics for table of school size by final

| <u>Statistical technique</u> | <u>DF</u> | <u>Value</u> | <u>Probability</u> | <u>Significance</u> |
|------------------------------|-----------|--------------|--------------------|-----------------------------|
| Chi-square | 1 | 12.587 | 0.000 | Significant at 99% level |

As the calculated probability value (0.000) is smaller than 0.01, the null hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference between

the pass rate of pupils in a smaller school and pupils in a bigger school in the final examination. The pass rate of pupils in a smaller school is significantly higher than the pass rate of pupils in a bigger school. Therefore the bigger the school, the higher the failure rate or the worse is the results.

Statistics for class average size by June/September

| <u>Statistical technique</u> | <u>DF</u> | <u>Value</u> | <u>Probability</u> | <u>Significance</u> |
|------------------------------|-----------|--------------|--------------------|---------------------------|
| Chi-square | 1 | 0.021 | 0.885 | No significant difference |

As the calculated probability value (0.885) is greater than 0.05, the nul hypothesis must be accepted. Therefore there is no significant difference between the performance of pupils in the June/September examinations whose class average size is less or equal to 42 and pupils whose class average size is greater than 42.

Statistics for class average size by Final

| <u>Statistical technique</u> | <u>DF</u> | <u>Value</u> | <u>Probability</u> | <u>Significance</u> |
|------------------------------|-----------|--------------|--------------------|--------------------------|
| Chi-square | 1 | 9.142 | 0.002 | Significant at 99% level |

As the calculated probability value (0.002) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99%

confidence that there is a significant difference between the performance of pupils in the final examination whose class average size is equal to or less than 42 and the pupils whose class average size is more than 42. Therefore the size of the class has an effect on the pupil's performance. The pass rate for smaller classes is higher than the pass rate for bigger classes. The bigger the class, the higher the failure rate or the worse is the results.

In all the tests of significance undertaken in this empirical study it has been found that eleven variables had a significant effect on the pupils' performance in the June/September examinations and eight variables had no significant effect on the pupils' performance. Ten variables had a significant effect on the pupils' performance in the final examination and nine variables had no significant effect on the pupils' performance. All in all it has been found that fifteen variables had a significant effect on the pupils' performance in either the June/September or final examinations, whereas four variables had no significant effect on the pupils' performance in all the examinations. Therefore the null hypothesis is rejected in the case of fifteen variables and accepted in the case of four variables.

These findings provide the researcher with sufficient, concrete evidence to conclude that the results of this empirical study invalidate the null hypothesis tested. Therefore the researcher comes to the following ultimate conclusion: There is a relationship between the establishment of a learning culture and academic

achievement. It can be concluded therefore that the establishment of a learning culture is a prerequisite for academic achievement. These findings corroborate the findings from the study of literature undertaken in the previous chapters of this research.

5.5.3 *The teachers and the pupils*

5.5.3.1 How teachers compared to pupils observe the variables at schools

Table 40

Comparison of the teachers and pupils in relation to how they observe the variables at schools

| Variables | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------|----------|-----|-------|---------|-------------|-------------------------|
| School administration | Pupils | 638 | 2.989 | -3.6897 | 0.0003 | Significant at 1% level |
| | Teachers | 156 | 3.152 | -3.8016 | 0.0002 | |

As the calculated probability value (0.0002) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference in the manner in which teachers and pupils observe school administration. Teachers observe school administration in a different way compared to pupils and vice versa.

| Variables | Groups | N | Mean | t-test | Probability | Significance |
|----------------------|----------|-----|-------|---------|-------------|-------------------------|
| Teachers' commitment | Pupils | 638 | 3.127 | -7.5041 | 0.0001 | Significant at 1% level |
| | Teachers | 130 | 3.515 | -8.8009 | 0.0000 | |

As the calculated probability value (0.0000) is smaller than 0.01 the null hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference in the manner in which teachers and pupils observe teacher commitment at school. Teachers observe teacher commitment in a different way compared to pupils and vice versa.

| Variables | Groups | N | Mean | t-test | Probability | Significance |
|------------------------------------|----------|-----|-------|---------|-------------|---------------------------|
| Principal and teacher co-operation | Pupils | 637 | 3.216 | -1.0223 | 0.3076 | No significant difference |
| | Teachers | 156 | 3.273 | -0.9766 | 0.3291 | |

As the calculated probability value (0.3291) is greater than 0.05 the null hypothesis must be accepted. Therefore there is no significant difference in the manner in which teachers and pupils observe principal and teacher co-operation at school.

| Variables | Groups | N | Mean | t-test | Probability | Significance |
|----------------------------------|----------|-----|-------|----------|-------------|-------------------------|
| Principal and teacher motivation | Pupils | 636 | 3.079 | -12.2522 | 0.0001 | Significant at 1% level |
| | Teachers | 156 | 3.737 | -9.8884 | 0.0000 | |

As the calculated probability value (0.0000) is smaller than 0.01 the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference in the manner in which teachers and pupils observe principal and teacher motivation at school. Teachers observe principal and teacher motivation in a different way compared to pupils and vice versa.

| Variables | Groups | N | Mean | t-test | Probability | Significance |
|----------------------------|----------|-----|-------|---------|-------------|-------------------------|
| Positive school atmosphere | Pupils | 638 | 2.979 | -5.1574 | 0.0001 | Significant at 1% level |
| | Teachers | 156 | 3.258 | -6.9582 | 0.0000 | |

As the calculated probability value (0.0000) is smaller than 0.01 the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference in the manner in which teachers and pupils observe positive school atmosphere. Teachers observe positive school atmosphere in a different way as compared with pupils and vice versa.

| Variables | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------------------|----------|-----|-------|----------|-------------|-------------------------|
| Maintenance of academic standards | Pupils | 638 | 2.923 | -12.4876 | 0.0001 | Significant at 1% level |
| | Teachers | 156 | 3.414 | -11.2430 | 0.0000 | |

As the calculated probability value (0.0000) is smaller than 0.01, the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference in the manner in which teachers and pupils observe the maintenance of high academic standards at school. Teachers observe the maintenance of high academic standards in a different way compared to pupils and vice versa.

| Variables | Groups | N | Mean | t-test | Probability | Significance |
|-----------------------|----------|-----|-------|----------|-------------|-------------------------|
| Job-related education | Pupils | 631 | 1.136 | -23.2069 | 0.0001 | Significant at 1% level |
| | Teachers | 156 | 3.032 | -39.0742 | 0.0000 | |

As the calculated probability value (0.0000) is smaller than 0.01 the nul hypothesis must be rejected at 1% level of significance. Therefore it can be asserted with 99% confidence that there is a significant difference in the manner in which teachers and pupils observe job-related education. Teachers observe job-related education in a different way compared to pupils and vice versa.

The considerable discrepancy between the manner in which

the teachers and pupils observe the variables is indicative of the insufficient attention given to the variables by the schools and other instances concerned. Because the variables receive insufficient attention, they are not always noticeable.

5.6 Summary

All the previous chapters dealt with the literature study of this research work. In this chapter the empirical study of this thesis was undertaken. The chapter started with a description of the research sample. The sample consists of six hundred and forty three matric pupils which were randomly drawn from twelve secondary schools at the end of their final matric year. Apart from the pupils, twelve principals and one hundred and forty four senior teachers of the sample schools were made to complete a questionnaire which was specifically meant for them and which differed from the one given to pupils.

The foregoing was succeeded by a discussion of ex post facto research which is the method of investigation used in this research. In ex post facto research the researcher uses existing data to research the problem and no experiment is executed. This implies that the researcher does not control or manipulate the independent variables. The method is used mostly in human sciences where research problems do not lend themselves to experimental investigation. The term ex post facto means "facts from the past". Thus meaning that the researcher will act retrospectively to probe the effects of the independent

variable.

Subsequently the modus operandi followed in the collection of data was discussed in length. Data were gleaned by means of two different questionnaires, one to be answered by the pupils and the other to be answered by the principals and senior teachers of the sample schools. The questionnaires were designed to gather data on the relationship between a learning culture and academic achievement. The discussion of data collection was followed by the data analysis and interpretation. Two statistical techniques were used to put the researcher in a position to either reject or accept the null hypothesis. These two techniques were the t-test for two sets of independent data and the chi-square test. The Pearson's product moment correlation coefficient was also used to calculate correlations.

All in all it has been found that the following variables have a significant effect on the pupils' academic performance: the teachers' commitment, principal and teacher co-operation, principal and teacher motivation, teachers' attitude, positive school atmosphere, maintenance of high academic standards, minimizing distractions of the learning process, motivation of pupils, pupils' commitment, pupils' attitude, parental involvement in support of the child, community involvement in support of the pupils, community involvement in support of the school, small schools and small classes. Conversely, it appears that the following variables do not have a significant effect on the pupils' academic achievement: school administration, job-related education, parental involvement in support of the school and adequate resources and facilities.

school and adequate resources and facilities.

When the foregoing findings are quantified it can be said that fifteen variables have a significant effect on the pupils' academic performance whereas four variables do not have a significant effect on the pupils' academic performance. Therefore the null hypothesis is rejected in the case of fifteen variables and accepted in the case of four variables.

On the basis of these findings the researcher has sufficient, concrete evidence to conclude that the results invalidate the null hypothesis tested. Therefore there is a relationship between the establishment of a learning culture and academic achievement. It can be concluded that the establishment of a learning culture is a prerequisite for academic achievement.

CHAPTER 6

FINDINGS, CONCLUSIONS, RECOMMENDATIONS, IMPLICATIONS OF THE RECOMMENDATIONS, SUGGESTIONS FOR FUTURE RESEARCH AND CONCLUDING REMARKS

6.1 Introduction

The fundamental purpose of this research is to establish whether a relationship exists between the establishment of a learning culture and academic achievement, in other words whether the establishment of a learning culture is a sine qua non for academic achievement. This problem has been probed in-depth in the previous chapters. The aim of this chapter is to give a synopsis of the research undertaken and to round it off. This makes it imperative to recapitulate on the statement of the problem, demarcation of the field of study, as well as the aims and method of this research.

The discussion of the foregoing will be succeeded by a discussion of the main findings derived from both the literature study and the empirical research undertaken. This will be followed by the conclusions drawn from this study. Thereafter the recommendations arising from the findings, the implications of the recommendations and suggestions for future research related to this one will be presented. The researcher will conclude this study with a few remarks.

6.1.1 *Statement of the problem*

The primary purpose of this thesis, which has been

repeatedly stated in this study, is to research whether the establishment of a learning culture is a prerequisite for academic achievement or not. The researcher wants to establish whether there is a correlation between a learning culture and academic achievement and to what extent a learning culture can influence academic achievement. The study focuses on the influence of a learning culture on the academic performance of black matric pupils. The overriding aim is to find out whether failure of black matric pupils which has been experienced country-wide for a couple of years can be attributed to the lack of a learning culture or not.

In order to achieve the above, the researcher investigated all the possible effects of the establishment of a learning culture on academic achievement. The investigation was done firstly through the study of literature and secondly through empirical research. The following null hypothesis was tested: There is no relationship between the establishment of a learning culture and academic achievement.

The independent and dependent variables that come to the fore here are the establishment of a learning culture and academic achievement. The independent variable was not controlled by the researcher, but allowed to take its own course. This situation allowed for the use of the ex post facto research method. Other variables present which were also not controlled, were the sex of the pupils (moderator variable) and nuisance variables like the pupils' learning methods, self-esteem and motivation.

6.1.2 *Demarcation of the field of study*

This research was undertaken in the Welkom area of the former Department of Education and Training. The area was made up of the following Orange Free state city and towns: Welkom, Hennenman, Ventersburg, Virginia, Theunissen and Bultfontein. There were fourteen secondary schools with 3101 (three thousand one hundred and one) matric pupils in this area when the empirical research of this study was done. The number of matric pupils included those pupils who were doing matric for the first time as well as repeaters.

Only twelve secondary schools from the area mentioned above were selected for this research. From these schools a sample of 643 (six hundred and forty three) matric pupils was selected through randomization, at the end of their matric year. Also selected were the principals of the twelve schools, together with one hundred and forty four senior teachers (deputy principals, departmental heads and matric teachers) of these schools. The sample schools offered different fields of study and wrote the same examination set by the Department of Education and Training.

6.1.3 *The aims of the investigation*

This study has established whether a relationship exists between good academic performance and the following variables: school administration, the teachers' commitment and attitude, principal and teacher co-operation, principal and teacher development and motivation, positive school

atmosphere, minimizing distractions of the learning process, maintenance of high academic standards, job-related education, motivation of pupils, pupils' commitment and attitude, adequate resources and facilities, the small school and class, parental involvement in support of the child and school and community involvement in support of the child and school.

The study has further determined to what extent black matric pupils have been exposed to a learning culture. It has discovered that failure of black matric pupils can be attributed to the lack of or insufficient exposure to a learning culture. It has identified factors in the milieu of the black secondary school pupil which lead to poor academic performance of particularly the matric pupils. In a particular way the study has tried to suggest ways and means of ridding the black pupil of the obstacles in his way to good academic performance.

At the end of this study recommendations are made to all concerned and interested parties for the improvement of the problematic situation which would hopefully lead to the improvement of the scholastic achievement of all pupils, and of black matric pupils in particular. This would undoubtedly lead towards the improvement of the quality of education in the country.

6.1.4 *The method of research*

The method of research in this study can be divided into a literature study and an empirical investigation. The study

of literature was done with a view to support the introductory orientation to this study. It was also done in the investigation of the Department of Education and Training, the establishment of a learning culture, the principal as manager and instructional leader and the selection of principals and teachers for employment. A questionnaire was used to gather ideas and perceptions of principals, teachers, pupils and parents about the causes of poor black matric results.

In the empirical research two questionnaires were used. One was intended to gather data from 643 matric pupils of twelve secondary schools, and the other to gather data from principals and senior teachers of the same schools. The empirical investigation was done ex post facto. It was on the basis of the empirical study that the null hypothesis was repudiated.

6.2 Findings

6.2.1 *From the study of literature*

6.2.1.1 The department of education and training

a. Secondary schools

The literature study in chapter two revealed that during the sixties the policy of the government was to build more secondary schools for blacks in the homelands rather than in urban areas. As a result of this policy a backlog in the number of secondary

schools in urban areas built up to such an extent that the government was later unable to redress the situation. Even the shift in government policy later to build more schools in urban areas as well could not help to eradicate the backlog. To aggravate matters, during the eighties while the department of education was faced with a staggering shortage of schools, the number of secondary school pupils escalated tremendously. The situation in urban areas became even worse when the government abolished the influx control laws which resulted in an exodus of people moving from rural to urban areas. This resulted in a major and unprecedented move of pupils from rural to urban areas.

It has been found that secondary school pupils have for many years been a cause for grave concern for the department of education. They demanded that the student representative councils be permitted to operate in schools and the department conceded to this demand. The advent of these councils brought schools many problems because they tried to usurp the authority and powers of principals, teachers and Management councils - and to an extent they were successful. These councils politicized education and disrupted it in a variety of ways. They tried to justify their actions by linking school disruption with the national struggle for political liberation. The councils were later overwhelmed by organizations such as COSAS, PASO and AZASM which had direct links with political organizations. These organizations took control of many schools. At this stage schools were

characterized by lack of discipline, disorder and anarchy and the culture of learning was fast being eroded.

b. Provision of resources and facilities

Research indicates that the funding of black education has for many years been inadequate and this among others resulted in backlogs in resources and facilities. The government increased the funding of black education considerably during the late eighties and nineties but it fell short of the demands due to a huge backlog which was allowed to pile up over many years. It is precisely this backlog which led to great discontent in black education. Inadequate resources and facilities which were the results of insufficient funding had a negative effect on effective teaching and learning. Studies have shown that during the period of black political unrest, there was a rapid rise in budget allocation to black education (Hosking in Vink, 1992b:327). This undoubtedly gave the impression that unrests could have some positive results on education.

The adequate supply and safe-keeping of textbooks, prescribed books and stationery were burning issues in the department for many years. The provision of prescribed books and stationery presented problems where the supply fell short of the demand. This occurred when there was a sudden unexpected growth in the number of pupils at school or when the department

had been unable to supply enough material. The safe-keeping of textbooks was a far more problematic issue. Scores of pupils would lose textbooks and not replace them as it was the rule. Some would deliberately not return them at the end of the year or whenever they dropped out of school. The department tried to replace books not returned, but was not successful. The result of the many books which were not returned were that many pupils did not receive textbooks at their school and in this way proper learning was seriously hampered.

Owing to inadequate funding of black education in 1990 there was a shortage of approximately eighty two primary schools and one hundred and thirty secondary schools in South Africa. These statistics excluded self-governing and independent states (Olivier, 1991b:8). Schools were consequently overcrowded and this militated against effective teaching and learning as well as the proper control of schools. The department tried to solve this problem by introducing a platoon system in overcrowded schools but it proved unsuccessful and in addition was rejected at most secondary schools. The department also acquired some unused schools from the department of white education but they became a drop in the ocean.

c. Management councils and parental involvement and support

The Management council was a legally instituted body

which represented the parents at each school and their main responsibility was to assist the principal in the running of the school. From the late eighties some political community structure, teachers and pupils' organizations demanded the abolition of the councils and their replacement by the Parent Teachers Student Associations (PTSAs). The demand for the abolition of the councils was accompanied by atrocious forms of intimidation and opposition which forced many of their members to resign. Ultimately the department conceded to the establishment of the PTSAs as long as they functioned alongside the management councils. This decision did not satisfy because what they were after was to see the councils fazed out completely. A few PTSAs were established country-wide but almost all of them did not last or function for a long time as they proved to be ineffective.

Research indicates that black schools experienced lack of active parental involvement in school matters for many years. Malao (1983:13) states that black schools were by far operating in isolation from the homes from which pupils come. The situation became worse during the school unrest when parents were afraid of attending school meetings, supporting the Management councils and reprimanding their children. Many disciplinary problems in schools could be largely attributed to the lack of parental involvement in school affairs, lack of communication between parents and the school and the fact that many parents were reluctant to exercise discipline over their children.

d. **Teacher training**

The Department of Education and Training ran several black teacher training colleges. Low admission requirements characterized teacher training in these colleges for many years. For instance until the early 1980s it was possible to enter a teacher training college with standard eight education. Consequently, many teachers, especially in the secondary schools taught beyond the limits of their training. The department tried to improve the situation during the late eighties by making standard ten a prerequisite for entrance into a teacher training college. However, the level of scholastic achievement on the basis of which the senior certificate was granted was not taken into consideration initially and as such even the candidates with the lowest passing symbols qualified for admission. This enabled the unmotivated and uninterested candidates to become teachers.

In 1987 the department tried to improve the situation by introducing a new selection procedure for prospective teachers. Although the new selection method proved to be effective, it was unfortunately abandoned after having been in use for only two years. The poor quality of black teacher training was aggravated by the fact that from the late eighties teacher training colleges were affected by repeated disruption of the lessons which resulted in students being unable to complete and master the syllabuses of their different subjects.

In view of the fact that a large number of teachers were not suitably qualified, in-service training of teachers was introduced. The primary aim of this service was to afford teachers with the opportunity of on-going academic and professional training in certain critical subjects. The department also made use of subject advisors to provide teachers with guidance and assistance. Although subject advisors performed such a valuable service, they were often prevented from visiting schools by the members of the South African Democratic Teachers' Union and some pupil organizations. The Union did not like them because they evaluated teachers and expected them to do a daily written preparation.

In addition to what is stated above the department created opportunities for unqualified and underqualified teachers to improve their qualifications through full-time or part-time study. Teachers could study at existing colleges or with Vista University which was established by the department. Further, one-year full-time specialization courses were introduced to train teachers in subjects where the shortage of adequately qualified teachers was most acute. Although in general a large number of teachers improved their qualifications, the improvement did not have any significant effect on the matric results - at least until this research was done.

As the education crisis increased, the department decided to strengthen the management of schools in

order to enable them to hold their own under the situation. Principals, deputy principals and heads of department received a top-down training programme and other training provided by consultants.

e. **The black teachers' organizations**

Many decades before the establishment of the South African Democratic Teachers' Union there were already five black teachers' organizations in South Africa. Four of them represented black teachers in the former four provinces of this country while the fifth organization was the umbrella organization of the four provincial organizations. These organizations were not necessarily the first black teachers' organizations ever established in this country, but were the latest. All of these five organizations were autonomous, politically non-aligned, not militant and had a professional code of conduct (Peteni, 1979:97-111). They boasted of many achievements such as parity in salaries for all teachers in the country who hold the same qualifications, equal salaries in all posts irrespective of sex or race and housing subsidies for teachers (Dlamlenze, 1989:6).

The South African Democratic Teachers' Union was founded in 1990 and was a politically aligned and militant organization. The department of education refused to recognize it because it did not have a professional code of ethics and would not abandon the right for its members to strike. The Union responded

by conducting more strikes, marches, chalk-downs and other demonstrations until the department succumbed and entered into negotiations with it which ultimately led to its recognition. The union rejected the writing of a daily written preparation by teachers, class visits conducted by principals and subject advisors to check on the teachers' work and to evaluate them. The union members often prevented inspectors, subject advisors and other officials of the department from entering schools to perform their duties. In some cases they evicted principals from the schools. In fact, discipline among the teachers had since the inception of the union deteriorated sharply. The morals of the teachers' corps were badly weakened in the process. All these led to the erosion of the culture of learning in schools.

f. **Disruption of education and subsequent attempts to normalise it**

Black education was one of the focal points of unrest and disruption since 1985 which culminated into nearly a total collapse of secondary school education in 1993 when pupils demanded the scrapping of the standard ten examination fee. A profound disrespect prevailed among the pupils in a considerable number of schools. Late-coming, dodging, truancy and absenteeism became the order of the day in schools. In addition to these, pupils often refused to write tests and exercises and took part in repeated protest actions during school time or would simply stay-away from school. It became

evident that the system of values that presupposes order, discipline and acceptance of authority had been widely destroyed. There is not the slightest doubt that under such circumstances proper teaching and learning would be unthinkable - to say the least.

On the other hand, discipline among teachers deteriorated after the establishment of the Teachers' Union in 1990 (Louw, 1991:19). Members of the union too repeatedly took part in defiance campaigns against the education department in the form of "chalk-downs", stay-aways, boycotts, demonstrations, protest marches and sit-ins. In some cases they would evict principals from schools and prevent inspectors and subject advisors from visiting the schools. Many teachers were guilty of absenteeism, late-coming, lack of commitment in doing their work and going to school not fully prepared for their lessons. To aggravate matters the Union members refused to do a written preparation of their lessons and to be evaluated.

As if the afore-mentioned disruptions were not enough, the Teachers' Union, pupil organizations and some politically motivated community structures launched a concerted campaign to replace the Management councils of schools with the Parent Teacher Student Associations. This resulted in many council members resigning and the Department of Education found it difficult to perform the functions of the councils in schools. School buildings and other facilities were vandalised and equipment was stolen during this period. Vandalism of schools was so severe that in

1985 seventeen schools were destroyed, thirty seriously damaged and two hundred and forty seven slightly damaged (Bureau for Information, 1988:502).

The disruption of education led to scores of repercussions. To mention a few, syllabuses could not be completed annually and this in turn led to the deterioration of standards. Many pupils became demoralized and pessimistic about their future and this led to a high drop-out rate. Schools became unpopular and as a result lost the support of the parents. Many schools ceased to perform their educative function. Above all, the valuable culture of learning, which no school worthy of the name can do without, was seriously eroded.

The Department of Education tried to redress the situation. The Department strove to have the teachers' dedication towards their profession; to promote a positive attitude towards school, learning and study on the part of the pupils; to promote parental and community involvement in support of the school norms and values; and to involve political organizations in school matters. All these efforts were to no avail because the parties mentioned here did not ensure that schools were not disrupted. In fact, the disruption of schools was perceived in some quarters as the disruption of the government of the day and as such as justifiable.

g. **Matriculation examination**

The matriculation examination is the highest school examination in the country which a pupil must pass before he can gain admission to any tertiary institution. The number of black matric pupils increased considerably during the late eighties and the early nineties. However, as the number of matric candidates increased, the numbers of failures increased too. From 1989 to 1993 less than forty three percent of black matric candidates passed their examination (Smith, 1994:4). The department investigated the causes of poor matric performance during this period and found that it could be attributed to the following:

- The teachers' strikes;
- Many teachers did not cover the entire syllabusses;
- The increase in the number of pupils which placed enormous pressure on the available and limited resources;
- Continual disruption over several years had seriously hampered the provision of proper education;
- At many schools the culture of hard work and study had ceased to exist (Olivier, 1991:5).

6.2.1.2 The establishment of a learning culture

a. **The phenomenon of a learning culture**

Learning is defined in this study as the acquisition of knowledge, skills, norms and values from instruction or the process of teaching, observation, education and by study and leads to a change in behaviour. However, although learning leads to a change in behaviour, not all performances are the results of learning. Some performances are the results of human growth and maturation and are learnt unconsciously. The teacher can be regarded as the facilitator of learning at school whereas the parents can be regarded as the facilitators of learning at home. During the act of learning the individual receives information and this information is allowed to pass from the sensory store to the short-term store, during which the individual actively organizes it through rehearsal. At this stage we say imprinting occurs in order to promote the storing or retention of the information in the long-term store. One can only speak of success in learning when the learner is able to recall what has been learnt (Jordaan et al., 1975:643, 741; Hilgard, 1966:100).

Research supports the view that culture is an organizational climate of a particular organization and as such dictates the rules of that organization. It affects the nature of human interaction and relations as well as the motivation and commitment of members in an organization. The school culture

consists of what people believe about what works and what does not, and how teachers, pupils, parents and community should treat one another. Thus a positive culture provides an enriching environment for pupils and teachers at school. A culture which creates a positive atmosphere for the schools' educational programme is called a learning culture, and should always transcend the boundaries of the school, because the child does not learn and study at school only, but at home and in the community as well. Academic emphasis is an integral part of a learning culture. Thus a learning culture is characterized by the pupils' commitment to learn and the teachers' ability and commitment to teach.

b. Establishing a learning culture

Research maintains that the principal as the head of the school should lead and guide the school, parents and the community towards the establishment of a learning culture. He should, in collaboration with his teachers, formulate the schools' mission and goals which should have academic excellence as their prime objective. He should recruit, select and organize his staff in such a way as to assure the greatest potential for the accomplishment of the school's mission (Wirsing, 1991:15). He is in a position to develop the teachers' loyalty, trust and commitment towards their work as well as motivate them to enhance their performance at all times. The principal should manage and organize his school in such a way that

teaching and learning go on smoothly and objectives set by the school are achieved. This means that he should develop strategies for transforming pupils into effective learners who know when and how to learn. The principal should be so knowledgeable about instruction that he can advise, direct and evaluate his teachers with ease. He should make instructional quality the top priority of his school because his leadership is leadership towards educational achievement. Therefore his management of the school is effective only if it results in effective instruction.

Teachers can make a tremendous contribution toward the establishment of a learning culture because the education of the pupils at school is in their hands. The level of pupil achievement at school depends largely on the effectiveness of the teachers' instruction. For effective teaching to take place the teacher should be well-organized and have a well-managed classroom since these would make pupils feel the need for learning. He should prepare his lessons well since good preparation improves the quality of instruction and reduces boredom and restlessness on the part of the pupils. A well-prepared lesson makes the pupils love the teacher and his subject, enjoy their stay at school and study seriously. Thus many disciplinary problems can be averted if teachers prepare their lessons properly. The teacher should adhere to sound instructional practices like giving his class regular homework, evaluating them regularly and giving prompt feedback, improving his teaching methods, taking the uniqueness of each pupil into

account, showing commitment, etcetera. He should show interest in the pupils' learning and success and accept responsibility for their social and emotional development. The teacher should also help build the pupils' self-esteem by providing praise and reinforcement generally. When teachers promote the appropriate attitude, interest and the pupils' positive self-concept, pupils can achieve at rates commonly reserved for the academically gifted (Bloom in Hoyle et al., 1990:116).

Staff collaboration can also contribute towards a positive school culture. The principal can foster staff collaboration by emphasizing teamwork and promoting co-operation, cohesiveness, communication, commitment, loyalty, trust and identification with the school. Teachers can give their support by being on good terms with one another, supporting the principal and by being enthusiastic about their work. In this way teachers would concentrate more on their work and regard it as a priority and shared responsibility. Shared decision making at school can also promote staff collaboration. Principals who share decisions with teachers enrich their own ideas, provide opportunities for teachers to develop leadership qualities and can easily count on the teachers' support. Teachers of such schools feel good about themselves and are often highly motivated to do their work. When decisions are shared at school, teachers are more likely to accept the results of the school's instructional programme and would increase their co-operation towards the attainment of the school's

mission. The principal should not hesitate to show appreciation for good teacher performance as this would help to reinforce that performance. The teachers should also demonstrate their appreciation for their principal's good performance.

Research suggests that the promotion of staff development and motivation augurs well for the establishment of a learning culture. Constant development in science and technology as well as the fact that no academic or professional programme can prepare a teacher or principal for a lifetime in his career, make staff development a necessity. Through development the principal and teachers can respectively be empowered to manage the school properly and teach effectively. In staff development teachers can also learn about modern pupil motivation techniques and as such be able to address the question of unmotivated pupils in schools. Experienced teachers can be made to work closely with beginners and to expose them to skills that will make them effective. Newly appointed staff can be exposed to an induction and orientation programme to enable them to know and cope with their work. The principal should train and coach his staff and encourage them to attend workshops and seminars organized for teachers so as to acquire new perspectives. The principal can achieve these if he himself never stops learning and growing. Staff development creates a dedicated, self-critical, motivated and improving community of teachers which make the school evolve as a more relevant and effective environment for pupils (Stedman, 1987:220).

The creation of a positive school atmosphere has been found to have a tremendous effect on the establishment of a learning culture. This is so because in such an atmosphere teaching and learning enjoy maximum support. The school becomes a safe and happy place for teachers to teach and pupils to learn. To create such an atmosphere the principal and his teachers will have to show supreme commitment to their work. They will have to ensure that the school has clear and consistent rules and policies which reinforce teacher authority and promote academic excellence. There should be clearly defined values, norms, goals and a mission which channel the staff and pupils in the direction of successful teaching and learning. The school should create an orderly, safe and disciplined environment in which academic pursuits are never disrupted. Pupils should be made to see the need to attend school regularly and on time and to be engaged in academic activities. The school should also allow time for extra-curricular activities. Teachers should demonstrate explicitly to the pupils that they care for them since this can likely win their co-operation in academic endeavours. The principal should ensure that the school is well-equipped with equipment that enhance teaching and learning.

In order to establish a learning culture at school all possible distractions which may interfere with teaching and learning should be kept to the absolute minimum or be simply eliminated. To achieve this the principal will have to ensure that things do not just happen in his school. In fact he must be the one who

makes things happen at school. Since teachers go to school to teach and educate, and pupils to learn nothing should be allowed to interfere with these fundamental goals. The primary goal of the school's instructional programme is high academic achievement, other activities should facilitate and not displace this ultimate goal (Brookover et al., 1982:84). The principal and teachers should watch out for little things that can collectively erode instructional time. The effective management of time can greatly assist in minimizing distractions. One of the major resources available to the pupils for improving their academic achievement is time. The more time pupils spend on their work, the more they learn. Teachers should also respect school time by being punctual for all lessons and by teaching until the end of each period every time. They should also not allow their lessons to be interrupted. Teachers can save time by ensuring that they go to school well-prepared for every lesson because good preparation makes the teacher use academic time profitably.

It has been found that the maintenance of high academic standards at school has a positive effect on the establishment of a learning culture. The school's prosperity depends on a spirit of high expectations and a focus on excellence. Consequently, the school should set and maintain high but realistic academic standards if it is to foster a work ethic among its pupils and teachers. The pupils should perceive and reinforce norms that high achievement is expected of all of them (Brookover et al., 1982:29). The school

can ensure the maintenance of high academic standards if it has a well-rounded and co-ordinated academic programme which is strictly followed throughout the entire school year. If it demands that every teacher truly teaches and every pupil truly learns and makes it possible for these activities to occur. The value of high standards should be explained to pupils, and teachers should show pupils that they have confidence in their ability to achieve academically. Pupils are likely to work better if taught in an atmosphere of confidence that they can and will succeed. On the other hand, high expectations for pupils produce more and better teacher instruction because teachers tend to adapt their instruction to the level of expectation held for pupils. The school should have a well-structured and effective evaluation programme for the entire year so as to be able to assess the pupils' performance. Insistence on high academic standards could easily make pupils link achievement with hard work.

There is abundant research evidence to show that job-related or career oriented education can have tremendous influence towards establishing a culture of learning. Education that prepares the pupil for a career can be easily regarded by him as worthwhile because one cannot do without it. It makes schooling and learning serious obligations for the scholar because academic performance of the scholar is vital in determining his chances in following a career in life. To guarantee job-related education the school will have to have a fully diversified curriculum and

should ensure that pupils choose their subjects correctly. The course of study and subsequent occupation should be satisfactorily correlated. The school curriculum should take the needs and interests of the community or the world of work into account. Pupils seem to have more interest in those subjects that are relevant to the careers they wish to follow, and they seem to learn them better. Thus when pupils are convinced about the relevance of their school subjects to their future career, they are likely to be motivated and this could boost their morale and enhance their performance considerably.

Motivation of pupils is undoubtedly one major factor which contributes to the learning culture. According to Walberg (1984:398) large amounts of instruction and high pupil ability count little if pupils are not motivated. A cordial relationship between the teacher and the pupil which enables the latter to be free to recognize, express, actualize and experience his own uniqueness serves as motivation to the pupil and builds his self-esteem. Pupils also feel highly motivated when teachers help them set high but achievable goals for themselves and assist them to achieve those goals. Recognition of the pupils' achievement in any sphere at school has a tremendous influence on enhancing his motivation. By recognizing the pupil's achievement, the teacher helps him to establish lifelong habits and values and improve his self-concept. The teacher who is interested in and enthusiastic about his subject, and who makes his lessons interesting stands a good chance of having his

class motivated. Regular evaluation which is followed by prompt feedback motivates pupils because it enables them to know how they perform and to make time for improvement. If teachers give pupils who make mistakes ample chance to relearn and correct errors they will feel motivated and comfortable to take intellectual risks without fear of being criticized or reprimanded for making mistakes. Thus motivation enhances the pupil's zeal and zest to learn or study.

Facilities and resources are the basic necessities for any school and as such can greatly support the establishment of a positive school culture. Adequate facilities and resources enable teachers and pupils to cover a large amount of work in a short period of time. They help to promote the process of teaching and learning and as a result make a positive contribution towards enhancing pupil achievement. For a school to function properly it must have a proper school building, furniture, a principal, teachers, administrative personnel, books, stationery, laboratory and library. If, for instance, teachers or books are missing teaching and learning would be seriously hampered and this could have a detrimental effect on the learning culture. Heyman's (Mwamwenda et al., 1987:225) research in developed and developing countries has led him to the conclusion that pupils in developing countries perform much below those in developed countries because of inadequate and poor facilities.

Research indicates that the small school and class

support the establishment of a learning culture. A small school creates a climate which provides every pupil with enormous opportunities for exposure and recognition and this has a positive effect on his emotional development. It enables a large number of pupils to enjoy the services provided by the school since there would be a reasonable number of pupils who share the same environment and compete for the same opportunities. Small schools are generally more effective than large ones in the way they engage pupils and teachers in making learning and teaching worthwhile. For instance, they are more likely to have a lower pupil-teacher ratio and their pupils have a better chance for academic recognition since they compete with fewer pupils. They have less administrative work and this gives teachers ample chance to attend to academic tasks. Their pupils take actively part in extra-curricular activities in large numbers, they have a low drop-out rate, a high pupil attendance rate, fewer disciplinary problems and enjoy good parental and community involvement.

Small classes encourage a closer teacher-pupil relationship, reduce the teacher's workload and create a greater opportunity for teacher-pupil activities (Green et al., 1988:11). Teachers of small classes are more confident about their class management because pupils are fewer and quieter, their workload is lighter and teacher interaction reaches all pupils. Teachers are able to spend enough time with each pupil and to keep track of individual progress. In this way the small class encourages individualised teaching and

more concern for the pupils. Pupils pay more attention to their work because each is more likely to be involved or to get a turn more often during every lesson. Teachers of small classes are more likely to assign pupils enough homework because they will have time and resources to attend to it. In a small class the pupils' ability to pay attention to their studies is enhanced because of the less hectic instructional atmosphere which makes them develop a positive attitude and have a high morale.

A positive school-parent and school-community relationship has been found to be essential for the establishment of a learning culture. The principal and his staff play a key role in developing communication and co-operation between the school and home, and the school and the community. On the other hand the parents and community can play such a supportive role to the school that no school can do without. Therefore the positive school-parent and school community relationship is fundamental in ensuring that the school carries out its daily tasks and establishes a positive atmosphere for teaching and learning to take place. The school should ensure that parents and the community are made aware of the value of a learning culture and are duly guided towards its attainment. Parents should be informed about what happens at school, about their children's academic performance, about school needs and problems, etcetera. The school should stress the importance of education to the parents so that they can stress it to their children. Studies indicate that where the

school, parents and community work together children learn even more. Each parent should get to know his children's teachers because schools need more information about pupils if they are to be able to design programmes that meet their educational needs.

Researchers agree that there is a direct relationship between parental involvement in support of the child and school and pupil achievement. The social and psychological stimulation of the child's academic development by parents appears to have an important influence on the child's academic ability. Parents who show interest in the child's learning and hold high but realistic expectations for him can largely contribute to his scholastic achievement and motivation. Parents should encourage their children to do their best at school, make them aware of the value of education, ensure that they are in good health and are properly cared for and so on (Marx, 1990:3). Parents should support the school in its efforts to promote proper discipline by supporting school rules and goals. Parental support for the child is also good for his social and emotional development.

Since serious learning or study cannot take place in any given situation, parents should create a home environment which supports and encourages their children to meet the academic challenges of the school. They should provide a quiet place where the child will study and do his homework. They should establish a regular homework time in their home during which there should be no disturbances, monitor the

child's homework, etcetera. Parents should know that their involvement with their children's school will send a message to them that they regard the school as important. When children see that their parents regard the school as important they will also regard it as important.

The community in which the school is situated can have a tremendous influence on the establishment of a positive culture, because it has an influence upon what goes on inside and outside the school. What is taught and learned in the classroom is largely influenced by the community standards, values and beliefs. The community provides role models through its leading citizens, and reflects expectations of a certain level of knowledge and intellectual activities. All these can easily impress upon the minds of the pupils as to what standards are valued in their community. The principal and his staff need recognition and support from the community if they are to perform their respective functions satisfactorily. Consequently, the community should know, protect and uphold the school policy which, among others, should have a deterrent effect on outside interference in school matters. The community should protect the school against any form of vandalism and must bear its share of responsibility for the behaviour of children at school and in the community (Gage et al., 1984 in Mwamwenda, 1990:223). The community can facilitate and improve the pupils' learning capabilities by making resources such as libraries, health services, etcetera available to the pupils. The private sector can assist

with the building of schools or by providing existing ones with essential educational facilities. They should also assist pupils with bursaries or loans. Thus the community's involvement in support of education can only contribute to the latter's improvement.

6.2.1.3 The principal as manager and instructional leader

a. **The principal as manager**

The principal can be regarded as the manager of the school since he is responsible for its administration, organization and control. School management is intended to bring about the effective functioning of the school and as such to promote academic achievement. Therefore the management functions of the school are important only if they facilitate and foster improvement in the school's instructional programme. The starting point of any management action is planning and every management action has a planning element. In school management the principal will apply planning on a short term, medium term and long term basis. As part of his planning, the principal will ensure that he has enough staff, sufficient facilities and resources and proper working conditions for the performance of the school functions. He will have to organize the activities of the school to ensure equitable distribution of duties among the staff and the smooth running of activities. He will also have to co-ordinate the school functions and activities so as

to facilitate the instructional process. In the end he will have to exercise sufficient control to ensure that he attains the goals that he has set for the school, for example good academic achievement.

School management is primarily about managing personnel so that work gets done. As manager, the principal will participate in the recruitment, selection and employment of qualified administrative and teaching personnel for his school. His other responsibilities include the laying down of policy and procedures for personnel, personnel development, ensuring that duties are clearly spelt out and properly done, ensuring that the staff is fully and effectively utilized, evaluating the instructional process, etcetera.

Studies indicate that in order to achieve a good quality school pupils will have to be well-managed. The management of pupils can be divided into two components, namely the management of the curricular and extra-curricular matters. In managing pupils the principal is essentially concerned with managing their involvement in academic, social, societal, skill developing, cultural, economic, religious, moral and physical activities (Van der Westhuizen, 1991:352). The management of pupils will ensure that their activities are co-ordinated, organized and controlled and this in turn can lead to the smooth running of the school because the principal would ensure that the extra-curricular activities do not take precedence over academic activities.

No school can be run effectively without the use of money. The principal finds himself daily in situations which involve making decisions on financial matters in the running of his school. The principal's role is to facilitate the education of the pupils and with this role comes the management of the school finances. Financial management aims at the utilization of available funds in the best interest of effective instruction at school. The principal should make sure that he is fully acquainted with the accounting procedures and should expose to it all his staff who deal with finances. He should have a set of written guidelines for the handling of school funds for his staff (Walter et al., 1989:5). He should draw a budget for the school, in collaboration with his staff and submit his financial books for audit at the end of each year. This will help him to have an authentic account of income and expenditure.

The effective functioning of the school is largely dependent on the availability of the school facilities since they are intended to promote the instructional process. The facilities which are necessary for educative teaching and which the principal must manage include buildings, furniture, textbooks, stationery, equipment, teaching aids, apparatus, etcetera. There are also facilities for extra-curricular activities which the principal must manage like sports fields. Proper management of facilities will prevent unnecessary repair costs and thus reduce the running costs of the school. The principal should draw up a policy on the provision, use and care of facilities

and ensure that it is strictly complied with by both teachers and pupils. The provision, use and care of facilities require that the principal establishes effective administrative procedures for regular distribution and efficient utilization.

Effective school management also includes the management of communication. As Dean (1985:142) puts it, every school needs to give care and thought to communication both within the school and with the outside world, if parents and community are to feel involved and ready to support the school. The principal should manage the flow of communication within the school, between the school and parents and between the school and community. The principal needs to manage, lead and guide formal and informal communication with the school so that the school can derive benefit from it. He should spell out the communication policy of the school, which should give guidelines on how communication within the school and between the school and the general public should be conducted.

The school and private instances may sometimes provide certain essential services for pupils such as health services, transport services and hostel services which the principal will have to manage to ensure that they are run properly and do not interfere with learning. Since health services are intended to make pupils healthy, they can be regarded as supportive to the instructional programme. Where the school has a bus transport service for pupils, it will be the

responsibility of the principal to see to it that each bus is always in good condition and available for use. In schools with hostel facilities the principal will have to ensure that the hostel inmates are safe and secure, are properly fed and provided with other necessities.

b. The principal as instructional leader

The principal is the instructional leader because he is a leader of the instructional process of the school - a leader of the teaching and learning process. As an instructional leader he is supposed to play a crucial role in influencing the school's academic achievement. Instructional leadership presumes that the principal is in the first instance a good teacher and therefore capable of knowing how to recognize good teaching, and take the leadership role in establishing good instruction at school. The fundamental purpose of instructional leadership is to induce teachers to teach effectively and pupils to learn effectively.

As an instructional leader the principal has to set the school's instructional policy and goals. He must have a vision of what it is he wants his school to achieve and should clearly spell out the way to achieve it. He should state the goal to be achieved and the policy to serve as guidelines towards the achievement of that goal. The goal aimed at should be articulated to the staff, parents, pupils and community since this would encourage all the parties

mentioned to arrive at a sense of common and shared purpose about the school.

The instructional leader should support the instructional process by creating a climate conducive to teaching and learning at school. He should ensure that the physical, social and emotional climate of the school is supportive to the school's academic process. A climate that communicates to the pupils that the school is a pleasant place which is intended to help them achieve success in life. The principal should endeavour to eliminate factors that might have a negative effect on the learning process like poor discipline, absenteeism, truancy, etcetera. According to Ubben et al. (1987:27) a school with a good instructional climate enables pupils to perceive and reinforce the norm that high achievement is expected of all of them.

As instructional leader, the principal should supervise and evaluate the instructional process. The main purpose of instructional supervision and evaluation is support and promotion of instructional effectiveness. The principal should supervise and evaluate teachers and monitor the pupils' progress. Supervision enables him to know what is going on in the classroom whereas evaluation enables him to know whether the standards are maintained. Through supervision and evaluation the teachers' strengths and weaknesses may be identified and remedial programmes designed to overcome their weaknesses (Goldman, 1966:49).

Instructional leadership is a series of little steps which includes understanding the contents and processes that are needed to improve the curriculum and instruction (Marsh, 1992:397). As instructional leader, the principal takes the lead in deciding about the nature of the curriculum content of the school. He should evaluate the curriculum continuously to ensure that it meets the needs of the community. During curriculum design he should determine what is needed presently and what will be needed in future. He should make sure that the curriculum accommodates the needs, interests and aspirations of the pupils. He should also make sure that properly qualified teachers are employed at his school because the quality of the curriculum is directly influenced whenever a new teacher is employed.

The instructional leader is expected to take the lead and initiative in the development of teachers. Thus the principal should facilitate quality staff development programmes consistent with the school's mission and needs. It is advisable for him to establish and maintain a school policy for staff development as this would ensure that every teacher has the opportunity and encouragement to develop in ways that would enhance his ability. Staff development can also be in a form of orientation and induction of new staff members. As an instructional leader, the principal should conduct frequent formal and informal observations of his teachers, coach and guide them with a view to develop instructional skills.

The other responsibility of the instructional leader is to make sure that the school has the necessary resources and facilities because these facilitate teaching and learning. The principal does not only provide resources and facilities but has to see to it that they are properly utilized. It is his responsibility to ensure that his school has enough teachers, textbooks, stationery and teaching aids.

6.2.1.4 The selection of principals and teachers for employment

The school needs to identify the personnel needed to fully accomplish its goals and purpose. Thus, the principal or teacher selection process provides a golden opportunity for the school authorities to make a major contribution towards the accomplishment of the school's goals and purpose. The aim with teacher selection is to fill the existing vacancy with a person who meets the established subject qualifications and who is likely to succeed on the job. Principal selection aims at selecting the right principal and eliminating much of the effort that goes into improving the on-the-job performance of the principal and the ill-effects resulting from inadequate school management and leadership (Mc Curdy, 1989:65).

The first step in the principal or teacher selection process is the advertising of the vacancy. Each vacancy should be fully and widely advertised so as to reach a broadly based field of potential candidates. In this way all qualified candidates would have an equal chance at

appointment. The advertisement should provide all information about the vacancy and the unique qualities, if any, of the person who is sought. An up to date and complete job description of the position available should be given. This would give the would be applicants an opportunity to know exactly on which criterion evaluation would be based and hopefully screen unsuitable candidates.

The screening of the applicants who have applied for the vacancy is the second step in the selection process. This process is intended to eliminate applicants who do not meet the basic requirements such as academic and professional ones, and even experience in some cases. Experience is a requirement in the principal's post. Should there be too many candidates who meet the basic requirements, each candidate's references should be meticulously scrutinized and evaluated against those of others and in the process poor contenders should be eliminated. The selection committee will have to be careful not to disadvantage new teachers due to lack of experience and references. After a screening process has been completed a short-list of candidates who qualify for the interview will have to be compiled. The screened out candidates should be sent letters of regret immediately so as to prevent raising unnecessary expectations.

The third step in the selection process is the interview of candidates. The fundamental purpose of an interview is to find out as much as possible concerning the applicant, so that his suitability for the post can finally be determined. The interview creates an opportunity for the selection committee to collect information that may be used

to predict on-the-job behaviour of the applicant and to relate this behaviour to the operation of the school (Bolton, 1973:50). The information received from the interview should be combined with evidence from other forms of assessment so as to be able to build a good picture of each candidate. All the interviews for the same post should be done and completed on the same day and the discussions of the candidates should follow immediately thereafter.

The special qualities to look for in the teacher during the interview are the following: teaching experience, dedication to teaching, idea of responsibility and attitude towards authority, personality and interpersonal relations, knowledge and ability, genuineness of the applicant and ability to adapt. The special qualities to look for in the principal during the interview are as follows: administrative skills, leadership skills, interpersonal skills, judgement ability, decisiveness, personal motivation, problem analysis, communication, experience as a teacher and general effectiveness. The final selection of a candidate for appointment will be determined by how far he is able to prove possession of the skills or qualities mentioned above.

The fourth step in the selection process is the appointment of the best suited candidate. The final selection of a candidate should be based on the merit principle which holds that the vacancies should be filled by those candidates who best meet the established qualifications (Castetter, 1976:197). After the interview the selection panel will have a wealth of information about each candidate to assist them in making a final decision. The

candidates should be compared with regard to their strengths and weaknesses and be graded from the best to the weakest contender. The selection panel should try to reach consensus on the selection of the best three candidates in order of merit. Reasons must be given and noted for the elimination of each unsuccessful candidate from being appointed. Thereafter the unsuccessful candidates should be written letters of regret, while the successful candidate is notified about his appointment.

The final step in the selection process is to implement post-hiring activities. The school management is supposed to ensure that the new appointee is given the necessary orientation and induction to familiarize him with the new situation, thus enabling him to fully actualize his potential. It would be a waste of time, effort and money to select the right person only to lose much of the investment by failing to orient and induct him properly (Wood et al., 1985:129). According to Bennett (1987:19) selecting new personnel is half the battle, the other half is to help them grow and succeed. New personnel must, among others, know all the do's and don'ts of their new school if they are to adjust properly and be at home to give their best.

6.2.2 *From the empirical research*

The previous chapter gives an elaborate exposition of the findings of the empirical research. In this chapter only the main findings will be presented with the exception of the main findings from correlation coefficients since they cannot be presented in brief. Therefore the following is a

succinct summation of the main findings which emerged from the empirical research.

1. School administration did not have a significant effect on the pupils' performance in the June/September examination.
2. Teacher commitment had a significant effect on the pupils' performance in the June/September examinations. Pupils who were taught by committed teachers performed significantly better.
3. Principal and teacher co-operation had a significant effect on the pupils' performance in the June/September examinations. Pupils at schools which experienced principal and teacher co-operation performed significantly better.
4. Principal and teacher motivation had a significant effect on the pupils' performance in the June/September examinations. Pupils whose principal and teachers were motivated performed significantly better.
5. A positive school atmosphere had a significant effect on the pupils' performance in the June/September examinations. Schools which had a positive school atmosphere performed significantly better.
6. The maintenance of high academic standards had a significant effect on the pupils' performance in the June/September examinations. Schools which maintained

high academic standards performed significantly better.

7. Job-related education did not have a significant effect on the pupils' performance in the June/September examinations.
8. Motivation of pupils had a significant effect on the pupils' performance in the June/September examinations. Motivated pupils performed significantly better than unmotivated ones.
9. Parental involvement in support of the school did not have a significant effect on the pupils' performance in the June/September examinations.
10. The teachers' attitude had a significant effect on the pupils' performance in the June/September examinations. Pupils who were taught by teachers who had a positive attitude performed significantly better.
11. Minimizing distractions of the learning process had a significant effect on the pupils' performance in the June/September examinations. School which minimized distractions of the learning process performed significantly better than those which did not do so.
12. The pupils' commitment had a significant effect on the pupils' performance in the June/September examinations. Committed pupils performed significantly better than uncommitted ones.

13. The pupils' attitude had a significant effect on their performance in the June/September examinations. Pupils who had a positive attitude performed significantly better than those who did not have a positive attitude.
14. Adequate resources and facilities did not have a significant effect on the pupils' performance in the June/September examinations.
15. Parental involvement in support of the child did not have a significant effect on the pupils' performance in the June/September examinations.
16. Community involvement in support of the pupils did not have a significant effect on the pupils' performance in the June/September examinations.
17. Community involvement in support of the school did not have a significant effect on the pupils' performance in the June/September examinations.
18. There is a significant difference between the pass rate of pupils in a smaller school and pupils in a bigger school in the June/September examinations. The pass rate of pupils of a smaller school is significantly higher than the pass rate of a bigger school.
19. There is no significant difference between the performance of pupils in the June/September examinations whose class average size is less than or

equal to 42 and those whose class average size is greater than 42.

20. There is a significant difference between the performance of pupils in the final examination who were taught by committed teachers and those who were not taught by committed teachers in the following subjects: Biology, Physical Science and Mathematics. Pupils who were taught by committed teachers performed significantly better.
21. There is no significant difference between the performance of pupils in the final examination who were taught by committed teachers and those who were not taught by committed teachers in the following subjects: History, Geography, Biblical Studies, Economics, Accounting, Business Economics and Technical Drawing.
22. There is a significant difference between the performance of pupils in the final examination who were taught by teachers who had a positive attitude and those who did not have a positive attitude in the following subjects: History, Biblical Studies, Biology and Physical Science. Pupils who were taught by teachers who had a positive attitude performed significantly better.
23. There is no significant difference between the performance of pupils in the final examination who were taught by teachers who had a positive attitude and those who did not have a positive attitude in the

following subjects: Geography, Mathematics, Economics, Accounting, Business Economics and Technical Drawing.

24. School administration did not have a significant effect on the pupils' performance in the final examination.
25. Teacher commitment did not have a significant effect on the pupils' performance in the final examination.
26. Principal and teacher co-operation did not have a significant effect on the pupils' performance in the final examination.
27. Principal and teacher motivation had a significant effect on the pupils' performance in the final examination. Schools whose principal and teachers were motivated performed significantly better.
28. Positive school atmosphere had a significant effect on the pupils' performance in the final examination. Schools which had a positive school atmosphere performed significantly better.
29. Maintenance of high academic standards did not have a significant effect on the pupils' performance in the final examination.
30. Job-related education did not have a significant effect on the pupils' performance in the final examination.

31. Motivation of pupils had a significant effect on the pupils' performance in the final examination. Pupils who were motivated performed significantly better than those who were not.
32. Parental involvement in support of the school did not have a significant effect on the pupils' performance in the final examination.
33. The teachers' attitude had a significant effect on the pupils' performance in the final examination. Pupils who were taught by teachers who had a positive attitude performed significantly better.
34. Minimizing distractions of the learning process did not have a significant effect on the pupils' performance in the final examination.
35. The pupils' commitment did not have a significant effect on the pupils' performance in the final examination.
36. The pupils' attitude did not have a significant effect on the pupils' performance in the final examination.
37. Adequate resources and facilities did not have a significant effect on the pupils' performance in the final examination.
38. Parental involvement in support of the child had a significant effect on the pupils' performance in the final examination. Pupils who received parental

support performed significantly better.

39. Community involvement in support of the pupils had a significant effect on the pupils' performance in the final examination. Pupils who received community support performed significantly better.
40. Community involvement in support of the school had a significant effect on the pupils' performance in the final examination. Pupils whose schools received community support performed significantly better.
41. There is a significant difference between the performance of pupils in a smaller school and pupils in a bigger school in the final examination. The pass rate of pupils in a smaller school is significantly higher than the pass rate of a bigger school.
42. There is a significant difference between the performance of pupils in the final examination whose class average size is equal to or less than 42 and pupils whose class average size is more than 42. The pass rate of pupils whose class average size is equal to or less than 42 is higher than the pass rate of pupils whose class average size is higher than 42.
43. The majority of matric teachers are not experienced in teaching matric classes.
44. From 75% to 83,3% of the schools do not differ significantly with regard to the following variables: school administration, principal and teacher co-

operation, principal and teacher development, principal and teacher motivation, positive school atmosphere, maintenance of high academic standards, job-related education and teacher commitment.

45. Only 16% of matric pupils are chronologically supposed to be doing matric; the rest are over the usual school age.
46. The problem of a large scale failure rate starts before pupils reach matric.
47. Poor performance in the mid-year examinations is a common phenomenon in all schools. Pupils perform significantly better in the final examination.
48. Biology, Geography, History and Biblical Studies respectively, are the pupils' favourite subjects (languages excluded).
49. Pupils perform very weak in Mathematics, Physical Science, Biology and History respectively.
50. There is a significant difference in the manner in which teachers and pupils observe school administration. Teachers observe school administration in a different way compared to pupils and vice versa.
51. There is a significant difference in the manner in which teachers and pupils observe teacher commitment at school. Teachers observe teacher commitment in a different way compared to pupils and vice versa.

52. There is no significant difference in the manner in which teachers and pupils observe principal and teacher co-operation at school.
53. There is a significant difference in the manner in which teachers and pupils observe principal and teacher motivation at school. Teachers observe principal and teacher motivation in a different way compared to pupils and vice versa.
54. There is a significant difference in the manner in which teachers and pupils observe positive school atmosphere. Teachers observe positive school atmosphere in a different way compared to pupils and vice versa.
55. There is a significant difference in the manner in which teachers and pupils observe the maintenance of high academic standards at school. Teachers observe the maintenance of high academic standards in a different way compared to pupils and vice versa.
56. There is a significant difference in the manner in which teachers and pupils observe job-related education. Teachers observe job-related education in a different way compared to pupils and vice versa.

Although a few variables investigated appear to have no significant effect on the pupils' academic achievement there is ample evidence, based on the variables which have a significant effect on the pupils' academic achievement, to conclude that the null hypothesis should be rejected.

Therefore the researcher comes to this ultimate conclusion: there is a relationship between the establishment of a learning culture and academic achievement. It can be concluded that the establishment of a learning culture is a prerequisite for academic achievement.

6.3 Conclusions

Within the limits of this research and from evidence presented in it the following conclusions can be drawn.

It appears that the funding of education under the Department of Education and Training has for many years been inadequate and this resulted in backlogs in facilities and resources. This issue became a cause for serious discontent among the black people. In the course of time the discontent broadened from issues relating to education to encompass all the aspects of the apartheid policy of the government. Ever since black education became increasingly linked with politics and more often than not it was used for political ends. When the struggle for political liberation in South Africa intensified, scores of teachers together with most secondary school pupils became actively involved in it. Some politically aligned teachers' and pupils' organizations as well as community structures launched intensive defiance campaigns against the education structures like schools as well as against high ranking officials of the Education Department. Some of these campaigns were initiated and led by the political organizations themselves. This was done to destabilize the government of the day, and since the Department of

Education and Training was regarded as part of the government, it had to face the onslaught too. Unfortunately these actions led to a deterioration of the culture of learning.

The Department of Education and Training experienced unprecedented incidents of unrest and disruption for a number of years which came to a head in 1993 when black education was nearly brought to a standstill. The situation could not be saved because by this time many parents had completely lost control over their children and many more were scared to reprimand them. The principals, teachers and parents who wanted to restore order in schools were seriously intimidated. Many pupils had accepted the notion that their education had to be sacrificed for the sake of political freedom. The anti-academic and destructive attitude that followed manifested in the chaos, lack of discipline, demoralization and vandalism in many schools. As a result the disintegration of learning became severe and conspicuous. The learning culture was eroded and the pupils' academic performance, in particularly the matriculation examination, deteriorated markedly. Therefore the establishment or restoration of the learning culture is essential if the matric results are to improve significantly.

There is abundant research evidence to prove that outstanding academic achievement does not come automatically but is brought about by the establishment of a learning culture. This implies that effective schools do not happen by accident. By a learning culture is meant an atmosphere conducive to learning which fosters a climate of

order and respect and a work ethic among teachers and pupils. A learning culture will not only make teaching and learning possible but will maximize them. The establishment of a learning culture can only result from a concerted effort and constructive participation of the principal, teachers and community. Therefore schools with a positive culture do not merely happen, rather, they are the products of intense school, parent and community efforts with the principal at the core. To be successful all parties involved must share one powerful common vision of the school and do their utmost to translate it into reality.

Without true commitment and courage no one will be able to significantly effect the educational learning culture in any given situation. The teachers have an important role to play in the establishment of a learning culture because the level of achievement at school depends largely on the effectiveness of the teachers' instruction. The principal too plays a significant role here because school achievement is also largely dependent on effective school administration. Therefore effective schools have effective principals and teachers. Academic emphasis is an integral part of an effective school and the outcome of a learning culture.

The principal has a dual role to play at school, namely that of manager and instructional leader. He is the manager because he is responsible for the administration, organization and control of the school. He is an instructional leader since he is the leader of the instructional process at school - leader of the teaching and learning processes. As manager and instructional leader

the principal must perform certain managerial tasks and keep focused on activities which pave the way for the pupils' excellent academic achievement respectively. Thus school management is intended to bring about effective functioning of the school while instructional leadership is leadership towards academic achievement. Although a distinction is made between the two concepts, to a large extent they complement each other. Without effective management and instructional leadership the school cannot function properly and a learning culture cannot be fully realized.

Each principal or teacher appointed at a school represents a potential gain or loss to the school in terms of the goals and purpose to be accomplished. Thus the principal and teacher selection provides a golden opportunity for the school authorities to make a major contribution towards the improvement of the school. The selection is undoubtedly the most important way of obtaining capable principals and teachers. Therefore, the fundamental purpose of the selection process is to appoint the best suited candidates for any position at school.

The findings from the empirical research of this study provide the researcher with substantial evidence to reject the null hypothesis postulated in this study. There is abundant proof that there is a relationship between the establishment of a learning culture and academic achievement. This relationship indicates in no uncertain terms that academic achievement is resultant from the establishment of a learning culture. It can be concluded therefore that the establishment of a learning culture is

a prerequisite for academic achievement. The conclusions reached about the relationship between the learning culture and academic achievement in the empirical study are in line with the conclusions reached in the literature study thus proving that they are beyond all reasonable doubt.

6.4 Recommendations

1. Since education has been ravaged by politics for far too long in this country, the state and department of education should ensure that education is once and for all depoliticized. It should no longer be permissible for any person to bring issues of the political arena to a school. This would prevent further use of education for political gain, and bolster its status and dignity as a human right. More importantly, education will not be affected every time a new government comes into power. If education is depoliticized and based on sound and universally acceptable educational principles it will undoubtedly enjoy the unqualified support of the entire population.
2. The appointment of personnel in education should not be partisan, but based on merit only. Partisan appointments usually lead to appointing persons who do not have the necessary knowledge and skills for their positions and this could easily lead to corruption which in turn would lead to the lowering of educational standards. In addition, the appointed persons would not have credibility in the eyes of the

public and as such may not receive public co-operation and support.

3. The state should see to it that funding of education is not allocated on racial basis, but rather on the educational needs of the schools and communities. This will bring about that all educational institutions have equitable share of the state funds.
4. The state and education department should ensure that all communities have sufficient educational facilities and resources. A survey should be taken in the whole country to identify areas which experience shortages and thereafter to make up for the shortages. It should not be left to individuals or organizations to determine the educational needs of communities and how they should be addressed. The department of education should take control over education and not allow individuals or organizations to direct its course.
5. Teaching should be declared an essential service by the state, which should never be stopped under any circumstances. The department of education, as the employer of teachers, should draw up a code of ethics for teachers as well as for teachers' organizations. This should be done in consultation with teachers. The teachers' code of ethics should place any teachers' strikes or demonstrations in whatever form during school hours under taboo. Nobody should be allowed to use any school premises for demonstrations or strikes. Teachers should be expected to act and behave like professionals who perform an essential service.

Stringent action should be taken against teachers or teachers' organizations who violate their code of ethics. These measures are justified by the fact that teachers deal with the total development and moulding of persons.

6. The department of education should set high standards for teacher training for the whole country. The training of secondary school teachers should commence after a candidate have completed a second year appropriate university study, and after completion of the first year appropriate university study for primary school teachers. In both cases training should take two years and should include academic and professional training, classroom management and the establishment of a positive school culture. More teachers should be trained in mathematics, physical science, biology and technical subjects.
7. The department of education should introduce differential training for principals of the various types of schools and issue certificates to successful candidates. Principal training should include school management, instructional leadership and the establishment of a learning culture. Principal training will enable principals to function with maximum effectiveness.
8. The department of education should encourage unqualified and underqualified teachers to improve their qualifications until they reach the required standards. Teachers on study leave should not be

allowed to return to work at any time during the year as this would disturb the teaching process, but should only return to work at the beginning of the new academic year. The department should also ensure that principals and teachers are developed through in-service training so as to keep abreast of new developments. Inspectors could be used to develop principals whereas highly qualified advisors could be used to develop teachers. The foregoing should not be allowed to interfere with the instructional programme of schools.

9. The appointments of principals and teachers should be preceded by a well-structured selection procedure to ensure that only those candidates who are best suited for these positions are appointed. The selection panels should be thoroughly trained in the selection process.
10. The department of education as well as all stakeholders in education, for example parents and teachers' organizations should see to it that the authority of the principal as the school's manager and instructional leader is re-instated, entrenched and recognized. The same applies to the authority of the deputy principal, heads of department and teachers.
11. The department of education, schools or parents should not give pupils the authority and responsibility at school which they are not yet ready to assume. The pupils should not be made to serve in structures at school whose duties and responsibilities they will not

be able to perform. In addition, pupils should not be preoccupied with tasks and activities at school which will hamper their studies. Nobody should ever lose sight of the fact that pupils go to school to learn.

12. Teachers should be serious about their work and go to school fully prepared for their lessons daily. They should perform their work as required and show a real sense of commitment to their work. They should also support the principal with the maintenance of school discipline. The education department should provide explicit guidelines with regard to lesson planning and make sure that they are followed.
13. The principal and teachers should receive professional assessment and assistance on a regular basis to assist them to perform with maximum effectiveness. Regular assistance and guidance should be given to those of them who do not perform as required. The assessment of teachers is first and foremost the responsibility of the principal who must see to it that they comply with what is stated in paragraph 11 above. The education department should provide explicit guidelines with regard to teacher assessment and ensure that they are followed.
14. The principals and education department should make sure that schools offer relevant curricula which would enable pupils to follow different careers. Schools should offer pupils comprehensive career information programmes from as early as standard three. This would enable pupils to know different careers and occupation

opportunities and their requirements, and to choose their subjects correctly.

15. The school should not be too large for the principal to manage and control. Similarly, teachers should not be confronted with unreasonably large classes which are unmanageable and thus militates against giving individual attention which is essential for effective teaching. Classes should not have more than thirty five pupils.
16. The principal should see to it that the school has a policy, rules and regulations that regulate the behaviour of teachers and pupils in and outside the school, as well as the academic and extra-curricular activities. The teachers, pupils, parents and community should be conversant with them.
17. The principal and teachers should make sure that the school environment is safe and orderly and conducive to the smooth-running of academic and other school activities. The department of education, parents and community should severally and collectively take appropriate measures to prevent school disruption and anything that threatens the safety of pupils and staff at school. In the same way any anarchical attitude or behaviour of either the pupils or teachers should be nipped in the bud. This will surely prevent the school from sliding into chaos and anarchy. The department of education should know that any organization which cannot use the power and authority it has, has none.

18. The state, education department and schools should use all means at their disposal to ensure that school property is not vandalized or stolen. Qualified security guards should be used to guard schools at night when schools are open, during day and night over weekends and during school holidays. The parents and community should be encouraged and expected to look after their schools and ensure that school property is not stolen or vandalized. Parents should be made responsible for the care of school property, for example books, when it is in the custody of their children.

19. Each principal should consider introducing an induction and orientation programme for new teachers. He should also coach, direct and motivate his teachers since these actions could easily contribute to better and improved performance.

20. The principal and teachers should make sure that their school maintains high academic standards, and that pupils are not promoted indiscriminately. The school should have a well-rounded and co-ordinated academic programme which indicates among others, the number of examinations, tests and exercises for the year and which is strictly followed throughout the entire school year. The subject advisors should also keep a watchful eye on these. Where indiscriminate promotions are permitted standards will drop - pupils will pass in school but fail later in life.

21. Every school should ensure that lessons start

immediately after the re-opening of the school at the beginning of each term. Nothing should be allowed to interfere with or distract from the instructional programme of the school.

22. Motivation of pupils at school and at home should be given serious attention. This should be done in a variety of ways with a view to building the pupils' self-esteem, boosting their morale and thus making them feel positive about the school and their academic performance.
23. Each school should try to acquire some bursaries or prizes for pupils whose academic performance is exceptional or who make good academic progress. This will undoubtedly serve as an incentive and motivation to all pupils to improve their academic performance. Since this will also alleviate the parents' financial expenses, it will make parents assist and encourage their children to perform well. The bottom line should be to see to it that achievement is rewarded.
24. The subject "school guidance" should be compulsory for all standards at school, that is in both primary and secondary schools. The content of school guidance should include the inculcation of the community norms and values such as honesty, respect, decency, obedience, responsibility, equity, dignity and so on in pupils. School guidance should also serve to discourage antisocial behaviour such as drug and alcohol abuse, gangsterism, and so on.

25. The education department and schools should strive to establish and maintain a positive, harmonious relationship with parents and community. They should continuously encourage and promote parent and community participation in education. The parents and community should be informed about their responsibilities as well as the significant role they can and should play in education. For the foregoing to succeed schools should not be run in a way that is in conflict with the upbringing of the child at home. They should be an extension of the home education.
26. The Parents Council or Governing Council, as the body that represents parents at school, should have authority to take major decisions affecting the education of their children. For instance, it should be vested with the power to appoint teachers; take disciplinary action against pupils and teachers; take part in the formulation of the school policy, rules and regulations; decide on the amount of school fee to be paid and give approval for the use thereof; be involved in the day to day governance of the school; make inputs in the curriculum formulation and so on.
27. Parents should be expected to ensure that their children are disciplined, abide by the school rules and regulations, do not go to school hungry and attend school regularly and on time - to mention just a few of their responsibilities. Parents should be trained in how to keep track of their children's progress regularly and to keep in touch with their teachers. The teachers should, in turn, inform parents on the

progress of their children on an intermittent basis. Parents should meet at least once in every term to discuss school matters.

28. The school and education department should encourage, guide and assist parents to create a climate conducive to learning for their children at home. Parents should be expected to ensure that their children learn seriously at home by, among other things, supervising their homework.
29. The community should, among other things, take care of the health and spiritual needs of the pupils and make facilities such as the library available for them to use. The private sector should give a helping hand to pupils in need of financial assistance. After all, pupils learn in order to be of service to their community.
30. The Department of Education should consider transferring pupils who have turned twenty one from day schools to adult education centres. This would help reduce the number of pupils who are over the usual school age in schools. To a large extent it will enable pupils to attend school with their peer group, and this is pedagogically justifiable because it enhances the pupils' social development.
31. The Department of Education and schools should ensure that pupils have sports facilities and that these are properly used and preserved. Sport is an integral part of life and of education too. If the child's free time

is not spent in a positive and useful way, it causes exposure to malpractices such as alcohol and drug abuse as well as juvenile delinquency. These can damage the child's process of purposeful development to adulthood and are detrimental to his schooling.

32. The Department of Education should refrain from declaring a particular year as the year of learning as this would give the impression that pupils will only have to learn when a year is declared as such. Every school is a place of learning and every school year a year of learning. In fact, learning takes place at school daily.

6.5 Implications of the recommendations

The recommendations flowing from this research appeal for a transformation of black schools. Indeed, as a result of the massive proportions which disruption and disregard of school work have assumed in black schools in this country, only a transformation of the affected schools can change the situation for the better. The teachers and pupils in particular need to undergo a change of heart towards their school work. All parties which have interest in schools or education should have a positive attitude towards the school and be prepared to allow the school to perform its pedagogic functions undisturbed. This means that the school must be reinstated in its original and proper place. The damage already done to black schools is so massive that the remedial actions instituted will take some time before results can be achieved. The government or department of

education should not run public education in an arbitrary and high-handed manner simply because it has the financial means and the political muscle to do so. Education stands above the hurly-burly of politics and better education benefits the entire nation, irrespective of their political affiliations. Thus all stakeholders must be involved.

Unless there is a concerted effort from the schools, parents, communities, education department and the state to seriously rectify the situation prevailing in black schools, the failure of particularly matric pupils will escalate alarmingly. This will go hand in hand with the lowering of the standards of education. It has already been made abundantly clear that the establishment of a learning culture cannot be left to chance. There must be a deliberate, well-planned and orderly way of fostering academic excellence at schools. It goes without saying that the principal, teachers, parents and community should know the role they are supposed to play towards the establishment of a learning culture. However, the achievement of this culture largely depends on the commitment of professional educators.

The state and education department should depoliticize education and redress the backlog of facilities and resources in black education as a matter of urgency. The teachers' corps and their organizations should have, and abide by, a professional code of conduct. The standard of teacher training should be high and uniform in the whole country. Serious consideration should be given to the introduction of specialized training for principals which must lead to successful candidates receiving certificates.

The appointment of principals and teachers should be preceded by a well-structured selection procedure to ensure that only the best candidates are appointed. Principals and teachers should receive constant assessment of their performance and guidance if need be.

The authority of the principal and teachers needs to be reinstated in order to accord them the dignity they deserve. The newly appointed teachers should receive induction and orientation to enable them to be at home with their work. Each school should have rules, regulations and a policy which regulate the behaviour of pupils and teachers. To improve control over the schools and to facilitate the learning process, schools and classes should not be too big. The education received at school should be job-related so as to be meaningful to pupils. The school should strive for academic excellence and try to get financial assistance for good achievers. Pupils should not be given adult responsibilities which they are not ready to assume.

Parental and community involvement in education should be promoted and the Parents' Councils or Governing Councils should be given enough authority to play a significant role in education. Parents should be assisted to acquire the necessary knowledge and skills needed to enable them to create a climate conducive to learning for their children at home. They should also be trained in how to educate their children properly ensuring that they are disciplined. The school should establish and promote a cordial relationship with parents and community. The principal, teachers, parents and community should make sure that at

school or at any other place where pupils are gathered nothing should be given prominence over education.

If the citizens of this country are serious about improving the quality of black education, they must seriously commit themselves to improving the learning culture. Nothing better defines what people are and what they will become than the education of their children. Central to the improvement of the lives of all citizens of a country is the level of education that they enjoy and the quality of that education. Therefore only when people can truly say their schools are effective, can they say their nation is no longer at risk.

6.6 Suggestions for future research

Since the learning culture is of late of continuing interest to researchers and practitioners of education and due to the dearth of empirical research in this field, the following topics are suggested for future research.

1. The relationship between the establishment of a learning culture and socio-economic class.
2. The effect of the parents' level of education on the creation of a climate conducive to learning at home.
3. The effect of school violence and disruption on the cognitive, affective and conative development of the primary and secondary school pupils.

6.7 Concluding remarks

In this research the concern has been to clarify the relationship between the learning culture and academic achievement. It was postulated at the beginning of this research that the learning culture has an enormous influence on academic achievement. This hypothesis has been duly corroborated by the findings of this research. This research has proved that a considerable number of black secondary school pupils in particular, find themselves in milieus where the learning culture has been seriously eroded and this accounts for their poor academic performance in matric. Many attempts made to rectify the situation did not bear fruit because they did not address the real problem, but its symptoms. There is enough research evidence here to demonstrate that the establishment of a learning culture is a sine qua non for academic achievement. This justifies the common agreement among researchers about the importance of a learning culture as a determinant of academic performance.

The researcher is optimistic that the findings, recommendations and guidelines embodied in this thesis could provide invaluable assistance in solving the problem of poor academic performance. Surely, the point of departure for solving this problem is to make doubly sure that the schools, parents, communities, education department and the state work in concert. All parties must demonstrate their commitment and willingness to have the problem solved. Their primary aim should be to ensure that all obstacles which encumber the establishment of a learning culture are eliminated. When this has been done

everything possible should be done to establish a culture conducive to learning for the child at school, home and in the community.

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ANNEXURE A

NAME OF SCHOOL: _____

NAME OF RESPONDENT: _____

QUESTIONNAIRE

RESPONDENTS:

1. Principals
2. Matric teachers
3. Parents
4. Pupils who failed matric and those who passed

NOTE TO ALL RESPONDENTS:

Would you be so kind as to answer the following question to the best of your ability?

1. Responses should be the genuine views of the respondent and should never be discussed.
2. All persons concerned or respondents should give their candid opinions.
3. The information gathered from this survey is important because it will be used to improve our schools.
4. Answers should be tabulated.
5. The names of respondents will not be revealed.

Thanking you in advance for your co-operation.

What would you regard as the reason/s for poor black matric results?

ANNEXURE B

NAME OF SCHOOL: _____

NAME OF RESPONDENT: _____

QUESTIONNAIRE

(To be completed by the pupil)

DIRECTIONS:

Would you be so kind as to complete the following questionnaire to the best of your ability?

1. This is a questionnaire and not a test.
2. The questionnaire must be completed strictly according to instructions.
3. All the questions must be answered except for questions 159, 160 and 161.
4. Make a cross (for example X) in the appropriate box and complete the other details as required.
Read through all the answers before making your choice.

The following are the terms used for answers to the statements and questions. Each term has a number which will appear in one of the four blocks from which you will have to choose one. You will choose the appropriate block and make your cross in it.

| | | | |
|------------|-----|---------------------|-----|
| Never | = 1 | Agree completely | = 1 |
| Seldom | = 2 | Agree partially | = 2 |
| Many times | = 3 | Disagree | = 3 |
| Always | = 4 | Disagree completely | = 4 |

In section "C" where the question is about your subject teacher, make a cross in the appropriate box opposite the subjects you are doing at school.

5. Be as honest, fair and accurate as possible when completing the questionnaire.
6. The names of the correspondents will be kept secret.
7. The information gathered from this survey is important because it will be used to improve our schools.

8. The questionnaire is based mainly on what happened at your school during the 1994 school year.

I would like to wish you the best of luck in your studies.

Thanking you in advance for your co-operation.

SECTION A

1 Name of School _____

1

2 Your Name _____

2

3 Age

| | |
|--|--|
| | |
|--|--|

3-4

4 Sex

| | |
|--------|--|
| Male | |
| Female | |

5

6

5 Did the school have a principal for the whole year?

| | |
|-----|--|
| Yes | |
| No | |

7

8

6 Number of years in Std X (matric)

| |
|--|
| |
|--|

9

7 Have you failed any class since you started school?

| | |
|-----|--|
| Yes | |
| No | |

10

11

8 Do you take subjects that are relevant to the career you wish to follow?

| | |
|-----|--|
| Yes | |
| No | |

12

13

9 What is your June/September examination results?

| | |
|---------|--|
| Pass | |
| Failure | |

14

15

10 Number of subjects passed in June/September examination.

| |
|--|
| |
|--|

16

11 Number of subjects failed in June/September examination.

| |
|--|
| |
|--|

17

SECTION B

KEY: *Agree completely* = 1 *Agree partially* = 2 *Disagree* = 3

Disagree completely = 4

- | | | | | | | |
|--|--|---|---|---|---|----|
| 12 The school has rules or policies which encourage pupils to learn. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 18 |
| 1 | 2 | 3 | 4 | | | |
| 13 The school has clearly stated aims or goals to be achieved. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 19 |
| 1 | 2 | 3 | 4 | | | |
| 14 The school has rules and regulations which direct the behaviour of pupils inside and outside the school. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 20 |
| 1 | 2 | 3 | 4 | | | |
| 15 The school has a disciplined and orderly environment. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 21 |
| 1 | 2 | 3 | 4 | | | |
| 16 The school environment is supportive to teaching and learning. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 22 |
| 1 | 2 | 3 | 4 | | | |
| 17 All the lessons start immediately after the re-opening of the schools at the beginning of each quarter or term. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 23 |
| 1 | 2 | 3 | 4 | | | |
| 18 The principal supervises pupils closely. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 24 |
| 1 | 2 | 3 | 4 | | | |
| 19 You have a teacher for every examination subject. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 25 |
| 1 | 2 | 3 | 4 | | | |
| 20 The school has a supervised study time daily. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 26 |
| 1 | 2 | 3 | 4 | | | |
| 21 The school has a functional (working) time table for class-teaching . | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 27 |
| 1 | 2 | 3 | 4 | | | |
| 22 The principal makes sure that pupils attend school regularly. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 28 |
| 1 | 2 | 3 | 4 | | | |
| 23 The principal makes sure that the pupils attend school on time. | <table border="1" style="display: inline-table;"><tr><td style="width: 20px; height: 20px; text-align: center;">1</td><td style="width: 20px; height: 20px; text-align: center;">2</td><td style="width: 20px; height: 20px; text-align: center;">3</td><td style="width: 20px; height: 20px; text-align: center;">4</td></tr></table> | 1 | 2 | 3 | 4 | 29 |
| 1 | 2 | 3 | 4 | | | |

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3

Disagree completely = 4

24 The principal conducts class visits.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

30

25 You have sufficient textbooks.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

31

26 You have sufficient stationery.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

32

27 The school gives recognition for outstanding school achievement
i.e. honour pupils who perform very well.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

33

28 The inspectors are prevented from visiting the school.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

34

29 The subject advisors are prevented from visiting the school.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

35

30 Your school receives panel inspection.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

36

31 The principal has control over all the pupils' activities.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

37

32 The principal has control over all pupils.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

38

33 The principal has control over the "SRC" i.e student representative council.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

39

34 The principal makes sure that he is always available at school during school hours.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

40

35 The principal recruits (gets) good teachers for the school.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

41

36 The school has a functional (working) time table for extra - curricular activities eg.
sports.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

42

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3

Disagree completely = 4

37 The school experiences shortages of classrooms.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

43

38 The school does not have a laboratory which is needed for certain subjects.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

44

39 The staff meetings are held during teaching time.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

45

40 The parents are called to school to discuss their children's progress or performance with teachers?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

46

41 The school sends parents all the examination or progress reports of the pupils.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

47

42 The principal communicates with parents through newsletters.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

48

43 The school calls parents meetings.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

49

44 The principal solves the pupils problems with their parents.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

50

45 The principal sets an example by working hard himself.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

51

46 Your principal was evicted (expelled) from school during the year.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

52

47 The subject "Guidance" is taught at school.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

53

SECTION C

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

Make a cross in the appropriate block opposite the subjects you are doing at school only.

48 Do your teachers of the following subjects manage their classes very well?

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 54 |
| Geography | 1 | 2 | 3 | 4 | 55 |
| Biblical Studies | 1 | 2 | 3 | 4 | 56 |
| Biology | 1 | 2 | 3 | 4 | 57 |
| Physical Science | 1 | 2 | 3 | 4 | 58 |
| Mathematics | 1 | 2 | 3 | 4 | 59 |
| Economics | 1 | 2 | 3 | 4 | 60 |
| Accounting | 1 | 2 | 3 | 4 | 61 |
| Business Economics | 1 | 2 | 3 | 4 | 62 |
| Technical Drawing | 1 | 2 | 3 | 4 | 63 |

49 Do your teachers of the following subjects arrive on time at school?

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 64 |
| Geography | 1 | 2 | 3 | 4 | 65 |
| Biblical Studies | 1 | 2 | 3 | 4 | 66 |
| Biology | 1 | 2 | 3 | 4 | 67 |
| Physical Science | 1 | 2 | 3 | 4 | 68 |
| Mathematics | 1 | 2 | 3 | 4 | 69 |
| Economics | 1 | 2 | 3 | 4 | 70 |
| Accounting | 1 | 2 | 3 | 4 | 71 |
| Business Economics | 1 | 2 | 3 | 4 | 72 |
| Technical Drawing | 1 | 2 | 3 | 4 | 73 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

50 Do your teachers of the following subjects come to school fully prepared for their lessons daily?

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 74 |
| Geography | 1 | 2 | 3 | 4 | 75 |
| Biblical Studies | 1 | 2 | 3 | 4 | 76 |
| Biology | 1 | 2 | 3 | 4 | 77 |
| Physical Science | 1 | 2 | 3 | 4 | 78 |
| Mathematics | 1 | 2 | 3 | 4 | 79 |
| Economics | 1 | 2 | 3 | 4 | 80 |
| Accounting | 1 | 2 | 3 | 4 | 81 |
| Business Economics | 1 | 2 | 3 | 4 | 82 |
| Technical Drawing | 1 | 2 | 3 | 4 | 83 |

51 Are your teachers of the following subjects punctual/on time for all their lessons?

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 84 |
| Geography | 1 | 2 | 3 | 4 | 85 |
| Biblical Studies | 1 | 2 | 3 | 4 | 86 |
| Biology | 1 | 2 | 3 | 4 | 87 |
| Physical Science | 1 | 2 | 3 | 4 | 88 |
| Mathematics | 1 | 2 | 3 | 4 | 89 |
| Economics | 1 | 2 | 3 | 4 | 90 |
| Accounting | 1 | 2 | 3 | 4 | 91 |
| Business Economics | 1 | 2 | 3 | 4 | 92 |
| Technical Drawing | 1 | 2 | 3 | 4 | 93 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

52 Are your teachers of the following subjects punctual/on time for all their lessons?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 94 |
| Geography | 1 | 2 | 3 | 4 | 95 |
| Biblical Studies | 1 | 2 | 3 | 4 | 96 |
| Biology | 1 | 2 | 3 | 4 | 97 |
| Physical Science | 1 | 2 | 3 | 4 | 98 |
| Mathematics | 1 | 2 | 3 | 4 | 99 |
| Economics | 1 | 2 | 3 | 4 | 100 |
| Accounting | 1 | 2 | 3 | 4 | 101 |
| Business Economics | 1 | 2 | 3 | 4 | 102 |
| Technical Drawing | 1 | 2 | 3 | 4 | 103 |

53 Do your teachers of the following subjects teach or give lessons during every teaching period?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 104 |
| Geography | 1 | 2 | 3 | 4 | 105 |
| Biblical Studies | 1 | 2 | 3 | 4 | 106 |
| Biology | 1 | 2 | 3 | 4 | 107 |
| Physical Science | 1 | 2 | 3 | 4 | 108 |
| Mathematics | 1 | 2 | 3 | 4 | 109 |
| Economics | 1 | 2 | 3 | 4 | 110 |
| Accounting | 1 | 2 | 3 | 4 | 111 |
| Business Economics | 1 | 2 | 3 | 4 | 112 |
| Technical Drawing | 1 | 2 | 3 | 4 | 113 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

54 Do your teachers of the following subjects teach until the end of each period?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 114 |
| Geography | 1 | 2 | 3 | 4 | 115 |
| Biblical Studies | 1 | 2 | 3 | 4 | 116 |
| Biology | 1 | 2 | 3 | 4 | 117 |
| Physical Science | 1 | 2 | 3 | 4 | 118 |
| Mathematics | 1 | 2 | 3 | 4 | 119 |
| Economics | 1 | 2 | 3 | 4 | 120 |
| Accounting | 1 | 2 | 3 | 4 | 121 |
| Business Economics | 1 | 2 | 3 | 4 | 122 |
| Technical Drawing | 1 | 2 | 3 | 4 | 123 |

55 Do your teachers of the following subjects make their lessons interesting,
enjoyable and meaningful?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 124 |
| Geography | 1 | 2 | 3 | 4 | 125 |
| Biblical Studies | 1 | 2 | 3 | 4 | 126 |
| Biology | 1 | 2 | 3 | 4 | 127 |
| Physical Science | 1 | 2 | 3 | 4 | 128 |
| Mathematics | 1 | 2 | 3 | 4 | 129 |
| Economics | 1 | 2 | 3 | 4 | 130 |
| Accounting | 1 | 2 | 3 | 4 | 131 |
| Business Economics | 1 | 2 | 3 | 4 | 132 |
| Technical Drawing | 1 | 2 | 3 | 4 | 133 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

56 Do your teachers of the following subjects give pupils sufficient homework?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 134 |
| Geography | 1 | 2 | 3 | 4 | 135 |
| Biblical Studies | 1 | 2 | 3 | 4 | 136 |
| Biology | 1 | 2 | 3 | 4 | 137 |
| Physical Science | 1 | 2 | 3 | 4 | 138 |
| Mathematics | 1 | 2 | 3 | 4 | 139 |
| Economics | 1 | 2 | 3 | 4 | 140 |
| Accounting | 1 | 2 | 3 | 4 | 141 |
| Business Economics | 1 | 2 | 3 | 4 | 142 |
| Technical Drawing | 1 | 2 | 3 | 4 | 143 |

57 Do your teachers of the following subjects give pupils regular tests?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 144 |
| Geography | 1 | 2 | 3 | 4 | 145 |
| Biblical Studies | 1 | 2 | 3 | 4 | 146 |
| Biology | 1 | 2 | 3 | 4 | 147 |
| Physical Science | 1 | 2 | 3 | 4 | 148 |
| Mathematics | 1 | 2 | 3 | 4 | 149 |
| Economics | 1 | 2 | 3 | 4 | 150 |
| Accounting | 1 | 2 | 3 | 4 | 151 |
| Business Economics | 1 | 2 | 3 | 4 | 152 |
| Technical Drawing | 1 | 2 | 3 | 4 | 153 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

58 Do your teachers of the following subjects give pupils tests of a high standard?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 154 |
| Geography | 1 | 2 | 3 | 4 | 155 |
| Biblical Studies | 1 | 2 | 3 | 4 | 156 |
| Biology | 1 | 2 | 3 | 4 | 157 |
| Physical Science | 1 | 2 | 3 | 4 | 158 |
| Mathematics | 1 | 2 | 3 | 4 | 159 |
| Economics | 1 | 2 | 3 | 4 | 160 |
| Accounting | 1 | 2 | 3 | 4 | 161 |
| Business Economics | 1 | 2 | 3 | 4 | 162 |
| Technical Drawing | 1 | 2 | 3 | 4 | 163 |

59 Do your teachers of the following subjects give pupils enough time to ask questions if they do not understand?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 164 |
| Geography | 1 | 2 | 3 | 4 | 165 |
| Biblical Studies | 1 | 2 | 3 | 4 | 166 |
| Biology | 1 | 2 | 3 | 4 | 167 |
| Physical Science | 1 | 2 | 3 | 4 | 168 |
| Mathematics | 1 | 2 | 3 | 4 | 169 |
| Economics | 1 | 2 | 3 | 4 | 170 |
| Accounting | 1 | 2 | 3 | 4 | 171 |
| Business Economics | 1 | 2 | 3 | 4 | 172 |
| Technical Drawing | 1 | 2 | 3 | 4 | 173 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

60 Do your teachers of the following subjects praise pupils who perform well?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 174 |
| Geography | 1 | 2 | 3 | 4 | 175 |
| Biblical Studies | 1 | 2 | 3 | 4 | 176 |
| Biology | 1 | 2 | 3 | 4 | 177 |
| Physical Science | 1 | 2 | 3 | 4 | 178 |
| Mathematics | 1 | 2 | 3 | 4 | 179 |
| Economics | 1 | 2 | 3 | 4 | 180 |
| Accounting | 1 | 2 | 3 | 4 | 181 |
| Business Economics | 1 | 2 | 3 | 4 | 182 |
| Technical Drawing | 1 | 2 | 3 | 4 | 183 |

61 Are your teachers of the following subjects interested in seeing pupils learn and succeed?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 184 |
| Geography | 1 | 2 | 3 | 4 | 185 |
| Biblical Studies | 1 | 2 | 3 | 4 | 186 |
| Biology | 1 | 2 | 3 | 4 | 187 |
| Physical Science | 1 | 2 | 3 | 4 | 188 |
| Mathematics | 1 | 2 | 3 | 4 | 189 |
| Economics | 1 | 2 | 3 | 4 | 190 |
| Accounting | 1 | 2 | 3 | 4 | 191 |
| Business Economics | 1 | 2 | 3 | 4 | 192 |
| Technical Drawing | 1 | 2 | 3 | 4 | 193 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

62 Do your teachers of the following subjects support pupils by assisting them with their work?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 194 |
| Geography | 1 | 2 | 3 | 4 | 195 |
| Biblical Studies | 1 | 2 | 3 | 4 | 196 |
| Biology | 1 | 2 | 3 | 4 | 197 |
| Physical Science | 1 | 2 | 3 | 4 | 198 |
| Mathematics | 1 | 2 | 3 | 4 | 199 |
| Economics | 1 | 2 | 3 | 4 | 200 |
| Accounting | 1 | 2 | 3 | 4 | 201 |
| Business Economics | 1 | 2 | 3 | 4 | 202 |
| Technical Drawing | 1 | 2 | 3 | 4 | 203 |

63 Do your teachers of the following subjects complete their syllabuses?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 204 |
| Geography | 1 | 2 | 3 | 4 | 205 |
| Biblical Studies | 1 | 2 | 3 | 4 | 206 |
| Biology | 1 | 2 | 3 | 4 | 207 |
| Physical Science | 1 | 2 | 3 | 4 | 208 |
| Mathematics | 1 | 2 | 3 | 4 | 209 |
| Economics | 1 | 2 | 3 | 4 | 210 |
| Accounting | 1 | 2 | 3 | 4 | 211 |
| Business Economics | 1 | 2 | 3 | 4 | 212 |
| Technical Drawing | 1 | 2 | 3 | 4 | 213 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

64 Do your teachers of the following subjects encourage pupils to participate in the lessons?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 214 |
| Geography | 1 | 2 | 3 | 4 | 215 |
| Biblical Studies | 1 | 2 | 3 | 4 | 216 |
| Biology | 1 | 2 | 3 | 4 | 217 |
| Physical Science | 1 | 2 | 3 | 4 | 218 |
| Mathematics | 1 | 2 | 3 | 4 | 219 |
| Economics | 1 | 2 | 3 | 4 | 220 |
| Accounting | 1 | 2 | 3 | 4 | 221 |
| Business Economics | 1 | 2 | 3 | 4 | 222 |
| Technical Drawing | 1 | 2 | 3 | 4 | 223 |

65 Do your teachers of the following subjects know the strengths and weaknesses of the pupils?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 224 |
| Geography | 1 | 2 | 3 | 4 | 225 |
| Biblical Studies | 1 | 2 | 3 | 4 | 226 |
| Biology | 1 | 2 | 3 | 4 | 227 |
| Physical Science | 1 | 2 | 3 | 4 | 228 |
| Mathematics | 1 | 2 | 3 | 4 | 229 |
| Economics | 1 | 2 | 3 | 4 | 230 |
| Accounting | 1 | 2 | 3 | 4 | 231 |
| Business Economics | 1 | 2 | 3 | 4 | 232 |
| Technical Drawing | 1 | 2 | 3 | 4 | 233 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

66 Do your teachers of the following subjects mark every written work immediately after it has been completed and return the books to the pupils?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 234 |
| Geography | 1 | 2 | 3 | 4 | 235 |
| Biblical Studies | 1 | 2 | 3 | 4 | 236 |
| Biology | 1 | 2 | 3 | 4 | 237 |
| Physical Science | 1 | 2 | 3 | 4 | 238 |
| Mathematics | 1 | 2 | 3 | 4 | 239 |
| Economics | 1 | 2 | 3 | 4 | 240 |
| Accounting | 1 | 2 | 3 | 4 | 241 |
| Business Economics | 1 | 2 | 3 | 4 | 242 |
| Technical Drawing | 1 | 2 | 3 | 4 | 243 |

67 Do your teachers of the following subjects know the family background of the pupils?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 244 |
| Geography | 1 | 2 | 3 | 4 | 245 |
| Biblical Studies | 1 | 2 | 3 | 4 | 246 |
| Biology | 1 | 2 | 3 | 4 | 247 |
| Physical Science | 1 | 2 | 3 | 4 | 248 |
| Mathematics | 1 | 2 | 3 | 4 | 249 |
| Economics | 1 | 2 | 3 | 4 | 250 |
| Accounting | 1 | 2 | 3 | 4 | 251 |
| Business Economics | 1 | 2 | 3 | 4 | 252 |
| Technical Drawing | 1 | 2 | 3 | 4 | 253 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

68 Do your teachers of the following subjects know the pupils by their names?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 254 |
| Geography | 1 | 2 | 3 | 4 | 255 |
| Biblical Studies | 1 | 2 | 3 | 4 | 256 |
| Biology | 1 | 2 | 3 | 4 | 257 |
| Physical Science | 1 | 2 | 3 | 4 | 258 |
| Mathematics | 1 | 2 | 3 | 4 | 259 |
| Economics | 1 | 2 | 3 | 4 | 260 |
| Accounting | 1 | 2 | 3 | 4 | 261 |
| Business Economics | 1 | 2 | 3 | 4 | 262 |
| Technical Drawing | 1 | 2 | 3 | 4 | 263 |

69 Do your teachers of the following subjects co-operate with other teachers?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 264 |
| Geography | 1 | 2 | 3 | 4 | 265 |
| Biblical Studies | 1 | 2 | 3 | 4 | 266 |
| Biology | 1 | 2 | 3 | 4 | 267 |
| Physical Science | 1 | 2 | 3 | 4 | 268 |
| Mathematics | 1 | 2 | 3 | 4 | 269 |
| Economics | 1 | 2 | 3 | 4 | 270 |
| Accounting | 1 | 2 | 3 | 4 | 271 |
| Business Economics | 1 | 2 | 3 | 4 | 272 |
| Technical Drawing | 1 | 2 | 3 | 4 | 273 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

70 Do your teachers of the following subjects assist the principal with the maintenance of school discipline?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 274 |
| Geography | 1 | 2 | 3 | 4 | 275 |
| Biblical Studies | 1 | 2 | 3 | 4 | 276 |
| Biology | 1 | 2 | 3 | 4 | 277 |
| Physical Science | 1 | 2 | 3 | 4 | 278 |
| Mathematics | 1 | 2 | 3 | 4 | 279 |
| Economics | 1 | 2 | 3 | 4 | 280 |
| Accounting | 1 | 2 | 3 | 4 | 281 |
| Business Economics | 1 | 2 | 3 | 4 | 282 |
| Technical Drawing | 1 | 2 | 3 | 4 | 283 |

71 Do your teachers of the following subjects improve their teaching abilities and methods?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 284 |
| Geography | 1 | 2 | 3 | 4 | 285 |
| Biblical Studies | 1 | 2 | 3 | 4 | 286 |
| Biology | 1 | 2 | 3 | 4 | 287 |
| Physical Science | 1 | 2 | 3 | 4 | 288 |
| Mathematics | 1 | 2 | 3 | 4 | 289 |
| Economics | 1 | 2 | 3 | 4 | 290 |
| Accounting | 1 | 2 | 3 | 4 | 291 |
| Business Economics | 1 | 2 | 3 | 4 | 292 |
| Technical Drawing | 1 | 2 | 3 | 4 | 293 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

72 Is the morale (state of confidence) of your teachers of the following subjects high?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 294 |
| Geography | 1 | 2 | 3 | 4 | 295 |
| Biblical Studies | 1 | 2 | 3 | 4 | 296 |
| Biology | 1 | 2 | 3 | 4 | 297 |
| Physical Science | 1 | 2 | 3 | 4 | 298 |
| Mathematics | 1 | 2 | 3 | 4 | 299 |
| Economics | 1 | 2 | 3 | 4 | 300 |
| Accounting | 1 | 2 | 3 | 4 | 301 |
| Business Economics | 1 | 2 | 3 | 4 | 302 |
| Technical Drawing | 1 | 2 | 3 | 4 | 303 |

73 Is there co-operation between the pupils and your teachers of the following subjects?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 304 |
| Geography | 1 | 2 | 3 | 4 | 305 |
| Biblical Studies | 1 | 2 | 3 | 4 | 306 |
| Biology | 1 | 2 | 3 | 4 | 307 |
| Physical Science | 1 | 2 | 3 | 4 | 308 |
| Mathematics | 1 | 2 | 3 | 4 | 309 |
| Economics | 1 | 2 | 3 | 4 | 310 |
| Accounting | 1 | 2 | 3 | 4 | 311 |
| Business Economics | 1 | 2 | 3 | 4 | 312 |
| Technical Drawing | 1 | 2 | 3 | 4 | 313 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

74 Do your teachers of the following subjects concentrate on their private studies during school time?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 314 |
| Geography | 1 | 2 | 3 | 4 | 315 |
| Biblical Studies | 1 | 2 | 3 | 4 | 316 |
| Biology | 1 | 2 | 3 | 4 | 317 |
| Physical Science | 1 | 2 | 3 | 4 | 318 |
| Mathematics | 1 | 2 | 3 | 4 | 319 |
| Economics | 1 | 2 | 3 | 4 | 320 |
| Accounting | 1 | 2 | 3 | 4 | 321 |
| Business Economics | 1 | 2 | 3 | 4 | 322 |
| Technical Drawing | 1 | 2 | 3 | 4 | 323 |

75 Do your teachers of the following subjects absent themselves from school?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 324 |
| Geography | 1 | 2 | 3 | 4 | 325 |
| Biblical Studies | 1 | 2 | 3 | 4 | 326 |
| Biology | 1 | 2 | 3 | 4 | 327 |
| Physical Science | 1 | 2 | 3 | 4 | 328 |
| Mathematics | 1 | 2 | 3 | 4 | 329 |
| Economics | 1 | 2 | 3 | 4 | 330 |
| Accounting | 1 | 2 | 3 | 4 | 331 |
| Business Economics | 1 | 2 | 3 | 4 | 332 |
| Technical Drawing | 1 | 2 | 3 | 4 | 333 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

76 Do your teachers of the following subjects pay little attention to their classes?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 334 |
| Geography | 1 | 2 | 3 | 4 | 335 |
| Biblical Studies | 1 | 2 | 3 | 4 | 336 |
| Biology | 1 | 2 | 3 | 4 | 337 |
| Physical Science | 1 | 2 | 3 | 4 | 338 |
| Mathematics | 1 | 2 | 3 | 4 | 339 |
| Economics | 1 | 2 | 3 | 4 | 340 |
| Accounting | 1 | 2 | 3 | 4 | 341 |
| Business Economics | 1 | 2 | 3 | 4 | 342 |
| Technical Drawing | 1 | 2 | 3 | 4 | 343 |

77 Are your teachers of the following subjects interrupted or disturbed during their lessons?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 344 |
| Geography | 1 | 2 | 3 | 4 | 345 |
| Biblical Studies | 1 | 2 | 3 | 4 | 346 |
| Biology | 1 | 2 | 3 | 4 | 347 |
| Physical Science | 1 | 2 | 3 | 4 | 348 |
| Mathematics | 1 | 2 | 3 | 4 | 349 |
| Economics | 1 | 2 | 3 | 4 | 350 |
| Accounting | 1 | 2 | 3 | 4 | 351 |
| Business Economics | 1 | 2 | 3 | 4 | 352 |
| Technical Drawing | 1 | 2 | 3 | 4 | 353 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

78 Do your teachers of the following subjects scold (shout at) pupils who are struggling?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 354 |
| Geography | 1 | 2 | 3 | 4 | 355 |
| Biblical Studies | 1 | 2 | 3 | 4 | 356 |
| Biology | 1 | 2 | 3 | 4 | 357 |
| Physical Science | 1 | 2 | 3 | 4 | 358 |
| Mathematics | 1 | 2 | 3 | 4 | 359 |
| Economics | 1 | 2 | 3 | 4 | 360 |
| Accounting | 1 | 2 | 3 | 4 | 361 |
| Business Economics | 1 | 2 | 3 | 4 | 362 |
| Technical Drawing | 1 | 2 | 3 | 4 | 363 |

79 Do your teachers of the following subjects send pupils on errands (with messages) during the lessons?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 364 |
| Geography | 1 | 2 | 3 | 4 | 365 |
| Biblical Studies | 1 | 2 | 3 | 4 | 366 |
| Biology | 1 | 2 | 3 | 4 | 367 |
| Physical Science | 1 | 2 | 3 | 4 | 368 |
| Mathematics | 1 | 2 | 3 | 4 | 369 |
| Economics | 1 | 2 | 3 | 4 | 370 |
| Accounting | 1 | 2 | 3 | 4 | 371 |
| Business Economics | 1 | 2 | 3 | 4 | 372 |
| Technical Drawing | 1 | 2 | 3 | 4 | 373 |

KEY: Never = 1 Seldom = 2 Many times = 3 Always = 4

80 Do your teachers of the following subjects neglect their duties taking advantage of the unstable situation at school?

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 374 |
| Geography | 1 | 2 | 3 | 4 | 375 |
| Biblical Studies | 1 | 2 | 3 | 4 | 376 |
| Biology | 1 | 2 | 3 | 4 | 377 |
| Physical Science | 1 | 2 | 3 | 4 | 378 |
| Mathematics | 1 | 2 | 3 | 4 | 379 |
| Economics | 1 | 2 | 3 | 4 | 380 |
| Accounting | 1 | 2 | 3 | 4 | 381 |
| Business Economics | 1 | 2 | 3 | 4 | 382 |
| Technical Drawing | 1 | 2 | 3 | 4 | 383 |

81 Is your classroom environment supportive to teaching and learning?

| | | | | |
|---|---|---|---|-----|
| 1 | 2 | 3 | 4 | 384 |
|---|---|---|---|-----|

82 Are your teachers ever intimidated not to attend classes?

| | | | | |
|---|---|---|---|-----|
| 1 | 2 | 3 | 4 | 385 |
|---|---|---|---|-----|

83 Do your teachers ever organize school and/ or class boycotts, strikes, demonstrations, marches or "chalk-down" during school time?

| | | | | |
|---|---|---|---|-----|
| 1 | 2 | 3 | 4 | 386 |
|---|---|---|---|-----|

SECTION D

KEY: *Never = 1* *Seldom = 2* *Many times = 3* *Always = 4*

84 Have you been working seriously or hard throughout the year?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

387

85 Do you give yourself enough time to study daily?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

388

86 Do you do all your homework conscientiously?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

389

87 Do you carefully prepare yourself for all tests?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

390

88 Do you write every test given at school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

391

89 Do you write every school examination?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

392

90 Are you really interested to learn?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

393

91 Do you really enjoy attending school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

394

92 Do you like and enjoy all your examination subjects?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

395

93 Do you sincerely like all your teachers?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

396

94 Do you make use of the reference books from the school library?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

397

95 Do you make use of the community library for making reference and/or
for study purposes?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

398

96 Is the foundation of your subject knowledge acquired in the previous
classes sufficient?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

399

KEY: *Never = 1* *Seldom = 2* *Many times = 3* *Always = 4*

- 97 Do you take active part in extra - curricular activities (eg. debates, sports, music, etc.)?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 400
- 98 Do your class-mates arrive late at school in the morning?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 401
- 99 Do your class-mates arrive late at school after every break?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 402
- 100 Do your class-mates leave school for home before the end of the school day?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 403
- 101 Do your class-mates roam (walk aimlessly) outside during the lessons?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 404
- 102 Do your class-mates stay away (absent themselves) from school without permission?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 405
- 103 Are pupils easily distracted (stopped) from doing their school work?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 406
- 104 Are your class-mates undisciplined?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 407
- 105 Are pupils used by outsiders to achieve objectives which have nothing to do with their school work?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 408
- 106 Are pupils ever intimidated not to attend classes?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 409
- 107 Do pupils use drugs and/or alcohol when coming to school and/or at school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 410
- 108 Does your school experience different forms of disruptions caused by pupils?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 411
- 109 Do pupils return all school books at the end of each year?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 412
- 110 Do pupils organize themselves into gangs which behave in an unacceptable way?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 413

KEY: *Never = 1* *Seldom = 2* *Many times = 3* *Always = 4*

111 Do pupils ever take part in strikes, boycotts, stay-away or demonstrations?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

414

112 Are pupils ever involved in riots in the school or community?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

415

113 Are pupils so highly politicized that they become politically active at school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

416

SECTION E

KEY: *Never = 1* *Seldom = 2* *Many times = 3* *Always = 4*

- 114 Do your parents provide you with a quiet place where to study at home?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 417
- 115 Do your parents assist you with your school work?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 418
- 116 Do your parents check on your school work
and keep close track of how you are doing at school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 419
- 117 Do your parents encourage you to learn?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 420
- 118 Do your parents ensure that you attend school regularly?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 421
- 119 Do your parents ensure that you go to school on time daily?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 422
- 120 Do your parents ensure that you return to school after every break daily?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 423
- 121 Do your parents ensure that you have enough time to do homework after school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 424
- 122 Do your parents discuss your school work with you?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 425
- 123 Do your parents ensure that you have enough textbooks and stationery?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 426
- 124 Do your parents consult your teachers when
you have problems with your school work?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 427
- 125 Do your parents discuss your school report with you?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 428
- 126 Do your parents ensure that you complete your homework?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 429

KEY: *Never = 1* *Seldom = 2* *Many times = 3* *Always = 4*

- 127 Do your parents inform your school whenever you are unable to attend?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 430
- 128 Do your parents have confidence in your ability to succeed at school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 431
- 129 Do your parents show appreciation for your success at school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 432
- 130 Do your parents ensure that you eat breakfast every morning before you go to school?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 433
- 131 Do your parents assist the school with the discipline of the children?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 434
- 132 Do your parents serve on the school committee/s?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 435
- 133 Do your parents attend school meetings, functions or any other school event?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 436
- 134 Do your parents support the school projects?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 437
- 135 Do your parents try to know all your teachers?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 438
- 136 Do your parents co-operate with your teachers?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 439
- 137 Are parents being intimidated when they want to get involved in school affairs?

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 440

SECTION F

KEY: Never = 1 Seldom = 2 Many Times = 3 Always = 4

138 The community library is available for pupils to use.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 441

139 The community health institutions, like the clinic,
take care of the health needs of the pupils.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 442

140 The community provides role models for pupils through its
leaders and educated persons.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 443

141 The community prevents school disruptions.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 444

142 The community prevents vandalism (destroying) of the school property.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 445

143 The private sector (eg. business sector) in your community assists
pupils who perform very well with loans and/or bursaries.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 446

144 The private sector in your community donates prizes to your school
which are used for recognizing outstanding pupil achievement-given to pupils
who perform very well.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 447

145 There is co-operation between the school and the community.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 448

146 Community members serve in your school committee/s.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 449

147 Your community experiences violence and rioting.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 450

148 Pupils are taken to different work sectors (work places) to see the type of
work done.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 451

149 The bookshops in your community support the school
by selling books and stationery cheaper to the pupils.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 452

150 The bookshops in your community support the
school by selling prescribed books.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 453

KEY: Never = 1 Seldom = 2 Many Times = 3 Always =4

151 The community supports your school's fund raising campaigns.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 454

152 The community helps with the cleaning of your school premises.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 455

153 The community attends and supports the school's sports.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 456

154 Your community attends school functions.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 457

155 The community respects your principal.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 458

156 The community respects your teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 459

157 The church ministers take part in school activities.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 460

158 The community's business sector runs your school's tuckshop.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 461

SECTION G

159 What is your final matric examination results?

Pass 462

Failure 463

160 Subjects passed in the final matric examination.

| | | | | | |
|---------------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 464 |
| Geography | 1 | 2 | 3 | 4 | 465 |
| Biblical Studies | 1 | 2 | 3 | 4 | 466 |
| Biology | 1 | 2 | 3 | 4 | 467 |
| Physical Science | 1 | 2 | 3 | 4 | 468 |
| Mathematics | 1 | 2 | 3 | 4 | 469 |
| Economics | 1 | 2 | 3 | 4 | 470 |
| Accounting | 1 | 2 | 3 | 4 | 471 |
| Business Economics | 1 | 2 | 3 | 4 | 472 |
| Technical Drawing | 1 | 2 | 3 | 4 | 473 |
| Electronics | 1 | 2 | 3 | 4 | 474 |
| Welding and Metal Working | 1 | 2 | 3 | 4 | 475 |
| Motor Mechanics | 1 | 2 | 3 | 4 | 476 |
| Fitting & Turning | 1 | 2 | 3 | 4 | 477 |
| Motor Body Repairing | 1 | 2 | 3 | 4 | 478 |
| Wood Working | 1 | 2 | 3 | 4 | 479 |
| Electricians Work | 1 | 2 | 3 | 4 | 480 |
| Building & Plastering | 1 | 2 | 3 | 4 | 481 |
| Home Economics | 1 | 2 | 3 | 4 | 482 |
| Typing | 1 | 2 | 3 | 4 | 483 |
| Afrikaans | 1 | 2 | 3 | 4 | 484 |
| English | 1 | 2 | 3 | 4 | 485 |
| Vernacular | 1 | 2 | 3 | 4 | 486 |
| Art | 1 | 2 | 3 | 4 | 487 |

161 Subjects failed in the final matric examination.

| | | | | | |
|---------------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 488 |
| Geography | 1 | 2 | 3 | 4 | 489 |
| Biblical Studies | 1 | 2 | 3 | 4 | 490 |
| Biology | 1 | 2 | 3 | 4 | 491 |
| Physical Science | 1 | 2 | 3 | 4 | 492 |
| Mathematics | 1 | 2 | 3 | 4 | 493 |
| Economics | 1 | 2 | 3 | 4 | 494 |
| Accounting | 1 | 2 | 3 | 4 | 495 |
| Business Economics | 1 | 2 | 3 | 4 | 496 |
| Technical Drawing | 1 | 2 | 3 | 4 | 497 |
| Electronics | 1 | 2 | 3 | 4 | 498 |
| Welding and Metal Working | 1 | 2 | 3 | 4 | 499 |
| Motor Mechanics | 1 | 2 | 3 | 4 | 500 |
| Fitting & Turning | 1 | 2 | 3 | 4 | 501 |
| Motor Body Repairing | 1 | 2 | 3 | 4 | 502 |
| Wood Working | 1 | 2 | 3 | 4 | 503 |
| Electricians Work | 1 | 2 | 3 | 4 | 504 |
| Building & Plastering | 1 | 2 | 3 | 4 | 505 |
| Home Economics | 1 | 2 | 3 | 4 | 506 |
| Typing | 1 | 2 | 3 | 4 | 507 |
| Afrikaans | 1 | 2 | 3 | 4 | 508 |
| English | 1 | 2 | 3 | 4 | 509 |
| Vernacular | 1 | 2 | 3 | 4 | 510 |
| Art | 1 | 2 | 3 | 4 | 511 |

END OF A QUESTIONNAIRE

ANNEXURE C

NAME OF SCHOOL: _____

QUESTIONNAIRE

(To be completed by the principal, deputy principals, heads
of department and matric teachers)

DIRECTIONS:

Would you be so kind as to complete the following questionnaire to the best of your ability?

1. The questionnaire must be completed strictly according to instructions.
2. All the applicable questions must be answered.
3. Make a cross in the appropriate box and complete the other details as required. Read through all the answers before making your choice.

The following are the terms used for answers to the statements. Each term has a number which will appear in one of the four blocks from which you will have to choose only one. Yours is to choose the appropriate block and make your cross in it.

Agree completely = 1

Agree partially = 2

Disagree = 3

Disagree completely = 4

4. Be as honest, objective and accurate as possible when completing the questionnaire.
5. The anonymity of your response is guaranteed and no attempt will be made to reconcile respondents to responses. Thus, the responses will not in any way be a reflection on the respondent.
6. The information gathered from this survey is very important because it will be used to improve our schools in particular and education in general.
7. The questionnaire is based primarily on what happened at your school during the 1994 academic year.

I wish to thank you in advance for your co-operation.

SECTION A

1 Name of school: _____

1

2 Your name: _____

2

3 Sex:

Male

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

3

Female

4

4 Your qualifications: _____

5

5 Your position at school: _____

6

6 Number of years holding the position mentioned above:

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|

7-8

7 Number of years in teaching:

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|

9-10

8 Does your school have a school policy?

Yes

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

11

No

12

9 Do you teach matric classes?

Yes

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

13

No

14

10 Number of years teaching matric classes:

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|

15-16

11 Are you happy with your profession?

Yes

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |

17-18

No

SECTION B

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

- 12 The principal has management and leadership skills which enable him to run the school properly.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 19
- 13 The principal receives training in management and leadership.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 20
- 14 The school has a functional induction and orientation programme for newly appointed teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 21
- 15 The principal advises and directs his teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 22
- 16 The principal trains and coaches teachers on their work.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 23
- 17 The principal goes out of his way to help teachers with their school problems.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 24
- 18 The principal motivates his teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 25
- 19 The principal shows appreciation for good performance of teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 26
- 20 The principal ensures that teachers receive academic and professional training to improve their skills.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 27
- 21 The principal encourages teachers to attend workshops and training seminars for educators.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 28
- 22 Experienced teachers work closely with beginners to expose them to skills that will make them effective.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 29
- 23 Experienced teachers teach beginners how to prepare their lessons.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 30

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

24 Experienced teachers give beginners demonstration lessons.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 31

25 The principal is evaluated by the inspector.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 32

26 The principal makes sure that he is available after school to help teachers who need his assistance.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 33

27 The principal shares the making of decisions at school with all teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 34

28 The school curriculum takes the needs and interest of the community and the world of work into account.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 35

29 The principal looks out for the personal welfare of his teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 36

30 Matric pupils will only study seriously shortly before the final examination.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 37

31 There are indiscriminate promotions of pupils in the lower classes.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 38

32 The principal is in control of everything that happens in his school.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 39

33 The principal always tries to make teachers teach seriously.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 40

34 The principal always tries to make pupils learn seriously.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 41

35 The school has rules or policies which promote effective teaching.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 42

36 The principal supervises teachers closely.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 43

37 The principal has control over all the teachers.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

 44

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

38 The inspectors are prevented from rendering their services at school.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

45

39 The subject advisors are prevented from rendering their services at school.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

46

40 The pupils do not choose their subject grades correctly.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

47

41 A friendly relationship exists between the school and parents.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

48

42 The principal sits in his office for the whole school day daily.

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

49

43 The teachers of the following subjects are sufficiently qualified to teach their subjects. (NB: Leave out subjects not offered at your school and those which are not under your control or you do not teach.)

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 50 |
| Geography | 1 | 2 | 3 | 4 | 51 |
| Biblical Studies | 1 | 2 | 3 | 4 | 52 |
| Biology | 1 | 2 | 3 | 4 | 53 |
| Physical Science | 1 | 2 | 3 | 4 | 54 |
| Mathematics | 1 | 2 | 3 | 4 | 55 |
| Economics | 1 | 2 | 3 | 4 | 56 |
| Accounting | 1 | 2 | 3 | 4 | 57 |
| Business Economics | 1 | 2 | 3 | 4 | 58 |
| Technical Drawing | 1 | 2 | 3 | 4 | 59 |

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

44 The teachers of the following subjects give their classes sufficient tests in accordance with the syllabusses.

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 60 |
| Geography | 1 | 2 | 3 | 4 | 61 |
| Biblical Studies | 1 | 2 | 3 | 4 | 62 |
| Biology | 1 | 2 | 3 | 4 | 63 |
| Physical Science | 1 | 2 | 3 | 4 | 64 |
| Mathematics | 1 | 2 | 3 | 4 | 65 |
| Economics | 1 | 2 | 3 | 4 | 66 |
| Accounting | 1 | 2 | 3 | 4 | 67 |
| Business Economics | 1 | 2 | 3 | 4 | 68 |
| Technical Drawing | 1 | 2 | 3 | 4 | 69 |

45 The teachers of the following subjects do a written preparation of their lessons daily.

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 70 |
| Geography | 1 | 2 | 3 | 4 | 71 |
| Biblical Studies | 1 | 2 | 3 | 4 | 72 |
| Biology | 1 | 2 | 3 | 4 | 73 |
| Physical Science | 1 | 2 | 3 | 4 | 74 |
| Mathematics | 1 | 2 | 3 | 4 | 75 |
| Economics | 1 | 2 | 3 | 4 | 76 |
| Accounting | 1 | 2 | 3 | 4 | 77 |
| Business Economics | 1 | 2 | 3 | 4 | 78 |
| Technical Drawing | 1 | 2 | 3 | 4 | 79 |

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

46 The teachers of the following subjects are evaluated by the principal.

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 80 |
| Geography | 1 | 2 | 3 | 4 | 81 |
| Biblical Studies | 1 | 2 | 3 | 4 | 82 |
| Biology | 1 | 2 | 3 | 4 | 83 |
| Physical Science | 1 | 2 | 3 | 4 | 84 |
| Mathematics | 1 | 2 | 3 | 4 | 85 |
| Economics | 1 | 2 | 3 | 4 | 86 |
| Accounting | 1 | 2 | 3 | 4 | 87 |
| Business Economics | 1 | 2 | 3 | 4 | 88 |
| Technical Drawing | 1 | 2 | 3 | 4 | 89 |

47 The teachers of the following subjects are evaluated by the subject advisors.

| | | | | | |
|--------------------|---|---|---|---|----|
| History | 1 | 2 | 3 | 4 | 90 |
| Geography | 1 | 2 | 3 | 4 | 91 |
| Biblical Studies | 1 | 2 | 3 | 4 | 92 |
| Biology | 1 | 2 | 3 | 4 | 93 |
| Physical Science | 1 | 2 | 3 | 4 | 94 |
| Mathematics | 1 | 2 | 3 | 4 | 95 |
| Economics | 1 | 2 | 3 | 4 | 96 |
| Accounting | 1 | 2 | 3 | 4 | 97 |
| Business Economics | 1 | 2 | 3 | 4 | 98 |
| Technical Drawing | 1 | 2 | 3 | 4 | 99 |

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

48 The teachers of the following subjects are evaluated by the inspector.

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 100 |
| Geography | 1 | 2 | 3 | 4 | 101 |
| Biblical Studies | 1 | 2 | 3 | 4 | 102 |
| Biology | 1 | 2 | 3 | 4 | 103 |
| Physical Science | 1 | 2 | 3 | 4 | 104 |
| Mathematics | 1 | 2 | 3 | 4 | 105 |
| Economics | 1 | 2 | 3 | 4 | 106 |
| Accounting | 1 | 2 | 3 | 4 | 107 |
| Business Economics | 1 | 2 | 3 | 4 | 108 |
| Technical Drawing | 1 | 2 | 3 | 4 | 109 |

49 The teachers of the following subjects follow their workprogramme strictly.

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 110 |
| Geography | 1 | 2 | 3 | 4 | 111 |
| Biblical Studies | 1 | 2 | 3 | 4 | 112 |
| Biology | 1 | 2 | 3 | 4 | 113 |
| Physical Science | 1 | 2 | 3 | 4 | 114 |
| Mathematics | 1 | 2 | 3 | 4 | 115 |
| Economics | 1 | 2 | 3 | 4 | 116 |
| Accounting | 1 | 2 | 3 | 4 | 117 |
| Business Economics | 1 | 2 | 3 | 4 | 118 |
| Technical Drawing | 1 | 2 | 3 | 4 | 119 |

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

50 The class tests written by pupils in the following subjects during the year are of a low standard.

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 121 |
| Geography | 1 | 2 | 3 | 4 | 122 |
| Biblical Studies | 1 | 2 | 3 | 4 | 123 |
| Biology | 1 | 2 | 3 | 4 | 124 |
| Physical Science | 1 | 2 | 3 | 4 | 125 |
| Mathematics | 1 | 2 | 3 | 4 | 126 |
| Economics | 1 | 2 | 3 | 4 | 127 |
| Accounting | 1 | 2 | 3 | 4 | 128 |
| Business Economics | 1 | 2 | 3 | 4 | 129 |
| Technical Drawing | 1 | 2 | 3 | 4 | 130 |

51 The examination/s written by pupils in the following subjects during the year is/are of a low standard.

| | | | | | |
|--------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 130 |
| Geography | 1 | 2 | 3 | 4 | 131 |
| Biblical Studies | 1 | 2 | 3 | 4 | 132 |
| Biology | 1 | 2 | 3 | 4 | 133 |
| Physical Science | 1 | 2 | 3 | 4 | 134 |
| Mathematics | 1 | 2 | 3 | 4 | 135 |
| Economics | 1 | 2 | 3 | 4 | 136 |
| Accounting | 1 | 2 | 3 | 4 | 137 |
| Business Economics | 1 | 2 | 3 | 4 | 138 |
| Technical Drawing | 1 | 2 | 3 | 4 | 139 |

KEY: Agree completely = 1 Agree partially = 2 Disagree = 3 Disagree completely = 4

52 Which of the following matric (Standard X) subjects do you teach?

| | | | | | |
|---------------------------|---|---|---|---|-----|
| History | 1 | 2 | 3 | 4 | 140 |
| Geography | 1 | 2 | 3 | 4 | 141 |
| Biblical Studies | 1 | 2 | 3 | 4 | 142 |
| Biology | 1 | 2 | 3 | 4 | 143 |
| Physical Science | 1 | 2 | 3 | 4 | 144 |
| Mathematics | 1 | 2 | 3 | 4 | 145 |
| Economics | 1 | 2 | 3 | 4 | 146 |
| Accounting | 1 | 2 | 3 | 4 | 147 |
| Business Economics | 1 | 2 | 3 | 4 | 148 |
| Technical Drawing | 1 | 2 | 3 | 4 | 149 |
| Electronics | 1 | 2 | 3 | 4 | 150 |
| Welding and Metal Working | 1 | 2 | 3 | 4 | 151 |
| Motor Mechanics | 1 | 2 | 3 | 4 | 152 |
| Fitting and Turning | 1 | 2 | 3 | 4 | 153 |
| Motor Body Repairing | 1 | 2 | 3 | 4 | 154 |
| Wood Working | 1 | 2 | 3 | 4 | 155 |
| Electricians Work | 1 | 2 | 3 | 4 | 156 |
| Building and Plastering | 1 | 2 | 3 | 4 | 157 |
| Home Economics | 1 | 2 | 3 | 4 | 158 |
| Typing | 1 | 2 | 3 | 4 | 159 |
| Afrikaans | 1 | 2 | 3 | 4 | 160 |
| English | 1 | 2 | 3 | 4 | 161 |
| Vernacular | 1 | 2 | 3 | 4 | 162 |
| Art | 1 | 2 | 3 | 4 | 163 |

END OF QUESTIONNAIRE