

**CREATING AND MAINTAINING A CULTURE OF TEACHING AND
LEARNING IN RURAL PRIMARY SCHOOLS IN LIMPOPO**

by

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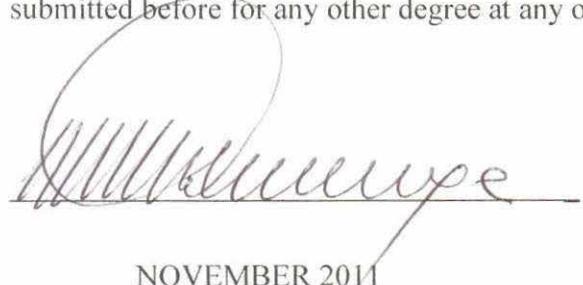
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Declaration

I, Malekutu Johannes Mehlape (student No: 862-919-6), declare that "*Creating and maintaining a culture of teaching and learning in rural primary schools in Limpopo*" is my own work, and that all the sources that I have used or quoted in this work have been indicated and acknowledged by means of complete reference techniques, and that this work has not been submitted before for any other degree at any other institution.



NOVEMBER 2011

MALEKUTU JOHANNES MEHLAPE

Dedication

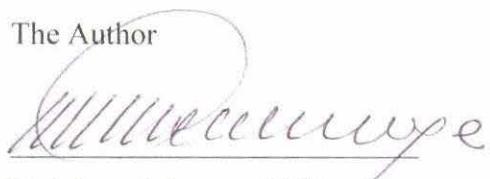
This dissertation is dedicated to:

My late mother, Mamikie Annah Mehlape and my late grandmother Mohlapa Melina Mehlape,
who passed on before they could witness the completion of this research project.

A brief summary of this investigation

Rural primary schools have got an immense role to play regarding the educational foundation for the subsequent phases of schooling. In ensuring that an extremely solid foundation is laid, the creation and maintenance of a positive culture of teaching and learning becomes extremely very important in this category of schools. It is the primary task of the primary school principal to ensure that quality teaching and learning is taking place in her/his school. However, in ensuring that a positive culture of teaching and learning becomes a reality in their schools, principals cannot work in isolation but, in collaboration with other potential stakeholders. A variety of factors like good management on the part of principals to good commitment and involvement on the part of other stakeholders like educators, learners, parents, community, business people and the government, lead to teaching and learning of a very high and acceptable standard. The purpose of this research project was to investigate how principals of rural primary schools create and maintain a culture of teaching and learning. The outcomes of this investigation could assist rural primary school principals in their attempts towards ensuring a positive culture of teaching and learning. The outcomes could also assist other stakeholders as to how best can they assist rural primary school principals in making schools centers for a positive culture of teaching and learning. The methodology of research for this investigation is quantitative. The questionnaire was used as a tool for empirical data collection. This research project has revealed several mechanisms that are utilized by rural primary school principals in creating and maintain a culture of teaching and learning. It also emerged from this study that in creating and maintaining COLT in schools, rural primary school principals encounter some problems that need the undivided attention of every education stakeholder.

The Author



Malekutu Johannes Mehlape

01 - 11 - 11

Date

LIST OF ACRONYMS AND ABBREVIATIONS

COLTS	Culture of Learning and Teaching Services
DoE	Department of Education
ANC	African National Congress
LDoE	Limpopo Department of Education
SAPA	South African Press Association
ABET	Adult Basic Education and Training
AIDS	Acquired Immune Deficiency Syndrome
C2005	Curriculum 2005
CASS	Continuous Assessment
CNE	Christian National Education
FIFA	Federation of International Football Associations
GCIS	Government Communication and Information Systems
HIV	Human Immune Virus

HOD	Head of Department
LTSM	Learner and Teacher Support Material
MATHS	Mathematics
MEC	Member of Executive Council
NAPTOSA	National Professional Teacher Organization Of South Africa
NCS	National Curriculum Statement
NRF	National Research Framework
NSNP	National School Nutrition Programme
NTU	National Teachers Union
OBE	Outcomes Based Education
RSA	Republic of South Africa
SADTU	South African Democratic Teachers Union
SAHRC	South African Human Rights Commission
SASA	South African Schools Act
SG	Superintendent General

SGB	School Governing Body
SMT	School Management Team
STDs	Sexually Transmitted Diseases
UNICEF	United Nations Children's Fund

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KEY TERMS

Create
Maintain
Culture
Teaching
Learning
Rural primary schools
Principals
Educators
Learners

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CHAPTER 1

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The primary school principal is responsible for the standard of teaching and learning in the school (Department of Education 1999:9). (S) he is a strategic and academic leader of her/his school (Cembi and Mangxamba 2006:3). A strategic and academic leader of any organization including a school ensures that it becomes the best in terms of its core mandate (the provision of a high standard and quality education). In view of this, principals have to develop in mind and bring into practice all strategies and tactics that are necessary and relevant towards making their schools thriving academic top-performers.

It is on a daily basis that the principal should be mindful of the fact that (s) he is working with the most important and precious aspect of the intellect and the future of an innocent young person. It is, however, vitally significant that the teaching-learning situation of every primary school, as a unique institution of learning, be characterized by conditions that are conducive for quality education as well as effective teaching and learning. In other words, one of the characteristic of each and every primary school should be a healthy culture of teaching and learning. However, it remains the prerogative of the principal to ensure that a healthy culture of teaching and learning is created and maintained in his or her school.

A good primary school principal instills and maintains a culture of hard work among its learners and educators. He/she must promote the values of acceptance, tolerance and respect for others. He/she should develop the potential of a large number of learners to create responsible future citizens (Mboyane 2002:23). It is currently and in future no longer a need but a necessity that a culture of teaching and learning be created; observed

and maintained in each and every primary school. This must be done in order to turn all primary schools into quality and top performing institutions of learning and to sustain a high and acceptable standard of academic performance. The success of every primary school is largely dependent on the unique and professional role played and displayed by the principal (Kganyago 2006:11). It is against this background that the overall task and responsibility of creating and maintaining a culture of teaching and learning in schools should rest solely upon the shoulders of the principal as the school manager, the departmental representative and the chief accounting officer.

The most fundamental educational challenge at the present time in the heart of South Africa and its people is undoubtedly the eradication of the alarmingly high levels of illiteracy (Du Plessis, Naude and Viljoen 2003:21). In their day-to-day academic activities, primary school principals should bear in mind that one of their roles is to ensure that the illiteracy levels that are evident in their communities are detected and consequently eradicated through their selfless support and guidance. The historic inadequacy of school education, especially for rural communities, has ascertained that the majority of the population, both in and out of formal employment, has had no schooling or inadequate schooling (Department of Education 1995:45). In essence, rural communities are characterized and dominated by a population which is predominantly black with high levels of poverty, illiteracy among people (particularly parents), a high rate of unemployment and the snail pace delivery of educational services by the democratically elected African National Congress (ANC) led government.

Although the current government seems to be putting more focus on secondary schools in terms of creating a culture of teaching and learning, the fact remains that primary schools are also longing for support and assistance so they could be in a better position to lay a solid foundation for subsequent phases of schooling. The researcher would like to argue it that it is not all systems go for principals in terms of creating and maintaining a culture of teaching and learning in primary schools. A variety of problems; challenges and hiccups make it extremely difficult and unbearable for some of them, particularly those situated in townships and rural areas of this country, to diligently create and maintain their task of

effective teaching and learning. Among other things, the key to delivering quality education in primary schools is quality educators who are well trained and well motivated to carry out their duties (Nxesi 2006:17). Learners, parents and the government cannot be left out as they are also duty-bound to lend a hand in terms of creating and maintaining a culture of teaching and learning in primary schools.

The Limpopo Department of Education (LDoE) is currently managed on the basis of five district offices (formerly regions). The districts are further divided into smaller manageable units known as circuits. This study took place in the Mankweng Circuits Cluster of the Limpopo Province. The Mankweng Circuits Cluster is located in the Capricorn District (formerly Central Region) of the Limpopo Province in the eastern side of the Capital City of the Province, Polokwane (formerly Pietersburg). It covers the area and schools falling under the leadership of the current traditional leaders Kgoshi Machaka Robert Mamabolo, Kgoshi Molapi Phillip Mamabolo, Kgoshi Solomon Dikgale, Kgoshi Christopher Mothiba, Kgoshi Madipuane Mothapo, and Kgoshi Maisha Molepo. The Mankweng Circuits Cluster consists entirely of a rural area with rural communities. All the five circuits serve poor, largely illiterate and isolated communities (Pretorius and Machet 2004:132).

The area is rural and beset by socio-economic problems such as high unemployment, poverty and crime (Vosloo 2010:8). The communities that they cater for are stricken by poverty and destitution. The causes and perpetuation of poverty are multiple and varied. The apartheid policy of the previous regime contributed greatly to the perpetuation of poverty but the causes must also be sought inter alia, in the population explosion and in an economy that was and is not strong enough to support masses of economically inactive individuals (Prinsloo 2003:278). According to Monama (2002:6), these rural communities have little access to finance and income. The most significant source of income is the old age pension grants, child support grants and the sale of cattle.

Only a few people work in the government and municipal offices situated in the Mankweng Township, the University of Limpopo and the Mankweng Hospital. Other

people work as low paid workers in the households in the township of Turfloop and the city of Polokwane. The learners are subjected to dismal poverty both at school and at home. They are in desperate need of food, clothes and school uniforms. They come to school with dirty, tattered uniforms and some come to school barefoot (Senyatsi 2006:5). Many of the households are female dominant because some men work in nearby towns and more distant cities, and usually come home for weekends once a month (Pretorius and Machet 2004:131). The main language spoken in the circuit is Sepedi. Almost 90% of the grandparents and guardians in these communities did not receive any formal education (Monama 2002:7). Many of them are pensioners, some unemployed and just remain staying at home (Masehela 2005:26).

Focusing on the above information, the researcher will endeavour to identify how a culture of teaching and learning is created and maintained at rural primary schools in the Limpopo Province.

1.2 BACKGROUND TO THE RESEARCH

A few years ago, the erstwhile and second National Minister of Education in the new democratic dispensation, Kader Asmal, pointed out that one in every three schools in rural communities is dysfunctional (Mboyane 2000:17). Indirectly the former Minister was pointing out the fact that a culture of teaching and learning is not apparent in one out of every three schools. Some primary schools are viewed by community members, government and business people as offering poor quality teaching and learning to the extent that learners reach grade three level being unable to read, write and count. The South African public is fully aware of the importance of education on a global scale but in most instances, does not make sure that primary schools in rural communities lay a solid foundation in terms of teaching and learning.

The authors hold different views about the role of the principals in creating and maintaining a culture of teaching and learning. They attach different meanings to the functional task of principals. Smith and Piele (1989:178) as quoted in Hoberg (1997:43)

mention “*I have never seen a good school with a poor principal...I have seen dysfunctional schools turned into successful ones and, regrettably, outstanding schools slide rapidly into decline...in each case, the rise and fall of a school could rapidly be traced to the quality of the principal*”.

Quail (2007:16) is of the opinion that a good leadership on the part of the principal, discipline and a lot of extra tuition will create a better performance in schools. According to Kekana (2007:12), the Education MEC in the Province must fire all principals whose schools do not perform at their optimal level. On the other hand the National Department of Education (DoE) is in the process of implementing a plan that is directed at the roles and functions of principals. This plan puts more pressure on principals to execute their duties or they face punitive measures. In the meantime the Limpopo Province has been mandated to transfer principals of schools regarded as poorly performing to circuit offices to do administrative work (Govender 2006:4).

The views of the different authors as indicated above are an indication that there are those people who still attribute a poor culture of teaching and learning in schools to principals. Such people do this regardless of problems that the principals experience in terms of creating and maintaining a culture of teaching and learning. It is sometimes thought that the managerial skills of principals would affect the whole school (Masipa 2006:1). The fact of the matter is that to create and maintain a culture of teaching and learning in schools is dependent on the approach that is used, the support that is received; the problems encountered; and the involvement of parents, educators, learners and the government. When the general performance of schools is unsatisfactory, members of the community and other stakeholders blame the principal (Lebea 2006:20). It must be borne in mind that there is a shift in blame to principals in terms of poor teaching and learning in schools. However, it has to be taken into account that principals cannot necessarily choose to make teaching and learning poor in schools.

However, Davies (2006:1) holds a view that the dysfunctional status and poor performance in schools is a reflection of an education system that is failing to provide

South African youths with the necessary expertise needed to move from secondary to tertiary education or from schools into the market place. In view of this, the South African Press Association (SAPA) (2006:9) mentions that the efforts of principals in dealing with issues that the DoE have failed to address often leave them frustrated and immensely demotivated. Even though it might appear as if the blame is also directed to the government as one of the stakeholders in education the greatest blame is, however, put on principals regardless of other problems and challenges that they might be experiencing in their schools in regard to the creation and maintenance of a culture of teaching and learning.

Lebea (2006:20) is of the opinion that when schools have performed well in their academic activities, learners and educators are praised for their efforts while no mention is made of principals. However, at an educational workshop that was held in Polokwane as one of the several initiatives to assist poorly performing schools, the erstwhile Member of the Executive Council (MEC) for Education in the Limpopo Province, Mrs Joyce Mashamba, indicated that the LDoE was going to make sure that all problems leading to poor teaching and learning in Limpopo schools are identified, contextualized and attended to by the provincial government (Mashamba 2001:9). This is an indication of awareness on the part of the former MEC that a serious and very sharp focus and attention by the LDoE on schools (both primary and secondary) in rural communities is much needed in order to gain the status of being useful. It can sound as if the MEC was referring only to secondary schools, but, in essence, her sentiment included even the primary schools because a culture of teaching and learning in secondary schools has got its origin and point of departure in a culture of teaching and learning in primary schools.

The LDoE seems to be experiencing a number of problems in its quest for bringing quality educational services to communities, particularly the culture of teaching and learning in schools. It is characterized by the incoming and outgoing of Members of Executive Councils (MECs) and Superintendent Generals (SGs) even before their terms of office should actually cease. The researcher would like to indicate that since the constitution of the Provincial Education Departments in April 1994, the LDoE was lead

by six (06) MECs and five (05) Superintendent Generals (SGs). The first SG, Prof. Zakes Chuenyane served for a period of less than two years in the education department. The termination of his services might be that his efforts towards the maintenance of a culture of teaching and learning in schools were not satisfactory or he totally did not work on the mission and vision of the LDoE. The second SG, Prof. Harry Nengwekhulu, led the Education Department since the departure of his predecessor from 1996 up to March 2006. His long stay in the Department speaks loudly in terms of service delivery.

It can be concluded from his lengthier stay that he has indeed contributed something of value to a culture of teaching and learning in Limpopo schools. Generally, Nengwekhulu is credited with raising the Limpopo Matric pass rate from below 40 percent in 1998 to the current 70 percent in 2007 (Zuzile 2005:5). In March 2006 Dr Morwamphaga Nkadimeng took over the reigns where he only a few months. From January 2007 up to December 2009 Rev. Zwo Nevhutalu was in charge of the LDoE. In January 2010, Benny Boshelo was appointed the new Head of Department under the new MEC Dickson Masemola.

With regard to the MECs, the first one to be appointed was Dr Aaron Motswaledi who stayed in the portfolio for a period of three and a half years, from 1994 to June 1997. In June 1997, Dr Aaron Motswaledi was replaced by Dr Joe Phaahla as the MEC for Education and he stayed in the Education Department from June 1997 to the general elections of 1999. This means that in the first five years of freedom and democracy in South Africa, the Limpopo Education Department was led by two different MECs. One could ask what led to MECs staying for such a short period in this portfolio of education.

The reason might be that the MECs were not delivering as expected or the problems that they encountered in the Department were actually beyond their abilities and capabilities or they were generally incompetent in terms of resolving them. From June 1999 Edgar Mushwana was appointed as MEC for Education to replace Dr Joe Phaahla. It was in 2002 when Edgar Mushwana's services were terminated after spending less than three years in this portfolio. Edgar Mushwana was replaced by Mrs Joyce Mashamba in the

year 2002. Mrs Joyce Mashamba led this department up to 2004 after serving for less than four years. After her departure the department was put under the political leadership of Dr Aaron Motswaledi, the very same person who left this portfolio in June 1997. His return to this portfolio, after setting a very good precedence in the Provincial Department of Agriculture, needs to be correctly analyzed. It is an indication that the premiers have tried their best to address and close the existing gaps in the education sector, but could not succeed, hence the continuous reshuffling in terms of the education portfolio. Dr Aaron Motswaledi led this Department to the general elections of April 2009. From April 2009, Dr Motswaledi was replaced by the current MEC Mr Dickson Masemola.

When one examines well the number of MECs who served in the education portfolio for a duration of less than four years each, one can realize that the education portfolio is a problematic and challenging one, and as a result it needs people who remain focused in terms of eradicating all the obstacles that hamper the creation and maintenance of a culture of teaching and learning in schools. The education system of Limpopo was at an all time low where the province was regarded as struggling to move out of the dysfunctionality bracket, with a tremendous infrastructural backlog. There is currently a huge shortage of properly equipped primary schools in the Limpopo Province (Zuzile 2006:4). Of the nine provinces, the Limpopo Province has featured among the most disadvantaged, poor and poverty stricken in the Republic of South Africa (Stephens 2002:6). Grey (2000:4) indicates that it has been an uphill battle in getting the culture of teaching and learning in place in the Limpopo Province. The battle is the result of willing and determined principals who intend fighting tooth and nail to have the culture of teaching and learning created, restored, maintained and sustained in their schools.

Even though principals are striving for a culture of teaching and learning to be created, maintained and recur in their schools, the chances become very limited because the culture of violence, indolence and unbecoming behaviour has deeply manifested itself in schools and their surrounding communities. According to Govender (2006:4) the Grade 12 results for a considerable number of years in Limpopo were always on a very sharp decline. The 2006 overall performance indicates a nine percent decline from the 2005

Grade 12 results (Du Preez 2007:1). However, the researcher could not judge the effectiveness of an education system and a school based only on the performance of the Grade 12 learners.

The effectiveness of an education system lies in the culture of teaching and learning across the entire schooling system from the first grade (Grade R) up to the last grade (Grade 12). With the principal being in the forefront of a culture of teaching and learning, an effective education system becomes the emancipation of education loving people from the shackles of illiteracy into the parameters of freedom. The erstwhile spokesperson for the Education Department in Limpopo Province, Rapule Matsane, estimated on several occasions that it would take a number of years before Limpopo Province could be able to compete with other highly ranked, well resourced and wealthy provinces such as the top performing Western Cape (Grey 2000:31). This is an acknowledgement on the part of the former spokesperson and the Provincial Department of Education that there are problems that seriously affect and threaten the creation and maintenance of a culture of teaching and learning in the Limpopo schools

Communities believe that one of the key factors that contribute to a poor performance in schools has been the lack of proper educational foundation (Lekota 2007:15). Indirectly this means that primary schools do not do well enough in ensuring that the foundation on which Grade 12 is based is very strong. In view of this, pupils, parents and communities are justified in feeling outraged and appalled and demand that something positive be done to alleviate and correct the out of hand situation in rural community schools (Hartshorne 1990:71).

Most financially capable parents in the rural communities, opt for taking their children to schools in the city centre of Polokwane. In this regard they believe that their children would get a better education, hence the overcrowding that is currently experienced at schools in and around the city of Polokwane. This phenomenon is becoming even more prevalent around the outskirts of Polokwane, but could spread across the entire Province and ultimately the whole country in the long run. According to Du Preez (2007:1),

statistics supplied by the town planning section of the Polokwane Municipality shows that six new schools need to be established as a matter of urgency. In this regard, as a result of financial constraints the government would provide temporary and makeshift accommodation in the form of mobile classrooms to alleviate the shortages of classrooms in the affected schools.

Currently the Department had already distributed more than 500 mobile classrooms to those needy schools (Mushiana 2007:7). By providing the mobile classrooms, the Education Department shows its willingness and readiness to ensure that learners learn in proper learning conditions (Thema 2007:8). The consequences for rural primary schools would be classrooms with fewer learners, which in turn will result in the redeployment of educators to schools with high enrolments. The redeployment of educators leaves the schools with very few learners and educators. This results in multi-grade teaching whereby two or more grades are combined in one classroom for educators to teach them at the same time.

In his 1999 State Of the Nation Address (SONA) in parliament, after ascending the presidential podium for the very first time in South African history as State President of the Republic of South Africa, former president Thabo Mbeki did not hesitate to indicate that learners should learn, teachers should teach, and managers should manage. By this he implied the crucial and critical need of a culture of teaching and learning in schools where every stakeholder would play her/his role effectively. According to Matlala (2006:1), currently educators are not teaching, learners are not learning and some principals are not managing. The situation in schools is getting out of hand as a result of poor commitment on the part of learners, educators and communities.

There is a perception that the South Africans are allowing too much freedom to children at an early age and thus set them up for failure in the long run, particularly at school (Makhalima 2007:14). The erstwhile Superintendent General for Education in the Limpopo Province, Prof. Harry Nengwekhulu argued that it is not possible that learners can perform badly in schools if there is really human commitment in the form of

principals (Zuzile 2005:5). The situation in quite a number of schools was and is still a reflection of a culture of no teaching, no learning and no managing, to which something positive has to be done to have it corrected and totally annihilated. It is of paramount importance and significance that every primary school should try to have this situation changed in ensuring that effective teaching and learning takes place in schools, without any form of disturbances and interruptions.

1.3 THE PROBLEM STATEMENT

The background to this investigation indicates different deliberations and assertions by different authors about teaching and learning in schools. The principal's effectiveness and efficiency is being judged according to the performance of her/his school. The authors are indicating their expectations and views regarding how principals should carry out their duties in schools. This is indicative of the fact that they believe principals must do something extraordinary to ensure good performance in their schools. However, some authors believe that principals are faced with a variety of problems that hinder effective teaching and learning in their schools. The views of these authors have coerced the researcher to come out with a research problem that guided the proceedings throughout this investigation.

In everyday language a problem is a predicament that requires a discussion, decision or solution, or about which one needs to obtain more information. In terms of research, the term "problem" refers to a matter that offers the possibility of being empirically researched and that lends itself to data gathering and analysis (Unisa 1999:29). The former discussions have led to the problem formulation for this study which can be indicated as follows: *How do principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo?*

This problem has led to the following sub-problems:

- What is a culture of teaching and learning at rural primary schools in Limpopo?

- How can the principal create and maintain a culture of teaching and learning at rural primary schools in Limpopo?
- What problems do principals encounter in creating and maintaining a culture of teaching and learning at rural primary schools in Limpopo?

1.4 AIM AND OBJECTIVES OF THE STUDY

The principal aim of this study was *to investigate how principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo.*

This aim gave rise to the following three objectives:

- To investigate and explain what a culture of teaching and learning is.
- To determine the role of the primary school principals in creating and maintaining a culture of teaching and learning.
- To investigate problems that are encountered by principals in creating and maintaining a culture of teaching and learning.

1.5 RELEVANCE AND SIGNIFICANCE OF THE STUDY

According to the researcher, the current South African education scenario reflects three categories of schools in terms of a culture of teaching and learning. The relevance and significance of this investigation lies in those categories as indicated below, viz:

- Schools that succeed in creating and maintaining a culture of teaching and learning. Although only a few of these schools, they have to be held in high esteem by the civil society. They have to serve as an example to other schools that are characterized by a poor culture of teaching and learning.

- Schools that succeed in creating a culture of teaching and learning but find it difficult to have it maintained for a variety of reasons. In this instance this research had to work out ways and means of having the culture of teaching and learning created and maintained in such schools.
- Schools that find it virtually impossible to create and maintain a culture of teaching and learning. These schools need a serious intervention on the part of every stakeholder in education to have the culture of teaching and learning created and maintained.

The transformation of the South African education system requires a special focus on the part of South Africans. The paradigm shift from the old Christian National Education (CNE) curriculum to the new National Curriculum Statement (NCS) pushes South Africans towards becoming more committed in terms of educational matters than before. Although the concept of a better and quality education for all dominates the minds and lips of many South Africans, the point to take cognizance of is that support has to be provided to all schools regardless of their geographical location and historical background.

The successful implementation of the new curriculum and other education legislations requires huge support and resources (material, human and financial) from the entire South African public. One of the most significant and evident results of the apartheid system on education in South Africa was the marginalization of rural communities and their schools (Mbethe 2006:14). During the apartheid era South African schools did not receive the same state subsidies. As a result huge disparities are currently evident at schools in rural communities in relation to their urban counterparts. This is an indication that schools in rural communities are disadvantaged in more ways than one and whilst their urban counterparts are, by contrast, more advantaged (Makua 1996:26).

The culture of teaching and learning in quite a number of primary schools in urban communities is cited by education experts and the entire South African public as much

more real than that of schools in rural communities. The trend of learner migration is more evident in rural communities where parents take their children to schools in towns and cities believing that they would get better educational services. To a lesser extent there has been an attachment of a poor culture of teaching and learning in a few schools that are situated in urban areas. Reading from the press, listening to the radios, viewing televisions and listening to budget speeches and pronouncements by Education Ministers and MECs one would occasionally come across a situation where a school in an urban area is being labeled as under-performing and dysfunctional. In quite a number of instances where a poor culture of teaching and learning in schools is spoken of, only schools in rural communities are cited as examples. It is, therefore, imperative that the creation and maintenance of a culture of teaching and learning in rural primary schools be thoroughly researched and detected without any delay.

This study is considered relevant for quite a variety of reasons such as:

- The literature review did not indicate the existence of a scientific research about the problem under investigation. The requisition made by the researcher from the National Research Framework (NRF) of research projects revealed that none of the current and previous researchers ever touched on any aspect pertaining to the field of the envisaged study.
- There is no doubt that apartheid had left a terrible legacy and this cannot be regarded as the sole reason for the poor state of education in South Africa (Slabbert 2006:4). This research is significantly relevant in determining how attempts are being made in rural primary schools, to turn the situation around in order to create and maintain a culture of teaching and learning.
- Based on the declining matric pass rate for the past number of years, there is a perception that the education system is under-performing and something positive has to be done. According to Lekota (2007:15), one of the key factors believed to be contributing to the poor performance has been the lack of a proper educational

foundation. A proper educational foundation starts at the level of primary schools. In view of this, South Africa needs to address the quality of teaching, writing, reading, numeracy, and cognitive skills in primary schools (Chuenyane 2007:1). This can only be achieved if a culture of teaching and learning is created and maintained in primary schools. As the foundation of the subsequent phases of schooling it has to be detected how primary schools contribute towards providing a proper educational foundation.

- Given the history of the new education dispensation of this country, it can be stated that the culture of teaching and learning at rural primary schools is vastly different to that of their urban counterparts. This study is relevant for determining the manifestations of a poor culture of teaching and learning, in order to provide possible remedies to that effect.
- All over South Africa, a lot is being spoken about poor academic performance and poor teaching and learning in schools without any practical and tangible input being made as to what might be causing the problem and what the solution in the long run might be. The blame is being shifted by the general public from themselves to principals without first having assisted the principals in determining and dismantling the root cause of this particular evil. This study is relevant in the sense that the real and actual problems experienced by principals in primary schools would be investigated, determined and publicized. Consequently possible solutions to them would be laid down by the researcher to have them eradicated.
- The identification of how principals create and maintain a culture of teaching and learning could lead to recommendations by the researcher, to the entire South African population in its different settings, on how best they could assist in providing practical solutions to the needs of rural primary schools.

1.6. RESEARCH METHODOLOGY

Research methods are procedures used to collect and analyze data (Schumacher and McMillan 1993:597). Ever since the 1980's the concepts qualitative and quantitative research methods have been in common use (Booyse 1993:12). For this research project a number of research methods have been used, inter alia:

1.6.1 Literature study

A literature study is the effective evaluation of selected documents on a research topic (Hart 1998:67). According to Squelch (1999:69), a literature review is a systematic and critical analysis and summary of existing literature relevant to the current research topic. It empowers the researcher to comprehend the nature and scope of the investigation. It is one of the most powerful tools that can enable the researcher to collect data that is relevant for an investigation. With regard to this research project, theses, dissertations, books and journal articles on education, education circulars and newspaper articles have been used for data collection. In other words, the literature review was the first method of research that had been applied in this investigation.

1.6.2 The questionnaire as a research instrument

A questionnaire is a written set of questions or statements that assesses attitudes, opinions, beliefs and biographical information (Schumacher and McMillan 1993:597). According to Niehaus (1999:175), a large questionnaire with plenty of space for questions and answers is more encouraging to respondents than a shorter one. In order to accomplish the aim of this investigation, structured and simple English questionnaires with close-ended items have been designed for utilization. The questions were as brief and straightforward as possible and designed in such a way that the required data for this investigation could be elicited (see annexure B and C). The literature review has been used as the foundation on which the 48 questions (for the first questionnaire) and 45 questions (for the second questionnaire) are based. The questions were based on the

Limpopo is one of the nine provinces of the Republic of South Africa. According to Davies (1999:40), the former education division of the House of Delegates, the former Department of Education and Training, the former Gazankulu Education Department, the former Lebowa Education Department, the former education division of the House of Representatives, the former Transvaal Education Department, and the former Venda Education Department were merged to form the Limpopo Provincial Department of Education.

1.8 PLANNING OF THE STUDY

This study was planned to proceed as follows:

Chapter 1

In Chapter 1 the introduction, background to the problem, problem statement and relevant sub-problems, aim and objectives of the study, relevance and significance of the study, research methodology, limitations of the study, definition of concepts, and planning of the study have featured. In other words, in this chapter an overall overview of the envisaged study has been dealt with.

Chapter 2

In Chapter 2 of this investigation the literature study on specifically, the issue of maintaining a culture of teaching and learning has been dealt with. Past and contemporary issues pertaining to the creation and maintenance of a culture of teaching and learning in schools have been investigated in this regard. Specific attention has been given to local, national and international sentiments, pronouncements and any other relevant issues on the maintenance of a culture of teaching and learning with special reference to primary schools in the Mankweng Circuits Cluster of the Limpopo Province.

Chapter 3

CHAPTER 2

PAST AND CONTEMPORARY ISSUES PERTAINING TO A CULTURE OF TEACHING AND LEARNING

2.1 INTRODUCTION

A school is a place where effective teaching and learning have to take place uncompromisingly. A school means more than the physical infrastructure and includes also the academic activities as well as a number of stakeholders that should oversee its smooth running. Truly speaking, a school is a place where learners' potential has to be realized to the fullest. Throughout the whole world, the governments are striving for the attainment of a better and quality education in all phases of schooling.

With regard to the new education dispensation the primary school is divided into three phases of schooling namely the foundation (grade R-3), intermediate (grade 4-6), and senior phase (grade 7). A better quality education can only be realized if schools produce learners that are good and competent enough to fill the evident gaps in the skilled work environment. A better quality education can only take place in conditions that are conducive to effective teaching and learning. It is when conditions are conducive for effective teaching and learning, and also when effective teaching and learning are taking place in a school that we can speak of a positive culture of teaching and learning.

This chapter of the dissertation brings into focus the issue of education as a contemporary human right, how stakeholders must go about creating a culture of teaching and learning, problems that are encountered in creating and maintaining a culture of teaching and learning as well as the preconditions for creating and maintaining a culture of teaching and learning. Firstly, the issue of the culture of teaching and learning will be defined.

2.2 DEFINING A CULTURE OF TEACHING AND LEARNING

In recognizing the brutal and harsh conditions under which rural children were raised, more fundamental human rights of the children including the right to education started taking the centre stage (Masombuka 2006:31). There is a perception that the new Constitution (Act 108 of 1996) guarantees everybody in the Republic of South Africa (RSA), irrespective of colour and religious orientation the right to basic education, Adult Basic Education and Training (ABET) and opportunities for further education (Mlangeni 2001:32). Regardless of whatever meaning that could be placed on or attached to education, the fact remains that it is now one of the fundamental rights of humanity. The right to education and full national education are non-negotiable and should never be seen as a favour from any government (Mehlape 1987:27)

The most precious gift that the nation can give its children is quality education (Xaba 2006:14). As one of the fundamental human rights, education is a tool which states in the world use to maintain and develop a common culture and give citizens a shared national identity. According to the erstwhile president of the Republic of South Africa, Dr Nelson Rolihlahla Mandela, *education is the great engine for personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of a mine, which the child of a farm worker can become the president of the nation.*

In brief the overall aim of the South African education system was, and is still to a large extent, responsible citizen formation (Classes 1999:28). There is a need for education in general to be taken back where the morality and authority are reasserted (Mona 2001:6). Learners have to be educated, not for the present, but for a possibly improved condition of man in the future; that is, in a manner which is adapted to the idea of humanity and the whole destiny of man (Smit 1990:78). Education must, therefore, guide and prepare learners to acquire the relevant knowledge needed not only to survive in their lifetimes, but also to live and lead a meaningful life in their future lives (Van Niekerk 1999:195). It

is through a positive culture of teaching and learning that quality education can take place in schools.

A culture of teaching and learning refers to the presence of quality teaching and learning processes in schools (Kruger 2003:3). It refers to all activities in the teaching-learning situation that lead to the attainment of a high standard and quality education. It must be stated that schools in rural communities of the Limpopo Province, the population of which is predominantly black and poor, still have a long road to travel in having a culture of teaching and learning created and maintained.

A high standard and quality education is a right for every citizen of South Africa. Currently COLT is being compromised in a number of instances in schools. There are quite a number of obstacles that impede its attainment in schools. However, it remains the obligation of the current government to remove all the obstacles that impede a culture of teaching and learning at schools in rural communities. The distribution of resources for education provision must address the fact that almost half of the South African families live in poverty and destitution, a great number of them in rural areas (Department of Education 1996:100).

According to Vakalisa (2000:24), the fair distribution of resources to all South African schools has not yet materialized. In some rural schools, conditions remain fairly similar to they were prior to the advent of democracy. It may seem that most MECs who served in this Department have never worked or planned their tasks in that line since 1994 (Sebola 2005:10). Even though some slight changes are evident in a few schools, the fact remains that schools still struggle to make ends meet in terms of providing a high standard and quality education. Education still takes place in conditions that are not conducive to a culture of teaching and learning. Stakeholders have got an obligation and prerogative to eradicate such conditions.

There had been some imbalances in terms of the distribution of socio-educational resources and services in schools that are situated in rural communities in comparison to

those in urban communities. The previous government, in its attempt to address some aggrieved urban communities in the process neglected its socio-educational responsibilities in some rural areas (Makua 1996:78). The imbalances need to be conceptualized, contextualized and dealt with accordingly by all stakeholders, the government inclusive in this regard, through an effective and an extremely strong partnership. The role of the stakeholders in creating and maintaining a culture of teaching and learning will now be highlighted.

2.3 THE ROLE OF STAKEHOLDERS IN THE CREATION OF A POSITIVE CULTURE OF TEACHING AND LEARNING IN SCHOOLS

2.3.1 Introduction

In his first official statement after being appointed the first black National Minister of Education in the democratic government, Prof. Sibusiso Bhengu announced that education should be given to the communities (Unisa 1999:2). According to Minister Bhengu it is the community that should play an important role when coming to the type, standard and quality of education in respective schools. A community in this regard is an implication of more than the residents or dwellers of a specific village or area. Within the context of education a community means and embraces quite a significant number of people living in a particular area inter alia, politicians, churches and church leaders, civic bodies, business people, tribal leaders, parents and professionals to mention just a few as the list would always be endless. According to Bhengu, a culture of teaching and learning has to be the duty and responsibility of all people within a community regardless of their economic, educational, political and social status. The principal cannot be alone in creating and maintaining a COLT in the school. She/he works with quite a number of stakeholders.

Education is a predominant factor that determines the survival of a community. Besides being a human right, education is one of the critical factors for determining the content of quality of a nation's independence and sovereignty and the direction and speed of its

socio-economic development (Matlou 1987:2). Since the dawn of history there have been civilizations, empires, dynasties, countries, city states, and other political entities (Classen 1999:27). All these required education to remain alive, to prosper in their endeavours and to keep on developing and changing for the better. Various stakeholders have been involved in providing education throughout the ages and so is the current South African situation. Collaboration, partnerships and collective action are buzzwords in education currently. As a team, all stakeholders in the school have to work towards ensuring that a culture of teaching and learning is created and maintained in schools. The way partners in a team interact with each other is even more important than the technical expertise they have (Van Niekerk 2001:9). It is of paramount importance that every stakeholder accepts her/his role and responsibility to bring about some checks and balances in providing education to the best of her/his ability. The role of each stakeholder is outlined below.

2.3.2 The role of learners

Learners possess limitless curiosity, a thirst for knowledge and a will to learn (Woodbridge and Manamela 1992:114). They have potential, that is to say latent, innate talent or abilities that, if fully and fruitfully utilized, can equip them to reach a particular degree of development and achievement. The degree and type of potential that each learner has differ remarkably from highly gifted learners to extremely retarded learners (Dreyer 1994:70). As stakeholders in education, learners have got a crucial role to play towards ensuring a positive COLT. They should be made aware of the brave world they will be facing in their future workplaces (Classen 1999:37). They should be encouraged to study freely and effectively at their own pace and at their own time (Van Niekerk 1999:206). Learners are more enthusiastic about classes that provoke their intellectual curiosity and encourage participation than classes that are less challenging, especially if they believe that the educator appreciates them as individuals (Kruger Steinman 2003:18).

To be effective partners in the educational enterprise, learners should have as much information as possible about how schooling functions (Educamus 1988:3). They have to show commitment, enthusiasm, eagerness, preparedness, respect and passion for their schoolwork. They are continually challenged with real life problems above their ability whereby they have to solve problems themselves (Slabbert 2001:290). The role that they play should contribute positively to effective partnership with other stakeholders. Education is directed towards the future (Griessel et al. 1993:34). It is directed towards providing knowledge which the child will be able to apply usefully in her/his future real life (Verster et al. 1982:22). All other stakeholders in education should be involved in educational matters so as to prepare the learners for a responsible future. Slabbert (2001:294) indicates that the contemporary world demands a new kind of human being. One who is always a step ahead changing problems into opportunities. One who does not wait for the future to suddenly dawn upon her/him, but perpetually creates a better and brighter future.

There has emerged a general belief that learning rather than teaching is the central issue in schools. In the teaching learning situation the accent falls on the learning process and how to improve the learner's learning process and how to improve the learner's grasp of how learner and educator can work as a team to understand the process of learning (Pretorius 1999:153). This is an indication that learners themselves have to be actively involved in making themselves a brighter future as adults. If their potential is not fully realized it means that their personal growth is curtailed and their abilities would remain unutilized and dormant. One result is that it limits their ability to contribute substantially to the development of the country and the society as a whole (Dreyer 1994:70). However, the support and assistance that the learner needs would be meaningless if it would not contribute to making her/him happy in her/his learning (Smit 1998:65). In the teaching and learning situation, learners should be responsive in the following way:

- Put on neat uniforms on specific days determined by the management of the school. Those who wear school uniforms perform better academically in school.

A uniform makes learners equal and prevents them from being made fun of because of what they wear (Potterton 2011:12).

- Learners must be prepared to listen to their educators and carry out all their instructions, thereby motivating educators to teach in a more motivated manner. With motivation, educators are inspired to rise above their personal misery (Mohlala 2011:3).
- Attend every lesson period and do homework and class work, write tests and examinations and perform as expected (Zuma 2009:1). They must also remain in the classroom for the number of periods allocated to their class and should not loiter around during lesson periods making a lot of noise and destructing attention in other classrooms.
- In a secondary school learners are expected to be involved in some way in school management, usually through some form of elected representative councils with some responsibility in matters of significance to learners and in which their views are represented along with those of other stakeholders (Harber 1999:65).
- Behave in an orderly and disciplined manner and take their education seriously and use the opportunities that are open to them (Department of Education 1997:6). They should not bring along intoxicating substances, drugs and weapons to the school and report anyone to be in possession of such to the school management.

2.3.3 The role of educators

The role of educators in the education system and particularly in schools is of utmost importance. Educators are professionally qualified people. Currently there is hardly, any community or informal settlement that is without an educator. Educators have a particular status and authority, they are recognized, trained, registered, and appointed by the

education authorities, and they represent the authorities in the community. Educators' professional expertise needs to be applied more extensively in the community to help the disadvantaged to make their educational aspirations succeed (Kruger 2001:30). Mehlape (1987:5) points out that there are two types of educators, *the teaching educator and a professional educator*. He goes further to indicate that the teaching educator teaches merely for survival whilst the professional educator does more than class teaching. The professional teacher consults and associates herself/himself with other stakeholders. The researcher believes that the professional teacher is what schools should strive to have for a culture of teaching and learning to be created and maintained. It is about time that educators understand the reason for learners being at school and what their objectives are (Rasebotja 2006:43).

In many education systems worldwide there is an ongoing debate about the role of the educator. Educators should commit themselves to spending more time with learners to assist them in facing the new challenges (Lekota 2007:15). Educators play a central role in the advancement of the transformation of the South African education system and the strengthening of South Africans' abilities to meet the challenges that the 21st century is placing on them (Mboyane 2001:11). There is a notion that not everyone who breathes is an educator, but neither is just anyone who stands in front of a class an educator either. A poor educator tells, an average educator informs, a good educator teaches, an excellent educator inspires (Boroto 1990:5). When talking about a school, reference is also made to the educator as the person in authority who has to educate and teach the learners (Van Schalkwyk 1995:119). In short, educators need to be successful leaders or they won't really be successful educators (Spady 2005:14).

The contemporary educator has got a prominent role to play in collaboration with other stakeholders to contribute effectively to the culture of teaching and learning. However, educators nowadays find themselves in a difficult, challenging and unique situation. On the one hand, parents and communities expect them to produce good results, while on the other they often face defiant learners, particularly at secondary school level (Tshabalala 1991:5). Effective educators use their knowledge, skills and behaviour to create an

effective learning environment. They create an environment which maximizes opportunities to learn, where learners are well managed and motivated to learn more effectively (Kruger and Steinman 2003:18). An educator is professionally and didactically trained and is highly qualified as far as his or her subjects are concerned, to carry out educative teaching (Fraser et al. 1990:14). Thus, the roles of educators have become even more crucial to the development of the people in general (Mboyane 2001:11).

By renewing their commitment to carrying out these roles to the best of their ability, educators should restore some of the professionalism to teaching currently lacking in many schools (Potenza 2002:12). It is the educators' task to inspire, to stir or excite the learner, to encourage and orientate her/him towards acquiring a sense of task fulfillment. The learner needs an educator to fill him or her with enthusiasm, inspiration and to infuse him or her to carry out his or her learning duties (Woodbridge and Manamela 1992:115). This cultivates a feeling of self-sufficiency, adequacy and a positive self concept on the part of the learners (Le Roux 1994:42).

Potenza (2002:12) describes the role of an educator as:

-learning mediator: This requires the educator to be sensitive to the diverse needs of learners, construct appropriate learning environments, demonstrate sound knowledge of her/his learning area and be an inspiration to learners.

-interpreter and designer of learning programmes and materials: educators are expected to understand and interpret existing learning programmes, design their own learning programmes and select and prepare suitable textual and visual resources for learning.

-a leader: educators must display the following leadership skills-managing learning in the classroom, carrying out classroom administrative duties efficiently

and participating in school decision making structures. All these functions require flexibility and should be carried out in a more democratic way.

-a scholar, researcher and lifelong learner: Educators are expected to pursue their own ongoing personal, academic, occupational and professional growth.

-a community, citizenship and pastoral role: These terms involve developing a sense of respect and responsibility towards others, upholding the Constitution of the Republic and promoting democratic values and practices in schools.

-an assessor: Assessment is an essential feature of the teaching and learning process and should be integrated into it on a continuous basis. Educators need to understand the various purposes of assessment, including identifying the needs of their learners, planning learning programmes, tracking learner progress, diagnosing problems and helping learners to improve their work, judging the effectiveness of the learning programme and assessing their own teaching.

-a learning area specialist: To be considered a specialist in her/his field, according to the norms and standards document, requires being well-grounded in the knowledge, skills, values, principles, methods and procedures relevant to your field. It means that an educator should know about different approaches to teaching and learning and how these may be used in ways that are appropriate to the learners and their context.

Griessel et al (1993:123) summarize the role of an educator as follows: “an educator is a living example of the virtue of submissiveness to his learners by obeying the laws, rules, authority and regulations of the country. He/she is thus obedient to the governmental authority and the authority of the church, in the school, to the authority of his head of department, deputy principal and principal in order to protect not only his own dignity but the dignity of others. The educator is protected by well-defined conditions of service but these selfsame conditions also compel her/him to render a satisfactory service”.

By renewing their commitment to carrying out these roles to the best of their ability, educators should begin to restore some of the professionalism to teaching currently lacking in many schools (Potenza 2001:12).

2.3.4 The role of parents

The parent referred to in this regard is the biological and adoptive parent of the children. In the beginning the parents would perform the acts of education but as the child grows older, the formative influence of other members of the family, playmates and the community becomes increasingly important (Badenhorst and Van Schalkwyk 1995:1). Educating children has been an investment for rural parents and communities with hopefully high social, financial and economic returns (Mda 1999:219). The home or family is the primary life situation into which children are born. For many years the home or family is the primary life situation into which children are born and bred. For many years the home was and is still the determinative situation for their rearing or upbringing and the place where most of the life-skills are taught to them by their parents (Gravett 1988:26).

Believe it or not, learners are well known by their parents. After all, parents are expected, as primary educators, to complement the efforts and facilitate the task of the educators (Educamus 1988:3). Parents can no longer be ignored or delegated to a minor role when coming to their role in education (Meier 2003:233). The responsibility of teaching children moral values still lies with the parents (Rapitso 2005:22). Parents require and are entitled to even more information than learners about the education system (Educamus 1988:3). According to Mehlape (2006:4), among other things, parents have got the following roles to play:

- To determine the type of education that their children should receive.
- To work closely with the school in monitoring the child's progress.

- To work intimately with the child to identify his/her strengths and weaknesses in terms of learning.
- To provide a leaning space at home for the child.
- To buy for the child school uniforms and additional Learner Support Materials (LSM).
- To form and take part in informal structures that has an interest in education.
- To attend and contribute effectively to parent evenings, meetings and fund raisings for the school with other stakeholders.
- Frequently visit schools to enquire about new developments regarding teaching and learning so that his or her interaction at home with the learner takes place in a more knowledgeable way.
- Support all school based stakeholders in their attempts to contribute positively to the partnership in schools.
- Motivate and encourage learners to be positively responsive to the goals of the partnership in the school.

2.3.5 The role of the government

Government plays an important role in the life of its people. Traditionally government has been instrumental in the provision of education. The involvement of government in education is attested to by the fact that in each country there is a minister of education who is the political head of the education enterprise (Claasen 2000:28). Government, in the form of the Department of Education is also an important stakeholder in education (Unisa 1999:2). Government involves itself in education through its officials. The duty of

government in partnership is to provide and monitor quality education to its people. However, we cannot solely expect government to provide good education in every school on an equal basis, as this requires a lot of time, money and resources. According to Mehlape (2006:4) government should among other things do the following in order to contribute effectively in schools:

- Draft education legislations that will serve as guiding principles towards the provision of a better education for all and consequently a better life for all its people.
- Ensure that all education legislations pertaining to education are fully implemented in schools and make a follow-up thereof.
- Provide physical structures in schools so that effective teaching and learning could take place even during adverse weather conditions.
- Repair and in certain instances, where there is a need, demolish all dilapidated physical structures in schools and encourage schools and communities to put a watchful eye on them.
- Help in recruiting local, national and international business people to invest in education.
- Provide in-service training for educators in case of changes within the education system so that educators could walk on par with the demands and aspirations of government and the education system in particular.
- Provide incentives in whatever form, for educators so that they execute their tasks diligently and confidently.

- Pay regular visit to schools to support and motivate all school based stakeholders such as learners, educators and principals.
- Recognize, encourage and publicize a good performance in schools especially schools in rural communities and townships, not only well resourced former model C schools.
- Provide LTSM (Learner and Teacher Support Material) timeously to schools for effective teaching and learning to take place on the first school day of every academic year.
- To make more funds, in collaboration with other stakeholders to fund learners who have performed well at grade 12 level to further their studies with ease at tertiary institutions.
- To leave no stone unturned when dealing with activities that tarnish the image of the Department and that of stakeholders, and eradicate whatever form of atrocity that would threaten to engulf the Department.
- Make provision for enrichment classes not only for learners in grade 12, but even for those in lower grades as well, because education is not only at grade 12, but even at grade R.
- Be positively responsive to the aims and objectives of the fellow stakeholders in education.

2.3.6 The role of business people

The role and task of the business sector extends beyond merely stating their objections to the relevance of schooling (Pretorius 1999:162). The business sector is emerging as important partners in educational provision and is often a source of creativity and is also

coupled with innovation (GCIS 2004/5:213). The wish of the business sector in relation to education is that, education should produce skillful people that can be employed so that they contribute effectively to the success and sustainability of the sector. According to Mehlape (2006:5), the role of the business people in education include, inter alia:

- To provide schools with the help of government, some sophisticated equipment and resources like computers, microscopes, overhead projectors and many more.
- To make more funds available for learners to further their education after making it to tertiary institutions. Such learners may even come back for employment in the same business, thereby bringing more skillful persons into the business industry.
- To provide additional training for educators in the scarce areas of Mathematics, Science and Technology.
- To assist schools in organizing fundraising that will ultimately benefit such schools.
- To invite schools to visit their sites thereby recruiting learners to follow careers that would qualify them for employment in their business.

Currently in South Africa, the business people in particular, are increasingly engaging in the provision of educational services by FET initiatives, building schools in needy communities, and supporting the provision of teaching and learning (GCIS 2004/5:213). The problem that might be experienced in relation to the business involvement in education matters is that the provision of the physical structures in communities is being done at a snail pace and this needs to be sped up.

2.3.7 The role of the community

Community involvement in education has greatly evolved over the past few years. Everybody seems to agree that it is essential that the community should become involved in the activities of the school (Van Deventer 2003:255). One of the aims of education is to fulfil the needs and interests of the community. This has been, and remains a burning issue in South Africa (Lewis 2002:139). The community is also a partner in the provision of quality education in schools. According to Mehlape (2006:6), communities can play the following important role in relation to schools and stakeholders:

- Take care of the school when school based stakeholders are on recess or during weekends and public holidays.
- Make its members conscious about the importance of education in order to develop a love and appreciation for the school and its physical assets.
- Encourage its members to involve themselves in the activities of the school.
- Participate in campaigns (For example cleaning the school yard and renovating the school buildings) that are aimed at developing the school, thereby making it a center for academic performance.

2.3.8 Conclusion

From the above deliberations it is clear that the school is the main institution for the transmission and acquisition of knowledge and skills, and thus it can be regarded as the most important asset of any community. It stands to reason that we should form links between schools and their communities (Van Deventer 2003:256).

2.4 PROBLEMS IN CREATING AND MAINTAINING AN EFFECTIVE COLT IN SCHOOLS

2.4.1 Introduction

One of the biggest and most important issues that face education in South Africa currently is the restoration of a sound culture of teaching and learning in schools. Quite a number of primary schools in South Africa are not functioning effectively as they should be. The majority of rural schools continue to reflect characteristics of a poor culture of teaching and learning (Kruger 2003:3). Children are not performing adequately in class and educators appear to be failing to execute their professional duties diligently (Kgosana 2006:21). If we are to have a positive culture of learning and teaching in schools, the learning environment must be safe, orderly and conducive to learning (Department of Education 2002:1). However, it is not automatic that an inviting environment can certainly become evident in an institution of learning, unless the role-players themselves make it happen. It is common knowledge that real learning and teaching is absent at many of South African's 28 000 schools (Naidu 2002:15). Action is being taken at a snail's pace to bring about stability and a culture of teaching and learning in schools. Most stakeholders outside the schools do not have any more confidence, interest and trust in some of the schools.

Learners blame their educators for school's poor performance and educators view learners as being not enthusiastic about their education, failing to cooperate and playing truant in most of the instances (Maahlamela 2002:2). In some instances both educators and learners do not take their teaching and learning seriously. Truly the culture of teaching and learning in some schools has not yet adequately been re-established (Van Niekerk 1999:18). Mohale (2002:23) maintains that it is up to the principal as the school manager, educators and learners to ensure a culture of teaching and learning in their respective schools. But in essence, this is not completely true and enough. Even stakeholders based outside the school have to be brought on board. Let us now thoroughly investigate the behaviour of learners and educators in schools.

2.4.2 Learners' behaviour

In South Africa, some rural schools are notorious for uncontrollable learners, violence and drugs (Nini 2008:16). The behaviour and conduct of learners both inside and outside the school has a great impact and influence on their academic performance and the professional obligations entrusted in their *in loco parentis*. The changing responsibility and roles of learners in the new education dispensation compels them to be extra dedicated and responsible for their own learning. Learners should comply without any reservations, with the demands placed upon them for a positive culture of teaching and learning. A hostile learning environment aggravates and gravitates the culture of no teaching and no learning and compromises the mission and vision statements of schools and that of the government at all its levels.

2.4.2.1 Discipline

No organization, being it an army, a business venture, a community, a family, can function effectively without some form of discipline imposed on its members (Educamus 1984:1). For effective learning to take place, learners need to behave in a disciplined and unquestionable manner. To impose discipline on some members of an organization may seem undemocratic and dictatorially unfair. However, for an organization to make sure that its mission and vision are clearly accomplished, discipline has to be part and parcel of the interaction amongst its members.

According to the Department of Education (20002:5), there are many principals who experience problems with discipline in their schools. Mabeba (2000:34) argues that a lack of discipline in schools has been a matter of great concern among stakeholders. This lack of discipline is one of the biggest contributing factors towards violence in schools (Botha 2006:41). On the other hand Pretorius (1999:153), is of the opinion that the better the discipline in schools, the more effective the education of the learners would be. Throughout the ages education and discipline have been compatible.

Commitment and dedication towards schoolwork enables the industrious learners to reap their benefits with smiling faces at the end of every academic year. A lack thereof leads to disappointment and frustration, and threatens the very successful nature of learning. In certain schools absenteeism on the part of learners is rife and this tendency reduces the learning time (Coetzer 2001:89). Learner absenteeism from class is often cited as a factor strongly associated with low educational attainment and dropping out of school (Van Wyk 1999:87). The South African Human Rights Commission (SAHRC) wants educators to be held accountable for the absenteeism of learners in schools (Pitamber 2006:4). To make matters worse some learners come regularly late to school and nobody, being it the principal or the educators, seems to be doing anything about it (Makgotho 2002:8). They roam the streets during school time, most of them showing no interest in education (Mecoamere 2006:3).

They have few positive role models who demonstrate the link between excellence in academic performance and personal fulfilment (Van Wyk 1999:81). Some learners go to school and do not attend all the lesson periods. They simply stand outside the classroom, talking, playing dice and cards, smoking and idling (Nxumalo 1999:35). Some go to the extent of demanding that schools close at 12h00 or even earlier on Fridays (Mlangeni 2001:235). In this regard one is in a better position to witness that respect for and confidence to the educators has totally faded away. This tendency threatens the creation and maintenance of a culture of teaching and learning in schools. The collapse of discipline among learners in schools is escalating at an alarming rate (Thompson 2001:1). Poor discipline among learners in schools has been a matter of great concern among all education loving people. It is not impossible for learners to refrain from this tendency and follow the correct path that would lead them towards a better and brighter future.

2.4.2.2 Substance and drug abuse

A healthy mind dwells in a healthy body. It is through a healthy mind that a learner could be in a position to plan and organize his or her academic activities with focus, attention and intention. Stories about drug dealers increasingly targeting learners at schools are

making matters worse (Rapitso 2005:22). Since the late 1990s there has been an alarming increase in drug addiction among school-going children in South Africa (Hoberg 2001:250). Some learners have got a tendency of addicting themselves to drugs and intoxicants at home and in the streets to the extent of bringing them along and consuming them even in the school premises. Some of them often work with drug lords to sell drugs to fellow learners on their way home and even on the school premises (Matlala 2006:22) The majority of the learners even smoke dagga in the toilets on the school premises during lesson periods (Matseke 1999:11). This shows that they really do not care about their academic activities, but are only interested in spoiling themselves and putting their health at a very serious and unacceptable risk.

In one instance drugs were confiscated in a classroom when the South African Police Service (SAPS) and its dog unit hit on a school in the Limpopo Province (Nel 2002:3). At another school during a police raid, rolls of dagga and a knife were found whilst other learners were found in a tavern drinking beer (Fuphe 2005:4). Raids like these help a lot because they serve as a deterrent, especially to those learners who have not yet started or intend using drugs (Doniac 2005:6). Matlala (2006:4) contends that two (02) out of every ten (10) school boys, use drugs on the school premises and these statistics are likely to increase. The increase in the statistics could be attributed to the rate at which learners use drugs in their daily lives. By the way these incidents took place during school hours when academic activities were supposed to be in full swing. According to the Global Youth Control and Prevention (CDC) initiative, boys and girls as young as 14 years are using and addicted to tobacco products (Makana 2006:5). Drugs and alcohol threaten a culture of teaching and learning in schools.

2.4.2.3 Violence in schools

Being under the influence of drugs, alcoholic substances and products often leads to violence in schools thereby resulting in complete lawlessness. Alcohol abuse can cause mental disorientation and a lack of alertness in the classroom situation (Hoberg 2003:242). Their combination can lead to adverse reactions on the part of learners

(Hoberg 2001:255). Such lawlessness has even led to deaths at some schools in the Limpopo Province (Mkhatshwa 1999:8). In one incident a learner was shot dead by a fellow learner in full view of his classmates at a school during school hours (Maponya 2002:6). In another incident a learner was stabbed to death with a knife by a fellow learner at another school (Nare and Bhengu 2006:5).

In the year 2006 alone, no fewer than six learners reportedly died in schools countrywide (Masombuka 2006:31). This is an indication of learners coming from unstable homes, where parental care has faded away and laissez-faire having reached alarming proportions. It is also an indication of the non-existence of the spirit of ubuntu in learners themselves as well as the communities from which they come. In another incident the death from a gunshot wound of a boy at a school highlights the fact that violence has infiltrated our schools deeply. The presence of weapons in schools is increasing rapidly and is affecting the safety of both educators and learners (Nkhi 2006:25). As the situation unfolds in this manner, legislation on the other hand makes it extremely difficult for schools to expel problematic learners, especially those who bring weapons and drugs to schools and this threatens the safety of educators and fellow learners (Kgosana 2006:21).

Most children who grow up in families with a history of domestic violence find it difficult to cope at school and within their community (Makunyane 2007:10). Mashamba (2001:42) maintains that learners coming from unstable homes often create problems that lead to violence in the school environments. They are often not disciplined and do not pay sufficient attention to their schoolwork. It is often argued that the social conditions under which most learners live expose them to acts of crime, aggression and undiscipline which also affect the management of schools, effective teaching and learning (Nzapheza 2005:11). As a result, one cannot expect children who have leeway socially to show teachers respect they do not show their parents (Nandipha 2006:25).

However, the erstwhile Education Minister Mrs. Naledi Pandor was considering amending the legislation that would allow schools to surrender severely disruptive children into the care of their parents or guardians for a short period of time (Kgosana

2006:10). Schools would be obliged to ensure that the learners are provided with the learning material, but their behaviour would be the responsibility of the parent or guardian during that particular period of time (Pandor 2006:30). According to Meshoe (2006:16), children do not entirely choose to grow up and behave the way they do on their own. Their behaviour and outlook on life are mostly, if not entirely, influenced by their parents and other members of their communities. According to Mazibuko (2006:28), violence is unjustifiable. It breeds more violence. There is absolutely no pride and honour to be derived from violence and violent activities, particularly with reference to schools.

Repetition rates among learners in all grades are often the highest at schools in townships and rural communities (Van Wyk 1999:84). Most of them are repeating a grade for the fourth or even fifth time (Van der Merwe 2001:1). Such learners are unruly in class and do not behave properly towards educators (Mohale 2002:4). They lack inspiration, they have no sense of direction and they do not take their learning seriously (Nxumalo 1993:55). It cannot be ignored that those learners may drop out of school to engage in anti-social and criminal activities (Kgosana 2006:21).

Violence is threatening to turn South Africa's public schools into war zones as assaults against learners, vandalism and burglary increase on a daily basis (Govender 2006:1). If schools can no longer be regarded as safe places, then as a nation we have failed our children (Pandor 2006:30). Violence in schools has very serious consequences for all parties involved but particularly for girls and young female educators because they cannot defend themselves (Ndzamela 1998:15)

In view of the above sentiments the researcher is tempted to indicate that a lack of discipline and poor discipline in schools has led to a decline in the levels of the teaching and learning culture, hence the poor performance among learners and schools in general. Those disturbances make it difficult for educators to teach and work on the culture of learning (Kganyago 2006: 4). If schools need good results, learners have to start working from day one of the academic year (Lubisi 2005:17). Surely they should take their schoolwork seriously and forget about being proud to be "party animals" (Morathi

2005:12). Much work still remains to be done to maintain the existing schools in close cooperation with parents, learners and educators (Smit 2002:3). In reality the culture of violence can only be stemmed if stakeholders become involved in their children's lives and take responsibility for them (Johnson 2006:28).

2.4.2.4 Teenage pregnancy

It has already been indicated that everyone in South Africa has got the right to education, regardless of whatever social ill or status that can be evident on his or her side. Nowadays there is a tendency in schools of keeping pregnant learners. There is a belief that some children are having babies in order to benefit from the child support grant that is currently being offered to each child up to the age of fourteen years (Dimo 2006 :12). This proliferating teenage pregnancy is an indication of a lack of effective involvement of stakeholders in the education of the children. It is also an indication that there is a lot of unprotected sex going on among schools children (Morathi 2007:18). This shows a lack of commitment to education on the part of those learners who indulge in unprotected sex. It also poses a threat to the young generation of contracting HIV and other Sexually Transmissible Diseases (STDs).

The problematic behaviour of children in schools nowadays is part of the moral degeneration in society as a whole which needs to be resolved jointly by parents, government, schools and other stakeholders (Mhlongo 2006:28). A school with all the necessary resources will perform, but if learners do not take it upon themselves to work hard and succeed at the end, it could be difficult for schools to be regarded top performers (Gogogo 2007:6). According to Morathi (2007:18), this is the time for churches to come together, government to intervene, the private sector to get involved and communities to play their role effectively in engaging with the learners as they continue to ruin the South African nation. It is true that in a real and affective partnership, people are in a better position to confront any evil doing with vehemence until such time that they emerge victorious.

2.4.3 Educator's conduct

2.4.3.1 Introduction

Educators play a central role in the advancement of the transformation of our education system and the strengthening of our abilities to meet the challenges that the new century places on us (Mboyane 2001:11). Quality education should teach children how to live in their societies as well as in the larger society (Asante 2006:25). The educator staff at schools is of course very crucial for the achievement of quality education (Kuiper 2002:4). Educators need to produce young people who are conscious of their responsibilities to help in the development and upliftment of the people of South Africa, the continent of Africa and the rest of the world (Mboyane 2001:11). Above all, the efforts of educators rub off on learners who display a remarkable will to succeed (Pretorius 2001:15).

2.4.3.2 Neglectance of duties and departmental policies

In terms of behaviour educators cannot be exonerated from the dysfunctional status of many schools. There could not be any normal education in an abnormal society (Mamaila 2005:20). There is a common perception that the majority of them are no good (Pretorius 1999:1). Many of them have neglected their responsibilities and are not doing their work as expected (Mamaila 2005:20). They have lost work ethics, are disloyal, work half-heartedly and arrogantly demand privileges with no intention of counter-achievements (Prinsloo 2003: 281). They often take their kids out of the township and rural schools to former Model C schools in towns and cities. As a result they do not commit themselves to give children from disadvantaged rural communities the quality education that their children are getting (Letswanyo 2002:19).

However, there are educators who execute their tasks diligently without any coercion. What then becomes important is that this cadre of educators should eventually become a majority in the teaching fraternity (Lekota 2000:4). They are the ones who will welcome

the steps to restore discipline in schools, because their reputations are being affected as a result of the deeds of the lazy ones (Pretorius 1999:1). They work under extremely difficult conditions and achieve miracles in their classrooms (Mecoamere 2007:16). Effective teaching has everything to do with educators being committed to their schoolwork (Mecoamere 2002:5). Absenteeism on the part of educators is rife and this reduces the teaching time (Vakalisa 2000:23). They spend more time at their businesses in cities and towns than at school (Matlala 2006:1). The most popular businesses run by teachers include spaza shops, catering businesses, taxi operations and government tenders (Mangena 2005:3).

There is a regular habit in schools whereby educators let learners knock off earlier on pay- days (Molema 2006:9). Some educators refuse to teach on Fridays. They either do not go to school at all, or leave the school as early as 10h00. In this case, school days end on Thursdays (Kganyago 2006:3). To that effect, Nengwekhulu, does not deny the existence of such practices in several of the province's schools (Mkhabele 2005:6).

2.4.3.3 Undermining of the principal

Effective teaching will not take place if educators do not understand why it is necessary (Morokane 1993:4). It is argued that educators of the current era have joined teacher unions. They flash union membership as a threat against principals who want to enforce discipline and commitment (Mkhatshwa 1999:8). They even involve themselves in strikes and when they come back to school, they simply undermine the principal (Ntombela 1999:7). Some do not care about being punctual at school. They take their own children to former model C schools early in the morning, thereafter, they report for duty at their respective schools (Sefara 2002: 17). They denigrate themselves into second-hand educators because they don't want to teach poor children in rural and township schools (Letswanyo 2002:19).

It is the duty of the government officials in any department to keep in touch with its institutions either physically or otherwise. In view of the above information,

Nengwekhulu, was on a routine visit to support schools around the Province. To his dismay and embarrassment, he found some educators at a certain school, who were stone drunk during school hours. One of the educators was still in possession of a bottle of alcohol (Makgotho 2002:4). At that school where some educators did not even arrive for duty (Naidu 2002: 15).

In some instances if an educator is late or absent from school, he or she simply signs the time book or leave register and then goes to his or her classroom and continue teaching without informing the principal about his or her lateness or absenteeism (Ntombela 1999:7). This behaviour, amongst other, results in educators failing to have their prescribed syllabi adhered to and completed (Makgotho 2002:8). According to Mona (2001:6) all such educators show a shocking lack of understanding of teaching as a calling. Community members do not expect any good results from such schools because educators often spend most of their time away from the school premises Makgotho (2002:4). This situation in itself is a serious threat to a culture of teaching and learning in schools.

2.4.3.4 Sexual abuse of learners

Educators are not only tasked with the important responsibility of educating the young South Africans, but also to take responsibility in terms of the learners' protection from any form of abuse (City Press 2006:22). However, learners are increasingly feeling unsafe at some schools, not just at the hand of fellow learners, but, from the conduct of some educators. The integrity of most educators is dragged through the mud by irresponsible colleagues who sexually abuse learners (Nzapheza 2005:11). However, when mention is made about abuse in schools, what quickly comes to the minds of many is the abuse of female learners by male educators. A report by the Human Rights Commission (HRC) revealed that educators in most instances exchange food for sex from poor learners and some engage in sexual activities in schools (Kgosana 2006: 21). What is perplexing is that families of the victims and principals of schools choose to deal with

the matter privately (Bhengu 2002:21). In this regard such incidents are not reported to police for justice to take its course.

These acts are to a certain extent done by school principals. In one instance a school principal allegedly declared an open season for having sex with learners at his school. As an incentive for parents to turn a blind eye to the abuse and the abuser, the principal bought groceries for the poverty stricken families of his schoolgirl lovers. This kind of conduct gives a bad name to the teaching profession (Neaca 2006:1). Sexual abuse affects a child's education which frequently results in poor levels of participation in learning activities, forced isolation, low self esteem and dropping out of school. It really undermines the culture of teaching and learning in schools (Bhengu 2002:21). Learners' discipline would not be possible without educators being disciplined, so firstly the educators' discipline needs to be restored in all schools (Seale 2006:1).

2.4.4 The issue of corporal punishment

There is absolutely no freedom in the application of corporal punishment, particularly in the teaching-learning situation. The ignorance and negligence of duties by educators and learners often lead to misunderstandings between them. At the ultimate end the misunderstanding may lead to the application of corporal punishment by educators on the poor learners. Following the democratic elections of 1994 the disciplinary measures in schools and the impact of corporal punishment were thoroughly reviewed and revisited. This culminated in corporal punishment being nationally declared an illegal disciplinary mechanism in all public schools under the South African School Act (SASA) of 1996. Any person found to be administering it in schools is liable to a charge. Under no circumstances shall any person administer corporal punishment to a learner (Department of Education 1996:10).

According to Du Bois (2002:1), corporal punishment still continues to be a common practice at schools in rural communities. Educators continue administering it when learners appear to be ill disciplined in the school (Wallace-Adams 1996:317). They

(educators) are fully aware of their wrongdoings in schools particularly with regard to corporal punishment, but take advantage of the fact that most parents are illiterate and do not know the recent developments within the sphere of education. It is true that parents and other stakeholders might not be aware of their rights and obligations in terms of assisting the government in countering any culture of non-compliance with the democratic South African authorities, the hard earned freedom and the South African School Act in particular. It is also a violation of the principle of humanity as none is born to suffer from oppression by another. Each person is born to lead a normal life that is free from any form of abuse.

Although corporal punishment has been outlawed by government, some parents as stakeholders in education and primary educators of the learners, still maintain that if their children are found guilty of misconduct in schools, they should be punished by educators (UNISA 2001:2). Corporal punishment is based on the belief that if children are made to suffer for wrong doing, they will consequently not repeat the same inappropriate behaviour (Department of Education 2000:1). Therefore, schools have become places that are unattractive and where learners are sometimes treated as objects and where creativity is suppressed, where learners do not feel at home and do not want to spend time (Unisa 1999:8).

With the application of corporal punishment schools have really become a monster to the young generation. The application of corporal punishment leads to a decline in the culture of teaching and learning in most instances. In this regard the relationship between the learner and the educator is not one between a child and his or her immediate supporter in a particular situation, but between the child and his or her irate abuser and assaulter. Corporal punishment instils and increases the level of fears of educators in learners. It does not lead to discipline and good behaviour in schools but instead aggravates the culture of disrespect towards the educators on the part of learners. The infliction of corporal has caused tensions that have even lead to immeasurable controversies, even court cases and dismissals of educators.

It has even come to the notice of the LDoE that educators continue to use corporal punishment as a deterrent for misbehaviour (Nengwekhulu 2000:3). Thompson (2001:2) clearly states that most people say the abolition of corporal punishment has left a void in disciplinary procedures and that educators are uncertain how to fill the void. However, to fill the void, the alternatives to corporal punishment as mooted out by Kader Asmal, could be employed in any school. Even though clearly formulated alternatives to corporal punishment were publicised in all schools, an educator was caught red-handed by Joyce Mashamba after assaulting learners with a broomstick. To try and clear his or her wrong-doing, the educator then took those learners to a doctor for treatment (Makgotho 2002:9).

These incidents show how depressing it is for learners to be at school where instead of learning, they gain painful experiences of injuries. In another incident a boy sustained injuries to his left eye and another one broke her arm after being beaten up by an educator (Maponya 2001:4 and Nxusani 1999:3). In all these incidents the Department of Education is the one to bear the brunt because if legal proceedings are to be taken, the complainants have to come face-to-face with the Department in the court of law. The Limpopo Education Department had lost millions of rands in cases that involve corporal punishment in schools so far.

The effects of corporal punishment include physical injuries to learners. Learners begin to fear school and become averse to education as a result of corporal punishment (Ndzamela 1998:15). They become demotivated and end up dropping out of school to become thugs, hijackers, street kids and criminal celebrities thereby bringing an unpalatable life on themselves and on other people in their communities especially the nearby ones. The number of such drop-outs is apparently growing at an alarming rate, and some educators are admitting that the increase could have something to do with the after-effects of their action (Educamus 1987:24).

The Provincial Department of Education is very worried and concerned about the huge number of learners who drop out of school before they could even make it to grade 12 level (Mokoena 2005:4). However, functional schools instill discipline and good

behaviour in the learners without necessarily using corporal punishment (Rapitso 2005:22). The infliction of physical pain on the body is searing and ultimately serves as a pathway to the mind and the spirit of a person. It is totally destructive in its nature (Mthala 2001:18). On the other hand, the infliction of corporal punishment reflects the educators' unreadiness and unwillingness to implement and abide by section 10 of the South African Schools Act. This in itself is also a threat to the creation and maintenance of a culture of teaching and learning.

2.4.5 The payment of school fees

A school fee is an agreed amount of money that parents pay to schools, aimed at improving the quality of education of learners (Department of Education 2005:2). If the school fee is handled and implemented correctly, it can be of great educational and practical value to schools (Educamus 1982:2). There is absolutely no school that can operate successfully without money. In making sure that it makes some funds available for its day to day operations, every school should meticulously exercise chapter three of the Constitution (The Bill of Rights). According to the HRC, education is not a privilege but a basic human right protected by the supreme law of the country-the Constitution (City Press 2006:22).

The SASA does not make reference to free education. It, however, stipulate that no learner may be refused admission to a public school on the grounds that his or her parent is unable to pay or has not paid school fees (Asmal 1999:7). While enthusiasm for education abounds among the poor, various social and economic relations promote deprivation, despite progressive legislation and the supreme law of this country that guarantees the right to basic education (Vally 2002:20). Currently government funding in rural schools meets only the most basic educational needs. To be able to provide learners with quality education, it has become more imperative that schools should supplement the funds provided by the state (Kruger 2003:236). A number of public schools charge fees according to their own budget estimates. Determining whether a school could charge

fees or not was aimed at assisting poor learners who are still excluded from paying it in some schools (Kgosana 2005:17).

However, the doors of learning often close in the face of parents who are poor and cannot be in a position to pay school fees or the associated costs of schooling (Mohlala 2005:3). In this way, the cost of financing education in each school is shared between government and the school community (Department of Education 2000:45). Schools should however, offer relevant education of a high quality despite shrinking government financial support (Van der Merwe 2003:44). The availability of funds in schools through payment of school fees enables the school authorities to improve the school in general and help in the day-to-day activities in such schools. A lack of funds in school leaves the principal and other stakeholders frustrated and confused in matters pertaining to the smooth running of the school and the improvement of education provision in such schools.

It is the responsibility of parents to have a certain amount of money paid for their children as a school fee in any public school. It is argued that 80% of the population in rural communities are living below the breadline and depend mainly on agricultural activities for survival (Loubser and Alchin 2002:116). Many schools go to the extent of charging even over R100-00 per year which is not affordable by many parents in rural communities (Mutobvu 2001:8). As a result of rampant unemployment a significant number of parents end up not affording to pay the prescribed school fees. This situation has made people to believe that quality education in South Africa could be mainly accessed by learners whose parents have the money to pay for it (City Press 2006:22). However, poor parents who cannot afford to pay the school fees must apply for exemption from the SGB of the school (Department of Education 2000:46).

2.4.5.1 School fee exemption

The exemption from payment of school fees is a mechanism that the current government has put in place to assist poor parents to access quality education for their children, irrespective of their background or financial constraints (Department of Education

2005:3). The school is duty bound to see to it that all parents are aware of the regulations on school fees (Department of Education 2000:15). The SASA stipulates that a parent who cannot afford school fees should fill in a form in which they declare their financial status. If the contents and the implications of the complete data on the form have been approved, the parent would be exempted from paying school fees (Mboyane 2002:10).

2.4.5.2 Attempts made by schools in forcing parents to pay

When parents remain silent and do not pay school fees, schools end up making some illegal attempts to force them to pay. These attempts are impacting negatively on the morale of learners because certain school authorities mistakenly think that learners are responsible for paying the school fees. Learners tend to suffer the hardships of what should have been suffered by their parents. Among other things:

- Learners are sent back home by school authorities to collect the school fees from their parents whilst teaching and learning are taking place. This tendency really denies learners their right to be in the classroom every minute of the official academic time.
- Learners are refused access to progress reports (particularly end of year progress reports) on the grounds that their parents did not pay school fees (Kganyago 2006:1).
- In some instances learners are kept in the same grade for a number of years (Maahlamela 20002:6). In one incident a learner who had passed was made by school authorities to repeat a grade four times as a form of punishment for not paying school fees (Gama 2002:6). It is argued that if children can only learn on condition that their parents pay school fees, half of South Africa's children would not be learning as a result of their unacceptable poverty levels (Mboyane 2002:10).

- Notices are sent to parents and if there is no response after a second notice, the case is then referred to the lawyers of the school to demand the school fees on the school's behalf (Mohlala 2005:3). In this regard poor parents are expected to pay the school fee as well as the administration costs for the legal people who act on behalf of the school.
- Sarcastic and abusive remarks are made to learners in the classroom and in the school premises.
- Children who owe school fees are not taught until their parents have settled their bills (Fuphe 1998:4).
- Learners are in some instances given humiliating duties like going around the school premises picking up papers and cleaning the toilets. In one incident a learner was made to stand for the whole day in passage because of the parents having failed to pay school fees (Rickard 1999:4).
- In terms of sporting activities, learners who did not pay school fees are not allowed to go on an outing. At one school a circular was sent to the parents indicating that children would be excused from school funded activities like excursions, extra curricula activities, music and art (Rickard 1999:4).

According to the Department of Education (1996:12), every learner has got the right to be protected from maltreatment and neglect. A learner cannot be excluded from participation in the school programmes, matric farewells or sporting events due to non-payment of school fees by the parent (Department of Education 2005:2). The school authorities must follow the right channels to get schools fees and this does not mean that they must expel learners (Maahlamela 2002:6).

Schools have got the right to take relevant and appropriate measures in case a parent fails to pay school fees without maltreating and neglecting the rights of the children in terms

of learning. The parents also have to make sure that they take the responsibility of paying their children's school fees (Maahlamela 2002:6). On the other hand it is the responsibility of the parents to communicate with the school if they anticipate a problem in paying school fees (Department of Education 2000:18). The doors of learning in schools should never close down for parents who cannot pay school fees. The policy on school fees is very clear that learners should not be tampered with, but schools could rather deal with the parents (Makana 2006:5).

However, some parents do not necessarily choose not to pay school fees. There are some reasons beyond their control why they do not pay. Prinsloo (2003:278) cites the following factors:

- High poverty levels. Poverty creates a culture of being vulnerable, powerless, isolated and physically and spiritually inadequate
- Rampant unemployment.
- Parents think that money paid to schools in terms of the Norms and Standards of school funding is enough for the development of the school.
- Some parents feel that school fees coupled with the purchasing of uniforms and other school needs cost them quite a lot of money.
- Parents do not know the importance of school fees in relation to school development. As a result they end up not seeing the necessity of paying it.
- Inability of the SGB and principal to give regular annual financial statements to parents.
- Sometimes parents usually send children to pay school fees themselves, which the children sometimes in turn use the money for their own needs.

- The Departmental feeling that learners can be in class even if their parents have not paid school fees.
- Continuous failure rate on the part of learners end up forcing parents to stop paying for their children as the children make no academic progress but only waste their monies.
- Educators who connive with parents influencing them not to pay school fees in order to destabilize the smooth running of the school and the management task of the principal.
- Principals who secretly through favour tell certain parents not to pay where in turn such parents, during their own spare time, divulge the secret to others.
- Parents compare their school fees with those of the nearby schools and end up not paying for the fact that theirs is higher than those of the nearby schools.
- Parents at small schools end up not paying because the monies they pay do not meet the needs of the school and in case a need arises in the school, they have to make some donations particularly when learners are going out for a sports trip.
- The finances of the school that are being controlled by the principal and his immediate relatives among the staff members. As a result it becomes doubtful as to whether they will operate transparently.
- Parents who have got large families with many children. The parents must see to it that a school fee is paid for all the children regardless of the meager and insufficient income they receive.
- Principals who pilfer school funds and do as they wish with the money contributed by parents (Mona 2001:6).

Once the majority of parents have voted to charge the school fees, and agreed on the amount, then the fees are compulsory. All parents in that school are legally liable to pay, unless granted an exemption (Department of Education 2000:11). Non-payment of school fees leads to principals being unable to improve the school as a whole due to lack of funds (Teleki 1994:41).

2.4.6 The introduction of Outcomes-Based-Education (OBE)

Curriculum is at the centre of the education system. In reality curriculum is part of the undertaking to educate learners for participating in life, succeeding in any vocation or being regarded as a worthy human being (De Villiers and Lemmer 2003:98). It has been a few years since South Africa introduced OBE (Mabeba 2008:10). It became a national policy for all schools in South Africa with the implementation thereof in grade 01 with effect from 1998 (Williamson and Lemmer 2003:138). The goal of OBE was to produce active and lifelong learners with a thirst for knowledge and a love of learning (GCIS: 2004/5:205). This approach to teaching and learning is aimed at bringing about a paradigm shift from a content based transmission mode to a competency based one (Williamson and Lemmer 2003:138). OBE has got its point of departure in the intended results of the learning experience (De Villiers and Lemmer 2003:99).

OBE was a revolutionary change in that the teacher became a guide while the child was involved in the learning process (Moreosele 2008:8). It is a system of teaching and learning where learners do most of the work themselves and educators are mere guides and assessors of their progress (Mecoamere 2004:4). One of the fundamentals of OBE and the new C2005 is group work where the educators' focus and attention is spread across the classroom to many groups (Pienaar 2003:262). Thus OBE regards learning as an interactive process between and among educators and learners. The focus is being on what learners should know and be able to do (knowledge, skills, attitude and values) (GCIS: 2004/5:205).

The introduction of OBE has taken place amidst considerable controversy (Williamson and Lemmer 2003:137). Many critics questioned its efficacy (Moreosele 2008:8). It is argued that children were reading less than before it was introduced and that they could not express themselves in written sentences (Le May 2002:4). Educators are one of the key stakeholders in implementing OBE (Potenza 2002:28). They have to do everything in their power to make its implementation a success in their schools. This approach to teaching and learning offers many problems to some of them (Du Toit 2001:327). They are battling to cope with the demands of C2005 due to a lack of resources at schools. They attend in-service training workshops for a few days and are then expected to implement it (Moreosele 2008:8). This remains a serious challenge, especially for educators in underprivileged schools that have not had teacher development programmes (Kgosana 2005:23). It is an indication that schools bowed to political pressure to get C2005 phased in despite the fact that they were far ready for it (Motanyane 1999:3).

Some educators were ill-equipped to deal with the challenges of OBE (Mboyane 2002:14). They were not trained and well capacitated to have them equipped with skills to transfer them to learners (Senyatsi 2005:3). The reality was ignored that all educators did not have the necessary skills, resources and time to implement OBE effectively (Coetzer 2001:86). There are workshops that have been held to assist educators in acclimatizing and dealing with the entire scope of OBE. Even after those workshops were held, educators still lacked a thorough knowledge of what is entailed in terms of OBE. According to Motseke (2002:15), those workshops were not effective. He cites the following reasons in order to support this statement:

- They were too theoretical because they were conducted by departmental officials or people not directly and actively involved in teaching and learning.
- They were contradictory because different facilitators gave different information about the same topic.

- They were badly scheduled because too many workshops were conducted within a very short space of time.

The problem of understaffing in many schools leads to overloads on the part of the educators. According to Makua (1996:103) enough written work cannot be given under such overcrowded conditions. What must be borne in mind is that OBE demands a lot of effort from the learner in the classroom (Loubser 1997:28). Due to understaffing it is not impossible to find an educator facilitating more than one learning area in more than one grade. In this regard educators pretend to be implementing OBE, yet continue with their traditional teaching practices (Jacobs 1999:114). They are reluctant to move too far from traditional approaches which give them a sense of security (Meier 2003:233). In reality the implementation of OBE is not backed by the provision of resources in the form of classrooms, teaching and learning media and as such it is bound to fail, particularly at schools in rural communities (Sentsho 2000:41).

According to Kokot (1997:22), OBE is surely designed for classrooms with fewer learners. As a result it is battling to succeed in large classrooms with an average of 45 learners (Orderson 2002:12). Overcrowding in schools is posing a very serious problem because it becomes difficult for an educator to give individual attention to every learner. This physical limitation also poses serious health hazards to educators and learners, and threatens the act of successful teaching and learning in schools (Makua 1996:80).

In practice the implementation of OBE will only be successful if educators are adequately prepared and equipped (Coetzer 2001:89), with schools being well resourced and parents supportive (Van Niekerk 1999:18). Good performance in the classroom and active participation in development programmes will mean an accumulation of points which will count in favour of the educators and put them in line for promotion and other benefits (Kgosana 2005:23).

2.4.7 Perception of learners of so-called problematic subjects

In South Africa, like in the rest of Africa and the world, Mathematics and Science are regarded as the subjects to be dealt with more intensively, and which are at the core of the education system. Apart from basic numeracy there are many new skills which should be developed at school level for learners to participate in a competitive global market place (De Villiers and Lemmer 2003:96). Many studies indicate that proficiency in these disciplines is a prerequisite for economic success (Claassen 1999:34). However, these are the subjects that were disregarded and often discarded in many black schools. By the way, academia, high-tech industries, physics, science and finance all draw on Maths and Science expertise (Mecoamere 2005:10).

There is an ever growing perception and belief among rural learners that Maths and Science are difficult subjects. It is also common knowledge that the pass rate among learners in these subjects is often very poor. As a result a large number of learners either do not bother to take Mathematics and Science or if they do so, they do not pass these subjects (Le May 2002:4). In view of this, the failure rate is extremely high in these subjects at schools in rural communities (Mabe 2001:3). By comparison with other learners, rural learners perform badly in standardized tests of Maths and Science (Department of Education 1999:5).

With reference to primary schools, learners find it difficult to distinguish between an addition sign and a multiplication sign and struggle with the addition of numbers greater than 100. Learners from grade 3 to 6 are mostly unable to count at expected levels and are unable to execute tasks that demonstrate key skills associated with numeracy (Chuenyane 2008:8). This implies that they do not understand basic arithmetics (Masehela 2005:26). A striking characteristic of rural schools was hatred and fear towards these subjects. Very few South African learners could follow careers dealing with these subjects at tertiary institutions in South Africa and the rest of the world.

The number of young people who study Mathematics and Science with any degree of understanding and proficiency has declined (Department of Education 1995:5). The number of Maths and Science graduates from institutions of higher learning is too

insufficient to address this shortage of educators particularly at schools in rural communities (Department of Education 1995:30). The lack of dedication, commitment and discipline among learners and some educators are some of the contributing factors for the inadequacy (Mecoamere 2004:2). As a result, schools are struggling to provide these subjects needed to prepare learners for future highly paid occupations (Van Wyk 1999:80).

The most significant problem is that educators at schools in rural communities do not know enough about these subjects (Unisa News 2001:10). The Financial Mail Education survey indicated that research commissioned by the Teacher Development Centre in 300 black schools found that learners gain no understanding of these subjects because educators themselves lack that understanding (Mboyane 2000:14). The problem of poor performance in these subjects is ascribed to insufficient knowledge of Maths and Science that educators have, coupled with no extra tuition and poor teaching methods on the part of educators (Sowaga 2002:10).

While steps are in place to upgrade the qualifications of Maths and Science educators in South Africa, curiously there seems to be silence on getting learners to subscribe to what was once punted as the culture of learning and teaching campaign. The campaign has not been such an overwhelming success that there is no longer any need for it (Naidu 2002:31). Learners in rural schools have to be motivated to study Maths and Science so that they are not left out in terms of the acquisition of skills necessary for 21st century.

2.4.8 Location of schools

Schools found within rural areas differ drastically with those found in urban areas, particularly with regard to their location. They are situated in a low socio-economic area with inadequate resources for teaching and learning. They are characterized by low population densities with regard to learner enrolments and the educator staff as compared to schools in more populated and affluent urban communities (Van Wyk 1999:80). 80% of schools are situated at the foot of mountains and on sloppy areas respectively. This

situation puts the government officials and other stakeholders at a disadvantage as they are supposed to visit the schools in order to provide support, but are not able as a result of the unwalkable roads particularly during rainy days. One can only conclude that some learners arrive at school and at home being very exhausted as a result of the slope, so that they find it very difficult to fully get down to their school work with concentration and motivation.

2.4.9 The issue of fundraising

Rural learners live in economically depressed environments where the community cannot afford to raise funds to improve their schools (Lekota 2006:27). On the other hand, budgets of schools in rural communities are so small that they do not adequately cover the considerable costs of operation in schools (Van Wyk 1999:80). The funds from the government in the form of Norms and Standards of school funding, as well as from parents in the form of school fees, is not enough to meet the financial needs of schools. However, these monies contribute, though to a lesser extent in terms of the development of the school. On that point there has to be some mechanism to augment these insufficient funds. Fundraising activities are some of the mechanism that can be employed to make bank balances of schools grow bigger and bigger whilst it becomes easier for schools to move out of the financial crisis. However, making attempts to raise more monies for the school depends to a larger extent on the willingness and commitment of its stakeholders. Schools usually raise funds through picnics and events such as Valentine's Day bashes (Mokgata 2007:15). Some schools usually request from parents during parents meetings to pay the stipulated amount in a once off payment for the whole year, whereas others expect the money to be paid on a monthly basis.

A tuck shop is also another way of raising funds for the school. The schools can build a spacious separate building in its premises and sell a variety of food to its population. In some instances, a person from the community is hired by the school to come and operate the tuck shop on behalf of the school. In this regard the school pays the said person according to the time frame they have agreed upon. This is the most convenient way in

which the tuck shop in the school can generate some income for the school. However, in certain instances, the school arranges with a community member or whoever to operate the tuck shop and pay a stipulated rental fee according to the time frame they shall have agreed upon. This avenue does not generate enough income for their school, but instead, for the person operating the tuck shop.

2.4.10 HIV/AIDS among educators

The fact that the HIV/AIDS pandemic is ravaging the teaching fraternity cannot be disputed. The scourge of HIV/AIDS is one of the major factors contributing to a high attrition rate of educators (PEU 2005:11). More than 21 percent of the 356 749 educators in South Africa are HIV positive (Kgosana 2005:6). On a yearly basis quite a significant number of educators die because of AIDS related diseases. They die of infections like tuberculosis, pneumonia, gastroenteritis, meningitis, and cryptococcal meningitis all of which are Aids related (Mecoamere 2002:4). This in itself poses a real problem for schools as the remaining educators spend a lot of time teaching the subjects that were left by the deceased educators. On the other hand, the Department takes long before it could fill the vacant posts.

2.4.11 Poor home-school relationship

A bond between the home and the school exists as a result of the education of a child. Learners are the centre stage between the home and the school. The interaction of the home and the school is basically about the progress that is being made by the child in the school situation, as well as how the child reacts to the teaching that she/he received in the school at home. Common sense tells us such an interaction should be made on a regular basis and in more positive and humane way. The child has to know that what he/she is doing in the home situation pertaining to studying is what educators will always give a thumb up. The child has to realize that what she/he is doing at school is what will get a blessing from the parents as they have sent him or her to school to excel in terms of learning.

In essence parents have got an obligation of knowing that to be actively involved in the education of their children is not only what is expected of them by the SASA. It is what the contemporary demands in the country as well as the rest of the world are putting on them. The government is making attempts to alert parents of the importance of their positive response towards school when they are actually needed. The parents as well have to be positive in heeding to the calls by the school in terms of making an indication about the progress that is being made by their future care-givers. The poor home-school relationship might be a direct result of the following:

2.4.11.1 Inferiority complex

In most instances, parents in rural communities believe that educators know everything and thus need to be given the necessary respect in all circumstances. It was a tendency in rural communities that should an educator be seen entering someone's home, they would start shivering as to what might have happened that the educator is compelled to visit their home. As a result they regard it as a serious disrespect to come into contact with an educator. Once they take their children to school, they whole-heartedly believe that educators and schools shall do everything possible to eradicate illiteracy on the part of the child, thus preparing him or her towards becoming a distinguished personality in the near future.

Sometimes the attitude that educators and other school based stakeholders display towards the parents makes them feel inferior. The bad remarks that are often made by educators on learners in the teaching-learning sessions about their parents, is also a contributing factor towards the inferiority complex shown by parents (Kgosana 2005:6). Sometimes educators and parents are close relatives who are not on good terms with one another, such that an inferiority complex becomes apparent when they are supposed to talk about the progress made by the child in the classroom.

2.4.11.2 Deterioration of interest in education

On the contrary, in the world of work, approximately 120 000 jobs go unfilled on a yearly basis because of the lack of relevant skills (McLachlan 2006:23). Governments of all persuasions have at some time given emphasis to the need for literacy among all people (McKay 1997:7). In other words it is expected of every individual, young and old, to have an understanding in terms of numeracy and writing. Parents have got a tendency of believing that there is a better life outside even if a person did not attend school. This tendency is in most instances displayed by people who are able to make a living even when they have never set their foot in a classroom situation. They do not view a better and wealthier life as a consequence of hard work in terms of school activities. They view a better and wealthier life as a gift from their ancestors and some view it as gift from the Almighty. These types of people usually show a lack of interest in education, as they do not struggle to have anything towards making their lives livelier.

Many learners become frustrated after completing their studies because most companies demand that anyone applying for a job should have a working experience (Matlala 2006:8). Such people end up seeing no importance in schooling their children since most graduates are spending the rest of their time at home hanging their academic regalia in their wardrobes without benefiting anything from them. Currently about 18 percent of those learners who matriculate makes it into institutions of higher learning (Kgosana 2005:6). In certain instances, most of them matriculate and go to private institutions. It is at these private institutions that they take short courses to educate them in a very short space of time and with the intention of getting employed as quickly as possible. They realize afterwards that they do not have marketable qualifications, they are highly unemployable and affirmative action can make it difficult for them to find employment (Prinsloo 2003:287). Government is well aware that this problem is fast becoming a national crisis (Grey 2007:1). When the children fail to secure any employment other members of the community start to see no use in putting their children's education first on their agenda. They tend to believe that schooling ends up frustrating and confusing their children.

2.4.11.3 Work commitments

The majority of learners in rural communities live in single parent households (Prinsloo 2003:287). On the other hand, the welfare of South African children is often negatively influenced by the socio-economic conditions that underpin the standard of living for most families (Masombuka 2006:31). It was earlier on indicated that some of those parents often work away from their homes like in big factories in Gauteng Province and elsewhere within the Limpopo Province. Sometimes such parents come home only once a year. To these parents their absence from home means totally absconding from involving themselves in the educational affairs of their children.

2.4.12 Inadequate commitment towards learning activities

An important point to note in terms of effective learning is regular attendance of lesson periods by all learners. Regular attendance of all periods is an essential element for maintaining the desired academic achievement. Among other reasons the following could form the basis for non commitment to school work:

2.4.12.1 Fading away of intrinsic motivation

If a person is motivated, he or she is filled with energy and ambition. He or she has got goals and plans and she/he will work towards achieving success (Lipkin 2007:5). The term motivation includes concepts like drives, needs, incentives, rewards, reinforcement, goal setting and expectancy (Matlawe 1994:6). If learners are motivated to attain a given goal, their activity consists of moving in the direction of the goal. Thus motivation is embedding the individual's wish to be and to become someone (Woodbridge and Manamela 1992:115).

2.4.12.2 Over-commitment towards domestic activities

It is a well-known fact that most rural communities are not fully developed in terms of basic services like water, sanitation and electricity. In most instances learners have to spend a lot of time doing household duties like cooking, cleaning, washing and caring for their younger siblings. This situation affects their performance at school and in their schoolwork (Kgosana and Ngwenya 2007:8). After making sure that the household duties have been completed, learners will have to sit down to study being tired and exhausted. It must be remembered that the children who in most instances do all these type of duties are girls. Boys often have fewer duties at home and in most instances this allows them greater freedom to concentrate on their studies as well as to play and develop other talents (UNICEF 1997:23). This situation in itself does not lead to effective learning in schools. Instead, it is a contributing factor towards failure and dropout rates in quite a number of schools.

2.4.12.3 Poor study facilities at home

Study facilities at home are also a contributing factor towards the achievements of a learner in the classroom. The availability of a study at home is no longer a need but a necessity for learners to cope with the demands placed on them by the corporate world and the entire nation. It must be indicated that the majority of houses in rural communities do not have studies rooms. When constructing the houses, most rural people do not make any provision for a study facility. Their houses are mostly bed-roomed, dining-roomed and lounged whilst a separate hut is constructed for kitchen purposes. The presence of a dining room or a lounge in the house, serves as an advantage to children as they use it for study purposes and the writing of their home-works and assignments. In the absence of a dining room or a lounge in the house, the alternative room for doing schoolwork, is the bedroom.

2.4.12.4 Socio-economic activities

The high rate of unemployment in the poverty stricken rural communities, tempt the rural residents to engage in life threatening socio-economic activities. The life threatening socio economic activities are a detrimental element towards a better life that the South African government is always vociferous about. Such activities include the engagement of communities in operating shebeens, spaza shops, beer halls, lounges, liquor restaurants and bottle stores irresponsibly and in certain instances illegally. Even young school children can usually access liquor at any time that they so wish.

According to Botha (2006:41), the easy access to liquor and the availability of illegal shops close to schools contribute immensely to alcohol abuse at school. The abuse of alcohol often leads to violent activities as well as other atrocities in schools. In some instances parents buy fruit and vegetables in bulk and expect their children to sell them to the community when coming back from school. Instead of children just being children, many of them are burdened with family responsibilities (Makunyane 2007:10). This situation in itself is leading the children into temptation towards developing a huge interest towards making and having money. It can be concluded that such monies are going to buy drugs and alcohol. In the long run the children become drug and alcohol addicts. According to UNICEF (1997:29) an addict is a person who feels that he or she cannot live without a particular substance or drug. It can be concluded that some of the life threatening socio economic activities in communities are so prevalent that serious intervention of stakeholders is urgently needed to have the situation remedied and characterized by a will and drive to learn.

2.4.12.5 Migration of professional role models

A role model is a person regarded by others as an example in a particular role or situation. It is very possible for a person to have more than one role model. Learners should be driven towards having an interest in something called a role model. Should they be without role models, learners are likely not to know the importance of learning.

Children develop in them the mood that they are schooling for the sake or interest of a particular person being it their parents, relatives or educators at school. If they cannot succeed they end up leaving school early, going to work on farms where some of their parents are working for a very poor salary at the end of the month.

About 12million South African children attend nearly 30 000 public schools and are taught by over 320 000 educators everyday (SAPA 2006:9 and Grey 2007:6). For the past few years the uttering by government and business about the shortage of the people with the right skills has been growing louder (Grey 2007:1). In the past, South Africa was faced with a very huge challenge of hosting the 2010 FIFA world cup. The country was faced with a very huge task of building modern stadiums in quite a number of provinces. According to Ho (2007:4) different engineers were needed for these building projects, and many were imported from other African countries and overseas. This was done because South Africa was having insufficient engineers.

2.4.13 Traditional practices of initiation schools

The period towards the mid-year school recess is characterized by initiation schools for boys in many rural communities. School experiences a very serious problem in winter when most learners fail to attend classes (Bhengu 1999:4). Many good boys are lost to initiation schools every winter and return very late to normal classrooms (Kotlolo 2005:3). Everything taking place at an initiation school is a closely-guarded secret. Women and initiated males are not allowed to know what is taking place at an initiation school. Even if an initiate dies at an initiation school, no woman is allowed to attend the funeral service and the body of the deceased is taken straight from the mortuary to the graveyard (Kotlolo 2006:4 and 7).

Most parents adhering to their tradition of initiation do not see initiation schools as a problem that needs to be carefully attended as it affects effective teaching and learning in schools. They get the idea that formal schooling is the least important aspect of their lives (Kuiper 2002:1). This idea is very serious among learners and parents who regard

initiation as a passage to manhood (Le May 2001:4). To that effect the Provincial Department of Education received a letter from Kader Asmal, who expressed his concern about fact that the duration of initiation schools for boys seriously affected attendance of normal schools (Smit 2001:3). Kids undergoing initiation are kept away from school for a period of three months (Vakunta 1997:8). According to Esbend (2002:1), many schools fail to open for the third school term as result of initiation schools for boys. Instead of improving, the culture of teaching and learning continue to break down at these schools (Nxumalo 1993:55). According to Sentsho (2000:50), after reopening for the third school term, educators are discouraged to teach because they will have to repeat what they have taught when the other boys return from the initiation schools. The boys take a long time before actually resuming their activities during the third term.

2.4.14 Poor relationship between the Principal and Educators unions

The Labour Relation Act is very clear on the aspect of the educators affiliating to recognized educator unions. The majority of educators in South Africa are organized into four main educator unions, namely the National Professional Teachers' Organization of South Africa (NAPTOZA), The National Teachers Union (NTU), the South African Teachers Union (SATU), and the South African Democratic Teachers Union (SADTU) (GCIS 2005/6 :227). Educators belonging to the same union as the principal are likely to collaborate in terms of everything that principals are putting forth. Those who are not the affiliates of the same union as the principals are in most instances regarded as rivals or critiques of the principal and his or her SMT. This means that those educators who belong to the opposite union are in most instances regarded as the opposition of whatever development that might be in the school having been initiated by the principal.

2.4.15 Declining learner enrolments in some schools

There is a sharp decline in learner enrolments at schools in rural communities. The reason that might be attributed to this sharp decline is amongst others, the geographical location of the schools where people get it very tough and difficult to secure public transport.

Public transport, unlike private transport, is one of the cheapest ways of transporting learners to and from schools on a daily basis. The low learner enrolments in schools lead to the redeployment of quite a number of competent educators. Obviously, declining learner enrolments in one area, leads to increased enrolment in the other areas. In this regard education planning becomes complicated as a result of this large scale movement (Hindle 2005:18).

2.4.16 Child-headed families

Most rural learners are forced to juggle with household chores as well as school activities, with the latter often being the casualty in the process (Kgosana 2007:7). The absence of an authoritative figure in the family creates a false sense of independence on the part of the children (Du Plessis, Naude and Viljoen 2003:22). The death or work commitments of parents leave quite a number of families headed by children. The child has got the duty of going to school and learn effectively while at the same time taking care of the siblings. This is a major problem in rural schools where poverty has deeply manifested itself.

2.4.17 Summary

In this section of the dissertation, problems that negatively affect the creation and maintenance of a culture of teaching and learning in schools have been outlined. It remains an obligation of various stakeholders to make sure that the identified problems are totally eradicated for schools to become centers for academic performance.

2.5 PRECONDITION FOR CREATING AND MAINTAINING AN EFFECTIVE COLT IN SCHOOLS

2.5.1 Introduction

The creation and maintenance of an effective COLT in schools depends on certain preconditions. Those preconditions are not independent from each other, but instead complement and supplement each other. The combination of these preconditions put principals in a better position to be on the forefront of making sure that there is effective teaching and learning in their schools. It is the right of every school to have all these preconditions but given the history of the South African schools, the researcher would like to indicate that the preconditions would differ from school to school. Let us have a look at each of the preconditions that are necessary and vital for effective COLT in any school.

2.5.2 Facilities at school such as sanitation, classrooms, libraries and laboratories

2.5.2.1 Sanitation facilities

According to Buys (2002:23) and Neaca (2005:24), most schools in rural communities do not have access to the necessary sanitation facilities for educators and learners. Such schools operate with insufficient pit toilets (Modjadji 2002:5). Some of the pit toilets are no longer usable and as a result pose a serious health hazard to the school and the community (Ntuli 2002:19). The bowls of such toilets are leaking, some toilets are blocked, floors are covered with water and urine, while doors and most door-frames are damaged (Kotlolo 2005:9). This shortage of toilets compels learners to resort to the following alternatives:

- To use the open grounds and spaces around the school in order to relieve themselves (Mohale 2002:3).
- According to Mafetsa (2002:3), Matlala (2006:1), Mbedzi (2004:23) and Mushiana (2006:4) learners sometimes use the bushes and dongas behind the school as their toilets.
- Learners go to the nearby households to request for the usage of their only toilet.

Communities have been trying their utmost to come to the rescue of the learners by constructing low cost sanitation facilities, which in most cases lasted for only a few months. The government's ideal of ensuring standardized sanitation facilities in schools is yet to be realized as schools experience a drastic waste of teaching and learning time resulting from educators and learners applying alternative means to toilets.

2.5.2.2 Libraries

Libraries are places where people read, burn the midnight oil when studying, where student research their school projects or where ordinary people catch up on the news (Pitamber 2006:35). The Human Rights Commission (HRC) revealed that 80% of schools in South Africa have no libraries (Pitamber 2006:4). Libraries are no longer storerooms for books, but are centers of information for both prints and electronic media. They are regarded as centers that offer an up to date information service, offering relevant information (Msiza 2006:8).

In many instances, learners from rural communities have limited access to stimulating the learning environment (Pretorius and Machet 2004:130). Their books are often actually and only opened in the classrooms during their interactions with each other as well as when interacting with their different educators. According to Bhengu (2001:3), the government's deal of ensuring effective teaching and learning at schools is yet to be realized. This can be attributed to among other things, a lack of libraries or in cases where libraries exist, one may find that they are not well equipped. Since study facilities are poorer at home, learners are hard pushed to find a space for study purposes (Makua 1996:81). Pretorius (1999:162) argues that schools in rural communities cannot solve these educational ills alone. Intervention of quite a number of stakeholders has to be done to totally eradicate this anomaly.

2.5.2.3. Laboratories

The government of the Republic of South Africa is very vociferous about excellence in terms of Science in schools. Learners in all schools across the length and breadth of South Africa are encouraged to take science as one of their key subjects at school level. The introduction of Science as a subject in schools goes hand in hand with a science laboratory. Mona (1997:3), argues that learners' laboratories at schools in rural communities are areas that show acute shortages. In this regard teaching and learning of Science has to go ahead without conducting practical experiments and this does not lead to affective teaching and learning in science. According to Bhengu (1999:4), only a few schools in rural areas operate with semi-equipped laboratories. It must be stated that in some instances a classroom or either a makeshift classroom would be converted into a science laboratory without all modern equipment for a laboratory.

2.5.2.3 Classrooms

More than 6 000 of the 27 000 schools in South Africa have an average class size of 45 learners because of classroom shortages (Chuonyane 2008:2). A shortage of classrooms is a crucial problem facing the provision of quality education particularly in rural communities (Mabeba 1996:239). The number of available classrooms and their sizes are very unsuitable for effective teaching and learning (Ncaca 2005:24). The classrooms have been built a long time ago. When the classrooms were constructed parents would bring their own building equipment and build without any remuneration. Due to meager resources they would put up only a few buildings in many cases with many of questionable quality (Matlala 2005:4). Nengwekhulu (2001:6) states that learners at schools in rural communities are still learning under trees. They are forced to study under trees because of overcrowding and a shortage of modernized classrooms. One cannot be in a position to guarantee the safety of learners under such horrifying conditions. At a certain school a learner was bitten by a snake in a makeshift classroom (Matlala 2002:3).

In some instances shacks and other unsafe structures were being used as classrooms (Ncaca 2005:24). During adverse weather conditions learners are hard pushed to learn with joy and comfort in those buildings (Manthata 1990:230). When it is raining, cold

and too hot, learners go home (Grey 2002:1). In some instances village halls and tribal offices are identified as alternative accommodation for learners (Matlala 2005:4). Some schools have the buildings, but the fact of the matter is that most existing buildings are dilapidated and need repairs (Mona 1997:3). Esbend (2002:1) mentions that pupils find themselves in classroom without doors, ventilations and ceilings to mention a few. Moreover, Mabe (2001:3) and Ntuli (2002:19) indicate that many classrooms have got damaged floors, broken window panes and rickety roofs. Learners are in most instances scared by hanging roofs and cracks in the walls as some schools are beyond renovation as a result of the poor quality of construction (Senyatsi 2005:4). The damages in the classrooms are so severe that effective teaching and learning cannot take place in such classrooms (Esbend 2002:1).

Even educators working under such conditions risk their lives in order to offer a better future to their young charges (SAPA 2006:4). The number of school buildings in good condition countrywide declined from 9000 to 4000 between the year 1995 and 2000 (GCIS 2004/5:212). Certain schools are operating under a platoon system (Bhengu 1999:4). According to Mboyane (2002:10), when the weather is bad learners are accommodated in makeshift classrooms and teachers teach different grades and subjects in the same classroom. The makeshift classrooms are just not spacious enough for some academic activities (Mgidloni 2002:19). As a result the whole culture of teaching and learning is compromised and suffers when it is supposed to take place in derelict classrooms (Sentsho 2000:43).

2.5.3 Electricity supply and other logistical aspects

It is the priority of the present democratically elected ANC led government to have every household supplied with electricity. Schools as well cannot be put aside when electricity is supplied to the households in the village. They too need to have electricity to cope with the demands placed on them by technological advances. There should be electricity to operate some sophisticated equipment (For example alarms, computers, photocopies,

faxes, overhead projectors, and telephones) that might require electricity for operating efficiently.

According to Makua (1996:81), schools in rural communities are not electrified and, therefore, cannot be used for study purposes after sunset. It is argued that electricity lines pass through the rural villages but most schools do not have access to it (Monama 2002:6). This is an indication that rural communities were to a greater extent neglected in terms of electricity supply. As a result of shortages of electricity, educators cannot use overhead projectors and other modern facilities in such schools (Bhengu 1999:4).

2.5.4 The protection of the school environment

The environment of a school has an important influence on the behaviour of educators and learners (Kruger 2003:8). For effective teaching and learning to take place, domestic animals (For example donkeys, goats, sheep, cattle) should be kept out of the school premises in order to differentiate between grazing fields and the learning environment. According to Purkey and Smit (1983:445), learners cannot learn effectively in an environment that is noisy and distracting. A positive learning environment is characterized by the encouragement of academic achievement where the focus is on the importance of scholastic success and on the maintenance of order and discipline (Kruger and Steinman 2003:25).

The environment in which effective teaching and learning takes place differs drastically from other environments in the sense that the learning environment is:

- Orderly: There is no up and down movements during lessons unless educators move from one class to the other in case of subject teaching. The learning environment is a disruption free environment.

- Inviting: The school environment should differ from a municipal dumping site. The permacultural sites and activities have to be made available and the whole school should be decorated to maintain its beauty.
- Depicting academic excellence: When somebody enters the school should experience a pleasant feeling of being welcome and should sense that everyone is keen to be there (Van Schalkwyk 1995:113). From a distance a person should be able to judge the effectiveness of a school when looking at its surroundings. A beautiful surrounding depicts an effective teaching and learning atmosphere.
- Dignified: Not every person can just enter the school premises having nothing important to raise with the school based stakeholders. All people entering the school should bring in a wealth of information that shall be of benefit towards the school and its development.

Well-fenced schools are in a better position to have all of the above aspects taking place. Schools without fences give way to outsiders to enter the school as they so wish. Doniac (2005:6) indicates that outsiders who come to school often give drugs to learners and vandalize property by breaking lights, window-panes, doors, and marking the walls. Domestic animals also roam around the school premises and make a lot of noise (Modjadji 2002:5). Some schools have got fences but have no gates to control the in and out movement in the school. According to Ntuli (2002:19 and Masehela 2005:26), the gates have long been broken and animals wander in to graze.

2.5.4 Parental involvement

The biggest problem facing education in the South African context is that there is a poor relationship between the school and the parents (Kgosana 2006:21). Parents have a huge responsibility for the education of their children (Department of Education 1995:21). There is a growing body of research evidence to show that partnership between schools and homes has a positive impact on the educational achievements of the young people, at

all stages in education. The involvement of parents in formal education is a post-modern phenomenon (Van Schalkwyk 1995:117). It is an important aspect of education, but it does not happen spontaneously. Principals and educators are responsible for bringing it about (Kruger 2003:10).

According to Khangale (2002:4), education starts at home with the parents. They are important stakeholders in education and have the right and obligation to be actively involved in the educational affairs of their children. Since it is impossible for the principal to run the school alone, he is always in partnership with other stakeholders, parents inclusive in this regard (Teleki 1994:36). Improving parental participation in school activities is one of the most challenging task facing principals nowadays. Some parents feel uncomfortable, embarrassed and even guilty when they walk into a school. A feeling of inadequacy, shyness or resentment, longing or fear, every parent has his or her own story to tell about these factors (Vandergrift and Greene 1992:57).

The involvement of parents in schools differs from school to school. There is, therefore, no single ideal parent involvement plan to serve as a model for all schools (Kruger 2003:10). Mohale (2001:2) maintains that parents in rural communities do not play any significant role in moulding their children's future career paths. They just give that responsibility to the schools and principals, and do not play a further role in their children's education (Kuiper 2000:4). They just dump learners at school and tell them to get on (Smit 2001:1). These parents place little importance on education and do not motivate their children. In many instances the children are left to themselves when doing school work (Du Plessis, Naude and Viljoen 2003:22). To make matters worse, children are sometimes absent from school to replace parents in looking after the young siblings or providing home care for a sick family member (Lorgat 2002:1).

The majority of parents in rural communities has had no schooling at all or had an inadequate schooling and has no idea of how to participate in their children's learning process (Mphahlela 1999:15 and Sentsho 2000:44). Nearly two thirds of children in rural South Africa do not have parents that are educated enough to help them with schoolwork

(SAPA-AFP 2005:21). This attitude often leads to non-supportive parental behaviour which in turn has a detrimental effect on the education of the children (Sello et al. 1997:74). On top of that parents fear to exercise discipline over their children and not have time for them (Nxumalo 1993:55). According to Unisa (2001:12), they insist that school managers deal with the problem of discipline. The absence of an authoritative figure in the family creates a false sense of independence on the part of children (Du Plessis, Naude and Viljoen 2003:22).

Some parents are eager to be involved in the education of their children but what remains unclear on their part is how they can be involved (Legodi 1992:65). Some totally do not want to get involved, do not have time to get involved and find it difficult to get involved (Van Schalkwyk 1995:110). To a certain extent, the involvement of parents is rejected by educators themselves (Motseke 1999:11). Some educators have the rather old belief that parents are infringing on their profession terrain in becoming involved in school activities (Van Deventer 2003:259). According to Van Schalkwyk (1995:110), such educators

- regard themselves as superior and think that they know much better;
- do not know how to work with parents;
- do not know how to involve parents and regard them as inferior, intruding and troublesome;
- are often afraid of parental involvement and, therefore, keep them at a distance;
- do not see the role and function for the parents in the teaching fraternity.

2.5.5.1 Factors that compel parents not to involve themselves.

The following factors compel parents not to involve themselves in schools:

- Parents have little knowledge of the education system (Educamus 1988:3).
- Parents feel inferior towards educators as a result of their levels of education.
- Sometimes parents are not on good terms with educators, particularly those residing in their vicinity due to their own domestic differences. Such parents do not want to make any interaction with the educators and vice versa.
- The instability in the home situation between the parents, where the mother and father are not getting on well with each other. Their involvement in the education of their children in this regard is likely to suffer.
- Educators tend to reprimand learners about the real social situations in their poor families of which this tendency affects the parents negatively as they did not choose to become poor. In this regard parents tend to develop a negative attitude towards the educators and everything pertaining to the school.
- The poverty level in some families where parents work very far away from the home, and as a result are unable to involve themselves in the education of their children. Van Wyk (1999:86) contends that children living in poverty are less likely to complete school. Historically such children tend to leave school early. Pretorius (2001:15) notes that poverty undermines parental involvement in education, and the parent's ability to contribute to the well-being of schools.
- Parents who work abnormal working hours and heavy duties that compel them to leave home very early in the morning before the children wake up, and return home very late, being tired, only to find that the children are asleep. The involvement is likely not to take place in this regard.
- Parents who look after their domestic animals during weekdays and weekends and have no time to visit schools and page through their children's books.

- Some families have got step-children. A negative attitude of certain parents towards their step-children forces them not to be involved in their education as they are not their biological parents.
- Parents who are divorced and have to share the children. One parent might have been very dependent on the other and as a result of the divorce he/she becomes frustrated and confused, resulting in non-involvement or poor involvement in the education of the children.
- Many fathers give the responsibility of taking care of the children to mothers. Theirs is just to give money to the mother at the end of the month and it ends there. The mother has to buy food and other related items and even involve herself in the education of the children. In this regard it becomes a huge burden for the mother alone and parental involvement starts to be inadequate or totally fades away.
- Some parents are single with a lot of children. They have to go to work and come back being very tired and page through their children's books of which they end up leaving everything to the educators.
- In some instances learners are left in the hands of their guardians as a result of the death of parents resulting from AIDS and other related diseases that usually rob them of their parents. Smit (2001:1) indicated that the AIDS pandemic showed a steep increase over the past years in the Limpopo Province, and this warranted drastic steps to curb the spreading of the disease. Children thus face many obstacles that prevent their full participation and concentrated attention in school (SAPA-AFP 2005:21).

2.5.6 Modern equipment

The 21st century was marked by a rapid change in all spheres of operation including the

sphere of technology. Schools as organizations have to be on par with the technological changes made on a world scale. It is quite an imperative and applaudable thing when schools have not merely classrooms, but classrooms well equipped with all necessary sophisticated equipment to ease the work of the principal and that of the educators. It is an undisputable fact that most schools in rural communities have no basic equipment like computers, photocopiers, television sets, videos, and telephones. Teaching often has to go ahead without access to standardized chalkboards (Grey 2000:2). As a result, teaching at these schools is not easy because in certain instances learners sit on broken chairs and educators use rickety chalkboards (Motloung 2001:11).

Contact with the outside stakeholders like business people and government officials requires a telephone. This implies that in this era a telephone is no longer a need but a necessity in schools because contact with stakeholders is quickly done telephonically. The unavailability of such equipment exerts much pressure on the poor principal as alternative and time consuming means like writing letters have to be used.

2.5.7 Learner Support Material (LSM)

Many textbooks that are being used in primary schools were published before the democratic dispensation (Thobejane 2008:26). The success of academic activities in schools lies with the availability of LSM. For the acquisition of LSM, the Department of Education in each province issue out requisition forms of which all schools are expected, without fail, to complete the quantity and titles of materials they need. The ordered LSM is mainly in relation to the new syllabi of the new education dispensation. Most schools are faced with a huge problem because educators cannot teach outdated syllabuses. They also cannot teach the new syllabus because they do not have the LSM (Sefara 2002:14). Schools order the LSM in advance so that deliveries could take place before the end of the academic year (Makgotho 2002:8). The materials are meant to be delivered before the school term commences in January (Lubisi 2005:6). Even if they made attempts to acquire the LSM in advance many schools in rural communities have been without even one for the past six years (Mohale 2002:3).

According to the Department of Education (1995:28), where the educational need is great in terms of the LSM, the delivery is very slow particularly in rural communities. Failure to supply LSM in advance has impacted negatively on the performance of educators and learners in schools (Smit 2002:4). At certain schools lessons had come to a halt as there is literally nothing that learners and educators could use for effective teaching and learning (Moutloali 2002:3). This shows how depressing it is for learners to be at schools that do not have LSM (Mqugo 2002:4). Learner Support Materials are at the centre of learning. Without them learning becomes an abstract, amorphous process (Sefara 2002:14).

Certain schools experience a shortage of Learner Support Materials. According to Mabe (2001:3), Kwapa (2001:3), Claassen (1992:109), and Moutloali (2002:1), the shortages are the result of some of the following factors:

- Learners who fail to return the LSM distributed to them at the beginning of the academic year.
- LSM that have been torn off with some of the pages being lost as a result of carelessness on the part of learners and poor storage facilities at schools.
- LSM that have been lost by learners themselves who fail to replace them.
- Some LSM have been lost during gambling outside the school premises while others were left on the pavement or at drinking places.
- Companies or contractors that fail to deliver the correct quantity that has been ordered.
- An increase in learner enrolments particularly at schools that are surrounded by squatter camps.

- Education officials who when processing the requisition forms enter incorrect figures for quantities.
- Schools that do not care about retrieving LSM given to learners.

In order to address the shortage experienced, most schools usually make their own attempts to supplement the insufficient LSM *inter alia*:

- They request parents to purchase the LSM that their children do not have. Parents in many rural communities have been served with a list of Learners Support Materials from schools which they have to buy (Hans 2002:4). Mandela and Machel (2002:1) argue that the cost of buying LSM means that many poor families cannot afford to educate their children.
- They borrow surplus LSM from certain schools particularly those situated in the urban and townships.

LSM are critical to the provision of quality public education (Thamaga 2002:3). By the way, it is the same education that every citizen of South Africa is optimistic about. To have the culture of effective teaching and learning restored in schools, the government has to leave no stone unturned in making it a point that LSM are delivered quite in advance. No school has achieved good academic results without proper LSM (Reeves 1998:15). Learners should also ensure that the textbooks given to them are not damaged. No textbook belongs to any individual, unless she/he has paid for it him/herself. It is a communal property, provided for the use of all, and consequently no one has the right to deface or damage it (Educamus 1987:28).

2.5.8 Support from the DoE

The school principal should be supported and guided by departmental officials in regard to matters such as the interpretation, implementation and execution of departmental

instructions (Davies 1999:51). The circuit and district officials of the Department of Education are expected to visit schools regularly to offer guidance and support to principals and educators (Mlangeni 2001:232). It is also a challenge to the education officials to not only visit schools during the beginning of the year, but to visit them throughout the year to enforce transformation (Ngodwana 2005:20). Their presence in schools enables principals and schools to assess their progress and effectiveness so that they can plan accordingly as to how they can make their schools become centres for a culture teaching and learning. They should visit each school regularly, not for inspection purposes, but to help the school authorities eliminate problems that contribute to ineffective teaching and learning (Makgotho 2002:8).

The visibility of such officials at schools is a gesture of the Department's concern and determination about the delivery of quality public education to all South Africans at all times (Vakalisa 2000:23). They help to improve the educational standards set by the school manager and the School Management Team at the level of the school. In other words, the entire school organization is developed through circuit and district office support (Teleki 1994:33).

In many instances such officials do not reach out to schools in their circuits hence some school managers believe that they are being neglected by the Department of Education (Mlangeni 2001:235). They merely sit in their air-conditioned offices and seldom do anything constructive in supporting the schools and principals (Esbend 2003:4). The absence of such officials robs schools of the opportunity to be serviced by circuit and district officials (Thamaga 2002:3). The reason why the circuit and area officials do not visit schools in the rural communities is often reported to be the roads that are inaccessible (Esbend 2003:4). Such a situation leaves certain principals confused and frustrated, adopting a negative attitude in creating and maintaining a culture of teaching and learning hence the poor pass rates in many schools.

2.5.9 The organizational structure of the school

Effective teaching and learning take place in schools with complete organizational structures with everyone assigned and performing duties that are relevant for her/his job description. According to Thamaga (2002:2), the advertisement and filling of posts is often simply ignored by the Provincial Department of Education. It cites budgetary constraints as the stumbling block towards the filling of vacant posts (Esbend 2002:1). Matlala (2006:3) indicates that in cases where such posts are advertised, nepotism and polarization with regard to appointments are often made. People closely related to the SMTs are recommended regardless of whether they satisfy the post requirement or not. This situation poses a very serious workload on principals because they are unable to carry out their managerial duties as effectively as possible if they do not have effective staff members. In this regard competent members of the staff have been appointed members of the School Management Teams to have administrative work done as effectively as possible.

According to Legodi (1992:59), this arrangement places educators in difficult position because of the over-workload they already have. In most instances school managers experience conflict when dealing with teacher competence (Peggy et al. 1992:25) because according to Manthata (1990:214), educators who are not included in the SMT develop some kind of inferiority complex and feeling of professional inadequacy. Such educators simply do not cooperate with their colleagues in a professional manner. They either become resistant or hesitant in responding positively to requests and instructions from the delegated educators.

According to Malehase (1997:79), in terms of the organizational structure of schools in rural communities, the conditions are the same. Many educators are no longer willing to perform administrative duties because they are not paid for performing such (Mlangeni 2001:186). In this regard the school managers at schools in rural communities are left with no option but to acknowledge the difficult circumstances under which they operate in order to create conditions that would lead to the creation and maintenance of a culture of teaching and learning.

2.5.10 Supporting staff at schools

The work of the principal and other school-based stakeholders is to be supported by a support staff like administrative workers and general workers. The support staff members could be volunteering members of the community who could work on a rotational basis without being remunerated or they can be paid a meagre salary depending on the coffers of the school. Their work could be done on humanitarian grounds as it is obvious and well-known that most schools in rural communities struggle to have their coffers left with huge balances at the end of every financial year. On the other hand, the support staff could be provided and remunerated by the government to serve on a permanent basis in the school. Furthermore, community structures could volunteer to clean the schools during specific times determined by themselves thereby extending a hand towards making schools centres for academic excellence characterized by clean and attractive premises.

Support staff could be general cleaners in the school, clerks, typists, and secretaries for the school manager. Currently all former Model C schools have such workers. It is evident that such workers are not available in quite a number of schools in rural communities. In this regard school managers play the role of being clerks and school secretaries (Thamaga 2002:2). This situation deprives the principal of a normal workload for his job description because they cannot be jack of all trades in the school. Without clerks and secretaries, school managers find it difficult to have teaching and learning carried out as effectively as possible in their schools (Mlangeni 2001:34). According to Thamaga (2002:2), the advertising and filling of support staff posts is simply ignored by the LDoE.

2.5.11 Administrative centres

Schools have to be managed by the principal and educators being placed in a well ventilated and spacious building separate from the classrooms, where they can execute their duties with ease and efficiency. It is an undisputable fact that a number of schools in

rural communities have got no administrative buildings. Mlangeni (2001:236) maintains that many a time a classroom is converted into a staffroom and a principal's office. In the same classroom, you find the principal; SMT, and the educators each of them trying to do his/her work effectively. Administrative buildings are very crucial for effective management and administration of schools. Without them, effective management and administration in schools shall remain a dream that will never come true.

2.5.12 The mother-tongue influence on education

Mother-tongue instruction is a legitimate and useful strategy for increasing learner access to quality education (Mabuza 2006:4). Learners that are taught in their mother-tongue show an improvement in their academic performance (Chuenyane 2008:7). In rural communities mother-tongue is the dominant language. It is spoken at home, in the church, in the market and in fact everywhere (Amuzu 1995:136). As a result learners in rural communities are generally taken as being sensitive and used to the mother tongue (Maibelo 1989:159).

Their mother tongue has influenced them to an extent that even when they are writing difficult tasks in English, they put their first language words in inverted commas to indicate what they want to say. Really learning in a second language is not as effective as learning through the mother-tongue (Wallace-Adams 1996:312). In primary schools, the LDoE has introduced mother-tongue teaching with no other language to be spoken in Grade R, 1, 2 and 3 from 2006. English and Afrikaans have been introduced to commence being taught and spoken in Grade 4 as well as other subjects that require English as a medium of instruction. As from grade 4, the situation in the classroom compels learners and educators to switch from their mother tongue over to a different language, particularly English, during teaching and learning. In this regard failure in English could mean failure in education since most subjects are offered through English as a medium of instruction (Makua 1996:27). The problem with English as a medium of instruction does not only lie with the learners, but with the educators as well. According

to Vakalisa (2000:24), most of the time educators do not understand learners and learners as well do not understand educators.

The medium of instruction in rural schooling has been part of a shifting and highly politicized language policy (Lemmer 1996:326). Consequently educators often lack the English proficiency necessary for effective teaching. In the classroom they resort to rote learning and drill, and use more than one language medium to teach and in this regard their mother tongue (Lemmer 1996:330). It goes without saying that the mother tongue has got a negative influence on teaching and learning in primary schools. Educators give their explanations or emphasis of a concept in their mother-tongue with the sole belief that the learners will understand it much better.

Mother tongue teaching in the foundation phase of schooling has got a negative influence on a culture of teaching and learning in the intermediate and senior phases of schooling. Although the grade 6 shows improvement in literacy, they still struggle with Mathematics (Chuenyane 2008:7). In this regard educators have to be very patient in dealing with learners in the intermediate and senior phases of schooling. The reason behind this is that the learners find it hard to comprehend the subject matter as a result of English as a second language.

2.5.13 Standardized sporting facilities

The yard of every school has to be in a position to accommodate all its physical structures and sporting facilities. Looking very well at schools in urban areas, one would realize that all sporting facilities are located in the same premises as other structures of the school, including the hostels. South Africa comes from a legacy of deprivation and extreme inequality when it comes to school sports (Mjekula 2004:2). In view of this, most rural primary schools have got no sporting facilities in the school premises. Even when the situation stands like this, all schools are taking part in different sporting codes.

Various playgrounds have been located outside the school premises. The playgrounds are also used by local people for sporting activities. The grounds as well are not of a standardized nature. Some of the soccer fields are even more than a hundred meters lengthwise. The available playgrounds are also not cared for. They are not re-gravelled and graded. The torrential rains that sweep through the Limpopo Province on a yearly basis have a negative impact on their status. Even when the learners use these playgrounds for their extra-mural activities, one can imagine what would happen, hence the small dongas sometimes seen in the playgrounds. Really school sport in South Africa remains in a serious crisis (Mjekula 2004:2).

The provision of a proper infrastructure in schools by government in collaboration with other stakeholders is the fulfilment of its mandate of making education accessible to all (Lekota 2006:27). Since 1994 many learners went through the formal education system without exposure to and participation in sport (Mjekula 2004:2). However, the provincial government is currently rebuilding 239 schools provincially. This implies that a few schools would be provided with standardized playgrounds for all the sporting codes currently in place in the Limpopo Province. It must be indicated that such provision would only be made after the academic year 2008 according to a three-year plan in place by the government. However, the playgrounds that are not in the school premises are likely not to serve their intended purposes, unless a very strong school community partnership is established.

2.5.14 Well marketed schools

In order to remain a good manager, one needs to be focused, aware of what stakeholders need and continually re-invent oneself to satisfy their needs (Louw 2006:2). Every school needs to be well marketed. Like any other organization, which can produce and sell its goods to the general public, the school is not an exception. The products that are produced for promotion and selling are a good, quality and proper education that would benefit the communities and the entire population of the Republic of South Africa. A well-marketed school is able to promote and sell its products without any doubt that its

products would never be bought or accepted and appreciated by the public. Educators in well-marketed schools do not find it difficult to cope and adjust to the demands that are put on them by the changing education system, particularly the one of South Africa. It must be indicated that a well-marketed school does not experience difficulties in maintaining a high standard of teaching and learning characterized by the involvement of all stakeholders.

The production of good learners through quality education in schools is indirectly an invitation to the business and industry to invest in such learners. It is a well-known fact that the business and industries are the sectors that are hardest hit as a result of a pool of unemployable graduates. The fact that schools produce good learners with good academic records, makes the business and the industry look optimistically into their coffers, to find the best possible ways of financially assisting such learners in order that they could further their studies at tertiary institutions in the relevant field of business.

Currently some public and private enterprises are donating some sophisticated equipment to schools across the entire South Africa. The sophisticated equipments are donated to those schools that are well known to donors. In this regard it would be impossible and absolutely difficult for the donors to make donations out to schools that are not well marketed. The simplest way is to have the school keeping in touch with the donors so that it does not become difficult for it to be assisted in terms of whatever need.

However, marketing a school goes hand-in-hand with the confidence in teaching and learning that the principal and other stakeholders might have in schools. It is, therefore, advisable that principals should have confidence in themselves, make public and transparent what is done in their schools so that potential stakeholders could assist in what they so direly need to carry out effective teaching and learning. The learners from well marketed schools do not find it difficult to gain entrance to tertiary institutions and take relevant courses that are actually of paramount importance nowadays. Whether their parents are financially incapable, their good education automatically persuades potential financial heavyweights to finance all their tuition fees. The buildings of a well-marketed

school are always in a good condition and attractive. Teaching and learning are always of a high and quality standard.

2.5.15 Partnership in schools

The decade that ushered in the 21st century witnessed the continued and accelerated change in all spheres of human endeavour (Higgs 1995:9). Many education systems worldwide have undergone major reforms over the last few decades (Pretorius 2004:46). Educators can no longer perform their educational tasks in schools without the full participation of other stakeholders (Unisa 1999:34). When viewing man as an existential being, it is impossible to deny that existence in the world is always an existence with others that is co-existence (Kaap and Levitz 1995:58). So is the principal in an education system. The principal exists with deputy principals, Heads of Departments, Senior Educators, SGBs, and departmental representatives just to mention a few. In this climate of change, school principals are compelled to seek new and more meaningful ways of understanding their role and task in schools and societies (Higgs 1995:9). It is important to find the right mix of roles for successful partnership functioning (Van Niekerk 2001:10).

Partnerships in schools tend to be a fragile and vulnerable component of every school and must be continually nurtured (Nesamori 2007:28). With a partnership, suddenly things that seemed impossible become possible (Monson and Khodumo 2005:19). Strong and effective partnerships should be formed not because it is one of the most significant aspects of the South African Schools Act (SASA), but in the sense that all people who are in partnership with the school devote a lot of their undivided attention to the provision of good and quality education in the school. The success, effectiveness, quality and sustenance of a partnership are determined by those people who are directly involved in it.

New developments in the field of education in South Africa imply among other things, a greater involvement on the part of stakeholders (Kruger 2003:9). Government

acknowledges the fact that education can only succeed if all stakeholders accept their fullest responsibilities (Van Deventer 2003:3). None should tolerate conditions in which educators and learners relax and hope that government will do everything for them, work must actually be done (Makgotho 2002:3). A partnership is considered as an effective means of improving the standard of teaching and learning and creating effective schools because it is inclusive and seeks to meet the collective needs and aspirations of the citizens (Squelch 1999:130). Without an effective partnership, the restoration of a culture of learning and teaching in schools will remain just an unfulfilled dream (Mnisi and Shilubane 1998:15, as quoted in Kruger 2003:10).

2.5.16 MEC's consultative meetings

The consultative meetings that the current MEC Dickson Masemola, keeps on hosting, are an indication of the government's readiness to come face-to-face with its people. It was earlier on indicated that the Limpopo Education Department is being managed on the basis of five education districts. In terms of the road shows, the MEC visit all the districts to outline his department's plans for the current academic year. The District Managers, Circuit Managers, SGBs, principals, SMTs and educator unions attend this important event upon being issued with invitations by the MEC himself. In this regard the MEC and his management come face to face with their subordinates and to invite opinions and inputs on how best the department could be put on path towards making sure that a culture of teaching and learning is created and maintained in schools.

2.5.17 Management potential for principals

It is common knowledge that principals in the olden days were chosen by school committee members without any legitimate criteria or a guiding document. That is why in most instances the element of "*the son of the soil*" was so prevalent in many schools, particularly those in the rural areas. This means that only those who were residents of a specific area were eligible for appointment at schools as educators, HODs, deputy principals and principals even though they did not really meet the post requirements. In

most instances the illiterate school committee members would choose the principal they in most cases knew, hence the ideology of the “*son of the soil*”.

As school managers, principals have to be relevantly and well qualified for their positions in order for them to carry out their duties with ease. They are expected to have a sound knowledge pertaining to management of education at all its levels(school, circuit, district, provincial and national), especially the education system that keeps on changing and as such creating huge challenges for principals and other stakeholders. Principals should have a sound knowledge of all aspects of a sound education management. They should be well conversant with all the dynamics of good management in schools, what they should and can do, as well as what they should never do. This implies that they have to be fully and well conversant with all the education legislations governing their operation in school and what they are entitled to do.

It has even come to the attention of Naledi Pandor that in future principals would be required to be in possession of a special management diploma to qualify as head master (Cembi and Mangxamba 2006:3). Qualification in education management opens the doors to all those educators who would like to become good and effective school managers. The said qualification is being offered at quite a number of universities as well as Universities for Technology throughout the whole country. It is advisable that educators and principals, in the process of furthering their studies, should give a thought to these important qualifications. The qualifications in educational management would make them acquire even more knowledge pertaining to the management of schools. The modules that form the basis of these qualifications have been structured in such a way that the most important practical aspects of management are dealt with. Every module has got a bearing on a specific area of management.

2.5.18 Capacity building programmes for SGB-parent components

Governments of all persuasions have at some time given emphasis to the need for literacy among all people (Mckay 1997:7). The parent components of the SGB cannot be

excluded in this regard. Parental involvement in schools is very important as it strengthens the implementation of school regulations (Botha 2006:41). The SGB has to be capacitated to perform its duties. As a result, it is important for schools to work hard in order to attract them (Khosa 2006:15). This can only be achieved through capacity building programmes. The principal has to make sure that his SGB is well conversant with its terms of reference so that it is not left out in terms of avenues leading towards a culture of teaching and learning in schools.

2.5.19 Conditions of service for educators

The key to delivering quality education is quality educators who are well trained and well motivated (Nxesi 2006:17). Teacher morale is extremely important as it impacts directly on the education of the learners as well as on educators' development (Kgosana 2006:8). The current education situation in South Africa is characterized by among other things, low salaries for educators and a disregard of the profession by the public. This leads to low teacher morale in schools. In this regard well-qualified educators often feel compelled to leave the teaching profession to pursue other interest in the private sector. Those educators who leave the teaching profession are usually motivated by higher salaries elsewhere (Prinsloo 2003:286).

On the other hand, educators are upgrading their qualifications but the government does not recognize those qualifications and gives no salary increase at all. The conditions of service for educators such as salaries are not attractive (Moreosele 2008:8). Educators even went on an industrial action in the years 2007 and 2010 to pressurize government to make a significant move towards increasing their salaries. In 2007 government came up with a tool known as the Occupation Specific Dispensation (OSD) to try and address the salary backlogs. According to Masuku (2008:5), in terms of OSD educators will have their salaries adjusted in line with their experience, qualifications and performance in the classroom.

2.5.20 Implementation of departmental policies

The correct implementation of departmental policies leads to the smooth running of schools. There is a tendency in some schools of disregarding the departmental policies that have been drawn from different levels of the Department. The Department uses its resources to make the policies available to schools but schools in the long run do not make sure that the policies are correctly implemented. Sometimes educators and principals do not know the contents of the policy documents as they do not see it necessary to read. In view of this, schools end up operating in contrast to the departmental policies. An example in this regard is the infliction of corporal punishment in contravention of the SASA.

2.5.21 Provision of staff at all levels of the Department

The Limpopo Provincial Education Department has been severely criticized for poor service delivery (Lekota 2006:5). This could be attributed to among understaffing at all levels of the Department. Some schools are understaffed and it is a common phenomenon to find an educator teaching four different learning areas in different grades (Mlangeni 2001:186). Currently there are 300 curriculum advisors instead of 2400. The Department finds itself in a difficult situation where it could not hire all the 2100 Curriculum advisors at a go and this situation would continue to have a negative impact on the education in general (Makgotho 2006:5). The Department also needs 124 chief education specialists (Kgosana and Yende 2006:2). Looking very well at understaffing at different levels of the Department, something positive has to be done to fill the gaps so that a culture of teaching and learning could be created and maintained in schools.

2.5.22 Qualifications for educators

In essence rural schools have few under-qualified educators (Graham-Brown 1991:139). Educator-qualification is a fragile issue that should be taken into consideration when employing educators. Educators, particularly those teaching in primary schools, have to

be relevantly qualified. Primary schools are the foundation of education and a foundation needs to be very strong. Those who are teaching in the primary schools having no relevant qualifications have to be redeployed or should receive in-service training. Currently there are more than 12 000 educators in South Africa who only have a grade 10 or grade 12 certificate and have received a two-year teacher training. Most of such educators are teaching in primary schools (Kgosana 2007:1). These educators know that they are not qualified to teach the learners at that level and this impacts negatively on their self-esteem which in turn affects learners negatively (Unisa News 2001:10). According to Vakalisa (2000:21), certain educators hold a Senior Primary Teachers Diploma (SPTD) which is a primary school qualification but they are teaching in secondary schools. This in itself raises suspicions that such educators may not be effective as they are teaching at a level for which they were not trained for (Mlangeni 2001:188). It is clear that such educators cannot teach committedly and successfully (Maibelo 1989:147). Relevantly qualified educators are one of the preconditions for creating and maintaining a positive culture of teaching and learning in schools.

2.5.23 Educator development programmes

South Africa as a whole is in a state of transformation. The general election of 1994 had a drastic impact on the sphere of education. Among other things the amalgamation of different education departments into a single department under one education ministry, as well as the introduction of the new curriculum made some inroads into frustrations that educators currently find themselves in. Educators are currently often unable to provide good service for the learners (Kgosana 2006:6). The role of an educator has drastically changed as a result of this transformation. All educators who graduated from teacher training colleges prior to 1998 have to be given development programmes to be able to facilitate OBE. They also have to be given development programmes to adjust well to the new education policies that have been put in place since 1994. In this regard teacher development programmes have to be put in place to enable educators to be on par with the current educational scenario.

2.5.24 Running water

Primary and some secondary schools are currently implementing the National School Nutrition Programme (NSNP). The NSNP saves the children from hunger during school hours (Senyatsi 2006:5). In this regard schools are taught how to grow vegetables on a small scale for the school's own consumption and to benefit the community as it helps to reduce unemployment (Lebea 2006:9). The foods that they grow need a lot of water for preparing them for the learners. On top of that learners and educators really need water to stay alive and effective in schools. They need water for cooking, drinking and washing and there is no running water in most of the villages (Makgotho 2006:6).

Some villages with running water experience water supply cuts and sometimes have to survive for a week or two without water (Kganyago 2006:9). It is, therefore, imperative that schools should have clean water for a variety of purposes. The provision of water to schools in rural communities is weak (Buys 2002:23). According to MacFarlane (2002:4), schools remain dysfunctional because of, among other things, a lack of clean water on site. Learners at many schools draw water from wells that have been dug along the main roads and bushes (Phadu 2002:12). This situation exposes learners to serious hygiene related diseases in the long run (Makgotho 2006:6). A shortage of clean water in schools has created far reaching repercussions *inter alia*:

- Many school girls have been raped on their route to drawing water from the wells (Matlala 2003:5).
- Some learners bring in filthy and contaminated water for preparation of NSNP food and this leaves schools with no option rather than to discard such food.
- Schools are unable to have their own gardens for fighting poverty.
- Classrooms are seldom cleaned.

2.5.25 Summary

A culture of teaching and learning has to be created and maintained within the parameters of certain preconditions. The preconditions for creating and maintaining a culture of teaching and learning have been outlined in this chapter. The duty of stakeholders in this regard is to make sure that the preconditions are actually taken into consideration whenever plans are in place for creating and maintaining a culture of teaching and learning.

2.6 CONCLUSION

This chapter of the dissertation outlined some of the issues pertaining to the creation and maintenance of a culture of teaching and learning in schools. The COLT has been clearly outlined in this chapter, the roles of different stakeholders in creating and maintaining a COLT in schools has been dealt with. Problems that are experienced by principals in creating and maintaining a COLT have been indicated. Preconditions that should be taken into consideration when creating and maintaining a culture of teaching and learning have been outlined. The conclusion that can be drawn in this regard is that a very strong team in the form of a partnership can assist principals in making it easier for them to execute their main task. In the next chapter of this dissertation the research instrument will be presented.

CHAPTER 3

PRESENTATION OF THE RESEARCH INSTRUMENT

3.1 INTRODUCTION

It has already been indicated earlier that the main aim of this dissertation is to determine how principals create and maintain a culture of teaching and learning at rural primary schools in the Limpopo Province. It was also mentioned that the results obtained from this investigation could provide a basis for implementing intervention strategies and tactics on the part of stakeholders (inter alia business people, community members, government officials, educators and learners) to put all their strength together and assist primary school principals in creating conditions in their schools, that will lead to a healthy culture of teaching and learning, effective schools and ultimately an effective education system.

In Chapter 2 of this research project it was investigated what different authors had to say about past and contemporary issues pertaining to a culture of teaching and learning in schools. A variety of sources like newspaper articles, books, dissertations and theses on education were used in this regard. The conclusion that was drawn from the opinions of the authors was that a variety of problems make it difficult for schools to achieve their aims thereby fulfilling their purpose. It was concluded that the main task of the school principal (to create conditions in schools that will lead to effective teaching and learning) is adversely affected.

The purpose of this chapter is to explain and justify the research approach, research design and data collection methods that were used to conduct the empirical investigation and to respond to the research questions as stated in Chapter 1 of this investigation. In other words, the real situation and the actual happenings at primary schools in rural communities have been empirically dealt with (Teleki 1994:84). The researcher's focus

in this regard was on the unique research instrument designed for this investigation. An indication was made step by step, the way in which this investigation has been undertaken.

3.2 THE RESEARCH APPROACH

This investigation was approached in a quantitative manner. A quantitative approach allows researchers to understand opinions or attitudes of participants (James et al. 2008:101). A quantitative tool in the form of a structured English questionnaire was designed and ultimately used for empirical data collection in rural primary schools of the Limpopo Province. Although a quantitative approach has been chosen as the most suitable for this research, it, however, has advantages as well as disadvantages. In more than one instance, the advantages of a questionnaire outweigh its disadvantages (Rankapole 2008:190).

Advantages of questionnaires are that the cost of sampling respondents over a wide geographic area is lower than in any type of a research instrument, and the time required to collect the data typically is much less (Meredith et al. 1996:289). Within the context of this research, the researcher has chosen to use an English questionnaire because it is easy to administer. With regard to questionnaires, very few expenses are normally incurred in terms of administration. Moreover, it is simple to complete within a convenient timeframe not to cause some unnecessary delays in regard to determining the research findings.

Besides the advantages that a quantitative approach seems to have, it also has some disadvantages. The disadvantages of questionnaires are that they cannot probe deeply into the respondents' opinions and feelings (Meredith et al. 1996:289). In completing the questionnaire, the respondents may just choose an alternative without having honestly read and comprehended the question. This implies that in some instances the responses that are given could normally not be a true reflection of the situation as it unfolds in schools, but a deliberate attempt by the respondents to quickly complete the

questionnaire. Moreover, many questions may remain unanswered as the respondents do not have a supervisor (Rankapole 2008:190). In this regard the reliability of the data tends to be at a catastrophic altitude.

3.3 RESEARCH DESIGN AND DATA COLLECTION METHODS

3.3.1 Research design

Research design is a plan to be followed to answer the research aim, objectives and the research problem (James et al. 2008:14). This study made use of a quantitative research design. According to Lankshear and Knobel (2008:164), a survey can be considered as both a research design and a data collection method. Surveys are good because they allow the collection of data from a large number of people (Mertens 2010:173). In terms of this research project the specific type of research design is a survey.

Schumacher and McMillan (1993:37) contend that in survey research the researcher selects a sample of subjects and administers a questionnaire to collect data. Surveys are used to describe attitudes, beliefs and opinions and are designed so that information about a large number of people (population) can be inferred from the responses obtained from a smaller group of subjects (sample). Survey involves asking questions of a sample of individuals who are representative of a group under study. Survey research typically uses one of two procedures for data collection like questionnaires and interviews (Drew et al. 2008:181).

3.3.2 Data collection method (questionnaire)

A questionnaire was chosen by the researcher as a means of gathering data because it imposes a personal response on the respondents. A questionnaire is simply a list of questions that respondents can answer. It is clearly a useful method, if carefully planned, for gathering responses from a large number of people relatively quickly (Burton and Bartlett 2009:75). According to Schumacher and McMillan (1993:238), the questionnaire

is the most widely used technique for obtaining information because it is economical, contains standardized questions, assures anonymity and can be written for specific purposes.

3.3.2.1 The aim of the questionnaire

It has been indicated that two separate but similar questionnaires have been utilized for data gathering in this research project. There has been a questionnaire for principals as well as for their subordinates. The aim of the questionnaires was to enable the researcher to gather scientific data from principals and their subordinates on how a culture of teaching and learning is created and maintained in rural primary schools in the Limpopo Province. To create and maintain a COLT in schools embraces quite a number of aspects. In this regard the researcher has gathered data about the following:

- The presence and the application of a year programme /plan in schools
- Regular control of educators' workbooks.
- A high standard and regular lesson preparation.
- The quality and quantity of written work.
- Allocation of lesson periods according to NCS.
- Adherence of the daily seven working hours.
- Teacher empowerment.
- Reflection on COLT on a regular basis.
- Shared decision-making.
- Working on the accomplishment of the mission and vision statements.
- Active participation and supervision of sporting activities.
- Cooperative and collaborative management.
- Parents' empowerment.
- Curriculum advisory support to schools.
- Strive for excellence in NCS implementation.
- Correction of bad and unbecoming behaviour.

- Workload in schools.
- Sophisticated equipment in school.
- Safety and security measures.
- Removal attempts of the difficulty stigma attached to mathematics and science.
- Recognition of hard work by principals.
- The condition of the schools' physical structures.
- A strong effective partnership.
- An exemplary style of leadership and management.

The results from this investigation have been generalized to all primary schools in rural communities of the Limpopo Province.

3.3.2.2 Format of the research instruments

Each questionnaire was structured in such a way that it entailed two sections. The first minor section featured the personal particulars (biographical data) of the respondents (see annexure B and C). The second major part incorporated all questions about the research problem (see annexure B and C). All listed items are close-ended. In this regard the respondents were expected to choose between predetermined responses.

3.3.2.3 Development of the questionnaires

The questionnaire has been designed and developed after an in-depth literature review (Netshikweta 1999:48). In this regard, the contents of Chapters 1, 2, and 3 of this research investigation, made it possible and easy for the researcher to develop the relevant questionnaire items. The pronouncements and budget votes by the National Ministers of Education (erstwhile and current), the Provincial Education MECs (erstwhile and current), the President's State of the Nation Addresses (SONA), Premiers' State of the Province Addresses (SOPA), as well as papers delivered in educational conferences and symposia, also made a huge contribution towards the development of the questions. The researcher also consulted those colleagues who are heavyweights in the field of

Educational Management. Advice was immediately obtained from the colleagues without any element of procrastination.

3.3.2.4 Scaling technique of the research instrument

It is the prerogative of the researcher to decide on the scale that could be used to record the participants' responses. It was indicated earlier on that to record the responses of individual respondents, a Likert Scale would be utilized. Lankshear and Knobel (2008:166) indicate that the Likert Scale is a popular format for self-constructed scales. They go further to indicate that it uses a five-point scale ranging from 'strongly agree' to 'strongly disagree'. Each respondent would be expected to indicate her/his opinion concerning the problem that is being investigated by choosing between the scales of 1 and 5.

3.4 RESEARCH SAMPLE

3.4.1 Study population

A study population is a group of individuals from which a manageable number of subjects could be drawn for an investigation. Subjects are the individuals who participate in an investigation. It is from them that data are collected (Schumacher and Macmillan 1993:159). Study populations, moreover, vary considerably in their accessibility (Niehaus 1999:166). Within the context of this research project, a population refers to all primary schools falling under the Limpopo Department of Education, while sample refers to a few schools drawn on a random basis from the population. From all schools falling under one Education Department, a manageable number determined by the researcher has been identified for consideration towards eliciting important and much needed empirical data.

For this dissertation, research has been conducted at primary schools in the Mankweng Area of the Limpopo Province as outlined in paragraph 3 of Chapter 1. The Mankweng

Area consists of 5 circuits. The circuits are very close to one another and thus accessible in terms of road transport regardless of minor roads damages that usually result from the heavy seasonal downpours. This has made it easy for the researcher to collect data within a convenient space of time. The researcher did not make any attempts to secure any financial sponsorship towards the financing of this research project. As a result he has been travelling up and down using his own resources financed from his own pocket. The distance between the schools made it possible for the researcher to speedily conclude his empirical data collection without incurring much financial costs. In this regard 25 primary schools in rural communities of the Mankweng Area were chosen to form part of this investigation. Secondary schools, combined schools and special primary schools were not included in this study as this would render the scope of this investigation unmanageable.

3.4.2 Sampling method

Sampling is the process of selecting a number of individuals for a specific study in such a way that individuals represent a group (Gay 1990:101). There are various sampling methods that can be used to draw a representative sample from a population (Hoberg 1999:61). The researcher has used random sampling whereby all schools in the Mankweng Circuits Cluster had an equal chance of participating in this research project. The main aim of sampling in this investigation was to select participants that are rich in information and who would provide relevant and appropriate information about the problem that was being investigated (Lemmer 1993:106).

This investigation focused mainly on how principals create and maintain a culture of teaching and learning in rural primary schools. The persons who were regarded to be in the best position to know how principals create and maintain a culture of teaching and learning in schools are the principals themselves as well as their subordinates like deputy principals, HODs and educators. The respondents for this investigation were principals, deputy principals, HODs and educators drawn from primary schools in the education area

of Mankweng, which falls under the jurisdiction of the Limpopo Department of Education (LDoE).

3.4.3 The size of the sample

A sample is a group of subjects (individuals) within a population, determined and considered relevant by the researcher, from which empirical data are collected. In accordance with the learners' ages and developmental stages, there are pre-primary schools, primary or elementary schools, secondary schools and institution of higher learning (Van Wyk 1999:70). One of the first questions that the researcher asked was with regard to the number of participants that would have to be included in the research sample. In research there is obviously no single rule that can be used to determine the sample size (Hoberg 1996:61).

It was indicated earlier on that this study was based on 25 schools only ($n=25$). In this regard four research instruments were dispatched to each of the 25 schools satisfying the criteria for inclusion. This translated into a total of 100 questionnaires which were distributed to schools for data collection in this investigation. To preserve the anonymity of the school, they were assigned code names. According to the *Oxford dictionary*, a code name is a name used for secrecy or convenience instead of the usual and real name. The codes names had been given in order to preserve the anonymity of the respondents and those of their schools and to encourage respondents to respond with the belief that they will never ever be known to have made any responses.

In order for the researcher to make a detailed investigation on the creation and maintenance of a culture of teaching and learning, the following information about the respondents and their respective sites had been needed:

- Gender
- Rank
- Work experience
- Highest academic qualification

- Highest professional qualification
- Highest educational management qualification
- Age of the school

3.4.4 Criteria for inclusion

Not every school and its principal, deputy principal, HOD, senior educator and one educator have been included in the research sample. Only those schools that satisfied the requirements or criteria that have been laid down by the researcher were included in the sample. The criteria that were used to constitute the sample for the first questionnaire were that:

- participants should be principals and/or deputy principals or acting principals of schools;
- each participant should have been managing the same school for a period of two years;
- all schools should fall under the Mankweng Circuits Cluster which falls under the jurisdiction of the Limpopo Department of Education, and
- all schools should have been in existence for the past fifteen years.

The criteria that were used to select the sample for the second questionnaire were that:

- participants should be HODs /Senior educators and /or educators, and
- each participant should have been at the same school for a period of at least two years.

The last two criteria were applicable for respondents in both questionnaires. The participants in the second questionnaire were dependent on the participants in the first questionnaire. The reason for this was that some schools had only principals and no deputy principals but HODs. In this regard the principal and the HOD took charge of the first questionnaire whilst the senior educator and one educator responded to the second questionnaire. In case the school did not have the deputy principal and the HOD, the senior educator and the principal were held responsible for the first questionnaire whilst two educators (according to their years of teaching experience) were to be responsible for the second questionnaire. This implies that in each of the 25 schools four people were chosen as respondents to make a total of 100.

3.5 ADMINISTRATIVE MATTERS

3.5.1 Permission to conduct research in schools

According to Lemmer (1993:105), once a site has been identified, the researcher should make contact with a person who will grant permission to undertake the research on the site. The person referred to in this regard is the highest authority figure within the provincial departmental echelons. In requesting for permission to conduct research, the most convenient mode of forwarding the request to the education authorities lies with the researcher her/himself.

In order to proceed with this investigation, permission to conduct research in rural primary schools was requested in writing from the Superintendent General (SG) for the Education Department in the Limpopo Province in the city of Polokwane (See the attached annexure A). Permission was granted detailing how the researcher should respect the daily proceedings in research sites (see Annexure D). It was only after the SG for Education had made a written positive response to the researcher that he commenced with the empirical investigation of this research project.

However, for the sake of professional reasons, upon receiving the approval from the SG, the researcher informed the circuit offices of the Mankweng Circuits Cluster. This was done so that the Circuit Managers could be in a position to know that an investigation was being conducted in schools under their different jurisdictions.

3.5.2 Piloting the research instruments

A pilot study is a small scale preliminary study conducted before the main research in order to check the feasibility or to improve the design of the research. It is frequently carried out before large-scale quantitative research, in an attempt to avoid time and money being wasted on an inadequately designed project. A pilot study is usually carried out on members of the relevant population, but not on those who will form part of the final sample. This is because it may influence the later behaviour of research subjects if they have already been involved in the research (Haralambos and Holborn 2000:998). According to De Vaus (1993: 54) pilot studies are conducted for a range of different reasons, *inter alia*:

- Assessing the feasibility of a (full-scale) study/survey.
- Developing and testing adequacy of research instruments.
- Assessing the proposed data analysis techniques to uncover potential problems.
- Training a researcher in as many elements of the research process as possible .

The term *pilot study* is used in two different ways in social science research. It can refer to so-called feasibility studies which are "small scale version[s], or trial run[s], done in preparation for the major study" (Polit et al. 2001: 467). However, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument (Baker 1994:182-3). One of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail, where research protocols may not be

followed, or whether proposed methods or instruments are inappropriate or too complicated.

The researcher made a compilation of the questionnaires in collaboration with his supervisor while the supervisor helped with the refinement (Crous 1997:7). The copies of the questionnaires were then given to at least four school principals to check its relevance to the research topic. Upon receiving the questionnaires from the supervisor and principals for checking, comments and remarks were taken into consideration. The following outcomes emerged from the pilot study:

- It was suggested that ‘**very bad**’ in question 34 of Annexure B must be changed to ‘**very good**’ so that the item could read as follows: The performance of your school in Maths and Science is very good. The reason advanced was that the researcher was already governed by the myth that the two subjects are extremely difficult and learners, therefore poorly performed in them in schools,
- The questionnaires were very clear and simple to respond to and that
- The questions were user-friendly and relevant to the theme that was being investigated.

Refinements were then made accordingly. After the refinements had been made, the researcher was subsequently in a better position to conclude that the questionnaires were relevant for the attainment of the main aim.

3.5.3 Ethical considerations

According to Griffiths (2008:134), ethical issues cannot be avoided in research. If research is conducted without care and consideration, it can have potentially harmful effects for the participants (Burton and Bartlett 2009:29). By entering the sampled sites to deliver the questionnaire, the researcher would be entering the private lives of the

respondents (Lemmer 1993:98). As a result the matter of ethical consideration became vitally important for the researcher (Tuckman 1988:14). This implies that the researcher was obliged to consider certain research ethics that might affect the respondents even before carrying out the investigation. For this investigation a number of ethical considerations were brought to the fore, *inter alia*:

3.5.3.1. Anonymity

Anonymity means that no uniquely identifying information is attached to the data, and thus no one, not even the researcher, can trace the data back to the individual providing them (Mertens 2010: 342). Participants in educational research have got the right to remain anonymous (Tuckman 1988:15). They have got the right not to be known to have given whatever information pertaining to this theme under investigation. It was in this regard felt to be important to preserve the anonymity of the respondents to avoid whatever threat that may engulf them.

The respondents were assured by the researcher that their names and those of their schools would never be revealed to anyone and that their responses would not be connected with any name. Thus, it would not be possible in this report to identify which respondent has made which particular response. The researcher went even to the extent of indicating that code names would be used instead of the real names of the schools and those of the respondents.

3.5.3.2 Confidentiality

Confidentiality means that the privacy of respondents will be protected in that the data they provide will be handled and reported in such a way that they cannot be associated with them personally (Mertens 2010: 342). Participants in educational research have the right to have data collected from them being treated with confidentiality (Tuckman 1988:15). They must be made to believe that the information that they disclose will be dealt with in a strictly confidential manner (Kapp and Levitz 1995:64). It was felt to be

essential that the confidentiality of the information and opinions provided should be maintained even before the process of responding could commence. Care was taken to protect the identities of the participants involved in this study (Visser 1999:12). As a result, confidentiality of all information provided was guaranteed, and the researcher gave the respondents sufficient information about the nature of the research so that they could participate freely without the suspicion that their responses could be divulged to any other person besides the researcher's supervisor. The respondents were assured that the information would be solely for the purpose of this research. According to Burton and Bartlett (2009:34), it is an important principle that any final report of findings is presented to the respondents or is at least made accessible to them. In this regard the findings shall be accessible to the researcher's supervisor and if respondents were interested in the study, the findings would be made available to them.

3.5.3.3 Persuasion

The researcher was undertaking this investigation without being persuaded or coerced by anyone. As a result the respondents were also not coerced or persuaded by the researcher to participate in this research project. Their participation was done willingly and voluntarily. This was done on the basis that a persuaded or coerced person is likely not to reflect on the whole situation in terms of the truth and relevant information as it happens in his/her school. A coerced person can just choose to hide some of the most important and valuable information as a result of forgetfulness, and this might not lead to the success of this research project. In this regard the researcher kept on motivating and encouraging every school principal to ensure that their subordinates complete the questionnaires so that the investigation could be characterized by the truth and that it does not take unnecessary time which can delay its completion.

3.5.3.4 Benefits

The issue of benefits is an important one and must be taken seriously when planning research activities (Stott 1991:16). The respondents were informed that the study would

not endanger their careers. It was also mentioned to them that none would be paid for the responses made to avoid placement of undue pressure or force arising from the monetary incentive. However, the information given might enhance the improvement of the Culture of Teaching and Learning in all Limpopo rural primary schools.

3.5.4 Aspects covered by the questionnaire

The respondents were expected to give the most reliable information based on a number of aspects that are in part one and part two of the research instrument. The two sections of the questionnaire encompassed different specific aspects concerning the theme that is under investigation. It is in part one of the questionnaires that the following aspects were entailed:

3.5.4.1 Gender

South Africa is a democratic country that has fought and is still fighting for equal representation of men and women at all levels of management, administration and leadership. It is not only men who should make their services available in higher posts in the state or private organs. Women as well have got an important role to play. The presence of women in higher management posts in any government sector is an indication of the current democratic government's ideal of ensuring a fair representation across the gender divides. In terms of gender the researcher wanted to establish whether there is a fair and equal representation across the gender. The rationale was to break the traditional notion that women belong in the kitchens as domestics subjects (Senyatsi 2006:8).

3.5.4.2 Designation

In each of the sampled school, a school principal, an acting principal or a deputy principal, HOD and educators were chosen as respondents. In terms of designation the researcher wanted to make sure that the respondents were different subjects in their

different capacities in schools that were satisfying the criteria as indicated in paragraph 3.4.4.

3.5.4.3 Work experience

Relating to experience the researcher's aim was to determine how long the respondents had been working at the school in their capacities and also to determine how long they had been working at the present school. The reason behind this was that a newly appointed subject may not be able to provide sufficient and relevant information required for this investigation.

3.5.4.4 Highest academic qualification

A school manager should be a person who is very well qualified to occupy such a high post in the school. He/she should be a person who keeps on updating him/herself about the developments that are sweeping through the education system of South Africa as well as in his/her field of study. This question has been included in order to determine the involvement of stakeholders in schools with well-qualified school managers in relation to that of less qualified school managers. A well qualified school manager is likely to be an inspiration to other stakeholders as well. The argument in this regard is that the involvement of stakeholders in the two schools might not be the same.

3.5.4.5 Highest professional qualification

Currently the Limpopo Department of Education is trying to upgrade all under-qualified educators who did not have a matric plus a three-year tertiary teacher qualification. The University of Limpopo and the University of Venda for Science and Technology are currently educating such educators to augment the qualification and knowledge they had. This question was included in the questionnaire in order to determine the involvement of stakeholders at schools managed by the school managers with the same or different professional qualifications.

3.5.4.6 Highest education management qualification

With this question dealing with education management qualifications, the researcher wanted to find out whether principals were suitably qualified in terms of education management in their current positions. The argument in this regard is that a well-qualified educational manager is likely to manage her/his school in a more professional manner, such that it becomes a center for academic performance. It is a matter of common sense that none would make a good manager if not properly trained in a relevant field. The researcher's argument is that, for principals to manage effectively they have to acquire some knowledge and qualifications in terms of education management. To acquire this knowledge they have to work hard in order to be certificated in terms of education management courses.

3.5.4.7 Age of the school

This question was included in order to determine the number of years that the school had been in existence. The researcher's argument in this regard is that a newly established school is likely not to experience the same problems as a veteran school. A veteran school may have encountered more of obstacles and barriers to effective teaching and learning throughout its existence than a newly founded school.

Part two of the questionnaire contains questions about the problem that is being investigated (see the attached annexure B and C).

3.6 DATA COLLECTION PROCESS

3.6.1 The role of the researcher

During the process of data collection, the researcher has been acting as a catalyst for the eradication of the limitations of this study. The limitations have been outlined in Chapter 5 of this investigation. The researcher's aim in this regard was to ensure that only data

that are valid and reliable are collected. After having hand delivered the questionnaires to the sampled sites, the researcher encouraged the school authorities to ensure that the respondents really created time to work on the questionnaires. However, the school authorities were requested not to be coercive, but motivational and focused throughout their interaction with the research instrument.

The researcher went further to encourage the participants to do justice to the duration set for the data collection process. The telephone numbers of the school authorities were requested so that the researcher could make follow-ups regarding the completion of the research instruments. In this regard, the school authorities were friendly and complied with the researcher's request. Their compliance enabled the researcher to make telephonic follow-ups with the school authorities in order that the respondents could pay enough attention to the questionnaire. This was done with the sole aim of ensuring that the questionnaires were ready for collection even before the set duration could cease. The contact numbers of the school authorities were destroyed immediately after the questionnaires were collected back by the researcher.

3.6.2 Entering the field

In entering the school, the researcher looked immediately for the good and impressive things that the school might be having, and started to appreciate and at the same time praise the school manager and the SMT thereof. The researcher even went to the extent of asking the school manager the recipe or mechanism that the school used to have such impressive things and claim that he would strive to have them in his school as they were very good. Examples in this regard were the school uniform of the learners, the arrangement of the school buildings, the school environment, and any other things that were impressive and, therefore, warranted praise and appreciation.

When presenting the research questionnaire, the researcher assured the principals that the questionnaire was not an instrument to test their competence but merely a way of collecting data. Firstly, the researcher introduced himself to the school principals to

assure them of confidentiality thereby encouraging their active participation (Niehaus 1999:176). The researcher further indicated that the questionnaire merely required their honest opinion so that reliable and trustworthy data could be obtained from them.

Since the researcher is by profession a school principal, he anticipated limitations in terms of understanding and interpreting the items encompassed by the questionnaire. It must be borne in mind that this questionnaire was designed through the medium of English for respondents whose first language was Sepedi. The researcher realized that it might be a bit difficult for the respondents to gain full understanding of the questionnaire items.

In view of this, the researcher had tried to assist the respondents to gain full understanding of this questionnaire so that they could make responses on what they clearly understood. This does not mean that the researcher was leading the respondents towards giving the required answers. This was done in order to make sure that all the necessary precautions had been taken into consideration to ensure that the collected data encompassed reliability and objectivity. The aim of the research and its importance for education provision was also indicated to the respondents. Furthermore, the researcher indicated the time-frame for the completion of the research instruments and humbly requested every respondent abide by it. A tentative date on which the questionnaires should be ready for collection was also indicated to them.

3.6.3 Duration of the research

Elliot (1991 as quoted in Hoberg 1999:121), maintains that researchers should decide exactly how much time they have available for research. Time not used wisely can be considered wasted. Thus time is not something that can be saved to be used at a later stage (Olivier 1999:12). As the researcher's aim was to complete this research project within an acceptable time frame, the respondents were requested to have the questionnaires ready for collection within a period of three weeks from the date on which they received them. The data were gathered during the last two weeks of September and

the first week of October 2009 just before the reopening of schools for the last trimester of 2009.

3.6.4 Timeframe for the research

Working out a feasible timetable for data collection before starting a research project was extremely essential, keeping in mind the length of the intended cycles (Schulze 1994:32). It was not the intention of the researcher to disrupt the day to day school academic activities of the principal and those of schools. As a result, the principals were not told at what time of the day they should attempt responding to the questionnaire. They were expected to use their own discretion as long as the researcher had indicated the day on which the questionnaires would be collected. This was done on the basis of the fact that the researcher's activities should not interfere with the day-to-day operations in schools as indicated on the departmental permission letter to conduct research (Annexure D, paragraph 3(b) and 3(c)).

3.7 THE ANALYSING OF DATA

Some of the questionnaires were already ready for collection before the dawn of the September school recess whilst others were ready during the school recess. After the researcher had collected the completed questionnaires, the responses were analysed and discussed using tables. The main findings were determined after a clear comprehension and interpretation of the responses. The questionnaires were operationalized by means of a Likert scale which consisted of five categories of responses. According to James et al. (2008:107), a Likert scale is a scale of answers on which respondents to the research instrument indicate their levels of agreement or disagreement with a series of statements.

According to Best and Kahn (1993:242), when using a Likert scale, the researcher must report percentage responses by combining the two outside categories. The first and second category responses were combined together and so were the fourth and fifth category responses. The researcher went further to classify the collected data into positive

and negative response. If the respondent chose alternatives 1 and 2 it was an indication of a positive response to the questionnaire item. If the respondent chose alternative 3, 4 and 5, that was regarded as an indication of a negative response to the question. The responses for individual respondents in terms of section A and B of the questionnaires were analysed separately by means of tables (see table 1.8 and 1.10).

3.8 MEASURES TO ENSURE VALIDITY AND RELIABILITY OF THE DATA

3.8.1 Validity of the questionnaire

Validity is the most important consideration in developing and evaluating research instruments (Aray et al. 2006:243). Basic to the validity of a questionnaire is to ask the right questions phrased in the least confusing way. Terms must be clearly defined so that they have the same meaning to all the respondents (Cooper 1989:60-62). Validity refers to the truthfulness, correctness, or accuracy of research data (Burton and Bartlett 2009:25). It refers to the meaningfulness of the research results (Lankshear and Knobel 2004:161). It is dependent on the purpose, population and situational factors in which measurement takes place (Schumacher and McMillan 1993:167).

In conducting an empirical research, the researcher is already in his quest for a convincing knowledge about a specific phenomenon. The data that had been collected must in no misleading terms describe the authenticity of the phenomenon that is being studied. The data that had been collected may present a true picture of responses to the research question and may sometimes present a false picture in terms thereof. In order to be regarded as valid, the collected data must provide genuine responses to the problem as well as the sub-problems.

3.8.1.1 Face validity

Face validity refers to the extent to which a test or the questions on a test appear to measure a particular construct as viewed by laypersons, clients, examinees, test users, the

public, or other stakeholders. In other words, it looks like a reasonable test for whatever purpose it is being used. The researcher and the supervisor checked if all the questionnaire items tested what they were supposed to test (How rural primary school principals create and maintain a culture of teaching and learning). In this way it was ensured that the research instruments were face validity compliant. Within the context of this study, face validity refers to the appearance of an instrument that has been used for data collection. The appearance of a questionnaire shows whether it measures what it purports to measure.

3.8.1.2 Content validity

According to Schumacher and McMillan (1993:224), content validity refers to the extent to which the contents of a questionnaire are judged to be representative of some appropriate domain of content. It addresses the match between test questions and the content or subject area they are intended to assess. In terms of this investigation it refers to whether the contents of the questionnaires were correct to respond to the aims and objectives of the study. In this regard both the literature study and the questionnaire covered the theory of the problem under investigation. The researcher consulted theses, dissertations, books, journals, and newspaper articles on education. The pronouncements and budget votes by the National Ministers of Education (erstwhile and current), the Provincial Education MECs (erstwhile and current); the President's State of the Nation Addresses (SONA); Premiers' State of the Province Addresses (SOPA); while papers delivered at educational conferences and symposia also made a huge contribution towards the development of the questionnaire items.

In ensuring that the research instruments have encompassed validity, the researcher sorted inputs from experts in the field of education management before a final questionnaire was drafted. The experts critiqued the overall document in order to ensure that all questionnaire items were clear. The questionnaire items also embraced information that was gleaned from these sources of information. For this study the researcher and the supervisor checked the questionnaire items to determine if they

adequately covered the content presented in the literature study. In this way it was ensured that the questionnaires had an element of content validity.

To increase the validity of the questionnaires, the researcher asked questions that would be an important aspect of the purpose of this investigation. The meaning of all the terms used was clearly defined to ensure the same understanding by all the respondents. The researcher ensured that the research instrument had comprehensively covered the intended items. In order to encourage honesty on the part of the respondents, the questionnaires were made to be anonymous.

3.8.2 Reliability of data

Lankshear and Knobel (2008:161), define reliability as the consistency of scores when a data collection tool is administered on different occasions. It describes the extent to which a research instrument or method is repeatable. Reliability is an assessment of the consistency of any method (Burton and Bartlett 2009:24). This implies that if upon completion of the research someone else undertakes a similar research the results would be the same. Schumacher and McMillan (1993:231) contend that failure to report reliability would be a foundation for interpreting the results with caution.

To ensure that the research instruments have embraced an element of reliability, the Cronbach's Alpha coefficients for the two research instruments were calculated. The results were 0.912 for Annexure B and 0.933 for Annexure C. According to Schumacher and McMillan (1993:231), a reliability of 0.90 is judged excellent. This translates into the fact that the research instruments were reliable and the collected data had been governed by reliability. In order to ensure that the reliability of the research instrument is increased, questionnaires with the same format and sequence of words and questions for each category of respondents were compiled. Each of the questions was structured in such a way that its meaning would be clear to every respondent (See Annexure B and C)

3.9 CONCLUSION

In this chapter of the dissertation, the researcher has indicated the route that he followed in terms of conducting this empirical investigation. All steps that were taken from day one of this investigation up until the last have been dealt with in this chapter. The research instrument to be used in conducting the empirical investigation was presented in this chapter of the investigation. The population and sampling methods in terms of this investigation were described; ethical considerations; permission to conduct research and the data collection process have been thoroughly explained. A section on reliability and validity of data also featured in this chapter. The next chapter, which is Chapter 4, features the presentation and discussion of the research data.

CHAPTER 4

PRESENTATION AND DISCUSSION OF THE RESEARCH DATA

4.1 INTRODUCTION

In Chapter 3 of this investigation the research design for the envisaged data gathering had been articulated. The research instrument in the form of a structured English questionnaire was distributed to the randomly sampled schools in the Mankweng Circuits Cluster of the Limpopo Province. The positive acceptance and response that the researcher received from the sampled schools is worth mentioning. The time frame set for the completion of the research instrument and the enthusiasm that the respondents have demonstrated in attempting the questionnaire, made it possible for the researcher to commence with this chapter (Chapter 4) of the research project. The research questions that have been mentioned in the first chapter of this investigation have guided the proceedings throughout the entire process of empirical research, and culminated in the data that the researcher required. It is against this background that the commencement of chapter 4 of this investigation comes into the spotlight.

In this chapter, a presentation is made, of the data that were collected from the sampled schools, for purposes of analysis and discussion. Quantitative data are normally interpreted by using descriptive statistics. Descriptive statistics transform a set of numbers or observation into indices that describe or characterize the data. The use of descriptive statistics is the most fundamental way to summarize data, and it is indispensable in interpreting the results of quantitative research (Schumacher and McMillan 1993:192). Tables would be utilized in regard to this data analysis. The tables would read from top to bottom and left to right. They will be numbered consecutively using numerals in the order they appear in the text (Drew et al. 2008:267). The aim of this analysis is to provide empirical answers to the research problem and sub-problems that have been identified in Chapter 1 of this investigation. It is in analyzing data that a

researcher discovers and substantiates patterns and relationships, test expectations, and draws the inferences that make research fruitful (Babbie 2001:397).

4.2 PRESENTATION OF THE RESEARCH DATA

4.2.1 Introduction

The next step after data collection is data presentation and discussion. Once data have been collected or generated, it is possible to see whether, and to what extent, the research questions can be answered. Data presentation and discussion is one step and an important one in this process (Blaikie 2003:28). It is the culmination of instrument construction and data collection. To culminate an investigation properly it is necessary to analyze the data so that we can provide answers to the research questions (Bailey 1994:378). According to Blaikie (2003:13), research questions are of three main types: what questions, why questions and how questions. He further indicates that:

- ‘What’ questions seek descriptive answers.
- ‘Why’ questions seek understanding or explanation.
- ‘How’ questions seek appropriate interventions to bring about change.

The main research question that guided this investigation had three sub-questions. The sub-questions captured a number of questionnaire items as indicated in a tabular form below:

Sub-Problem	Objective	Questionnaire Items
What is a culture of teaching and learning?	To investigate and explain what a culture of teaching and learning is.	B2, B3, B5, B7, B8, B11, B13, B17, B20, B21, B23, B24, B25, B26, B27, B29, B34, B35, C2, C3, C5, C7, C8, C13, C18, C19, C21, C23, C28, C31, C32, C33.

How can principals create and maintain a culture of teaching and learning?	To determine the role that is played by the primary school principal in creating and maintaining a culture of teaching and learning.	B1, B4, B6, B9, B10, B12, B14, B15, B16, B18, B19, B22, B28, B32, B33, B36, B37, C1, C4, C6, C9, C10, C11, C12, C14, C15, C16, C17, C20, C22, C25, C29, C34
What problems do principals encounter in creating and maintaining a culture of teaching and learning?	To investigate problems encountered by principals in creating and maintaining a culture of teaching and learning.	B29, B30, B31, C24, C27, C30

(Table 1.1 The sub-problems of the main research question)

A total of 92 (23x4) completed questionnaires was received in a timeous manner from the respondents. All the respondents were attached to the sampled schools that formed the population baseline of this investigation. No questionnaire item was left unattended. All questions received responses. Some questions were earmarked for investigating and explaining within the context of this investigation as to what a culture of teaching and learning is. A number of questions were directed towards determining the role that is played by principals of rural primary schools in creating and maintaining a culture of teaching and learning. Only a few questions assisted in terms of investigating problems that are encountered by rural primary school principals in creating and maintaining a culture of teaching and learning.

In order to preserve the anonymity and confidentiality of the sampled schools and respondents, they were designated the code names as indicated earlier on in Chapter 3 of this investigation. The code names were the alphabet letters in their descending order as depicted under questionnaires' return statistics (Table 1.2) below.

4.2.2 Questionnaires' return statistics

The table below indicates the statistics in terms of the fully completed questionnaires

School	Number dispatched	Number Returned					Total	% Returned
		Principal	Deputy Principal	HOD	Senior Educator	Educator		
A	04	x	-	x	x	x	04	100
B	04	x	-	x	x	x	04	100
C	04	x	x	-	xx	-	04	100
D	04	x	-	x	x	x	04	100
E	04	x	-	x	x	x	04	100
F	04	x	x	x	-	x	04	100
G	04	x	-	xx	x	-	04	100
H	04	x	-	x	xx	-	04	100
I	04	x	x	xx	-	-	04	100
J	04	x	-	x	x	x	04	100
K	04	x	-	xx	x	-	04	100
L	04	x	-	xx	x	-	04	100
M	04	x	x	-	-	xx	04	100
N	04	x	-	x	-	xx	04	100
O	04	x	-	x	xx	-	04	100
P	04	x	x	-	-	xx	04	100
Q	04	x	-	x	xx	-	04	100
R	04	x	-	x	xx	-	04	100
S	04	x	-	xx	x	-	04	100
T	04	x	x	-	-	xx	04	100
U	04	x	-	x	-	xx	04	100
V	04	x	-	x	-	xx	04	100
W	04	x	-	x	-	xx	04	100

X	04	-	-	-	-	-	00	00
Y	04	-	-	-	-	-	00	00
TOTAL	100	23	06	24	19	20	92	92

(Table 1.2 Participation and return rate regarding the two questionnaires)

A total number of 100 questionnaires was distributed to project schools in regard to this investigation. A return rate of 100% was anticipated by the researcher, but only a 92% return rate was attained. Despite numerous reminders to the remaining 8%, the participants remained silent until they became untraceable. According to Babbie (1990:182), a response rate of 70% or more is very good for analysis and reporting of data. A short letter explaining the reasons for the investigation and the purpose of the questionnaire was also written to the participating respondents (Annexure B and C). It is in this letter where the researcher became emphatic on the elements of anonymity and confidentiality. At the conclusion of the letter, the participants were thanked for their unwavering cooperation and participation in the investigation. The letter was indicated as having been authored by the researcher as well as his supervisor. The addresses and contact numbers of the researcher and those of his supervisor were also provided. Tables would now be utilized to present the responses obtained from the completion of the two research instruments.

4.2.3 Discussion of data of biographical information of participants (N=92)

Personal characteristics	Frequency(F)	Percentage (%)
Gender		
Male	43	46.7
Female	49	53.3
Total	92	100
Designation of participants		
Principal	23	25
Deputy Principal	06	6.5
HOD	24	26.1

Senior Educator	19	20.7
Educator	20	21.7
Total	92	100
Teaching experience		
5 years and less	00	00
6-9 years	00	00
10-14 years	11	12
15-19 years	19	20.7
20 years+	62	67.3
Total	92	100
Experience in current designation		
5 years and less	24	26.1
6-9 years	15	16.3
10-14 years	10	10.9
15-19 years	22	23.9
20 years +	21	22.8
Total	92	100
Academic qualifications		
Lower than grade 12	00	00
Grade 12	56	60.9
Bachelor's degree	22	23.9
Honours degree	14	15.2
Masters degree	00	00
Total	92	100
Professional qualifications		
Less than two years teachers diploma	00	00
Two years teachers diploma	08	8.7
Three years teachers diploma	53	57.6
Four years teachers diploma	19	20.7
Professional degree	12	13

Total	92	100
Educational management qualification		
One year certificate in educational management	11	12
Two year certificate in educational management	15	16.3
Postgraduate certificate in educational management	06	6.5
Postgraduate degree in education management	17	18.5
No education management qualification at all	43	46.7
Total	92	100
Further field of study		
Advanced Certificate in Education	25	27.2
BEd	14	15.2
MEd	07	7.6
Doctoral degree	00	00
Not furthering studies at all	46	50
Total	92	100

(Table 1.3 Reflection regarding participants' biographical data)

4.2.3.1 Participants' according to gender

In regard to this investigation 46.7% of the male respondents took part in this investigation compared to 53.3% females. This is an indication that females dominate the management positions in the teaching fraternity at primary schools in rural communities of the Limpopo Province in comparison to their male counterparts. The current situation in South Africa is that a considerable emphasis is being placed on fundamental human rights, the elimination of discriminatory societal practices, equal opportunities for all in all spheres of life and the promotion of gender equality, and the empowerment of women (Nieman 2002:63). It could be concluded that the opposite is the experience in secondary schools where males would normally be dominant. Even though a significant change is evident, government had not yet achieved its target of 33% women in most senior positions in the public and private sector (Waldner 2005:8). Women have also been

successful in graduating nowadays. In 2007, 59% of graduants at South African Universities were women (Sutherns 2010:12).

4.2.3.2 Designation of participants

In terms of this investigation 25% of the participants were principals of rural primary schools, six point five percent were deputy principals. Twenty-six point one percent of the participants were Heads of Departments; 20.7% of them were Senior educators whilst 21.7 seven were post level one educators.

4.2.3.3 Participants' teaching experience

From Table 1.3 it is evident that none of the participants had a teaching experience of less than nine years. Twelve percent of them had a teaching experience of between ten and fourteen years whilst 20.7% of them had a teaching experience of fifteen to nineteen years. Sixty-seven point three percent of the participants had a teaching experience of 20 years and above.

4.2.3.4 Experience of participants in their current designations

From table 1.3 above it is clear that 26.1% of the participants had less than five years experience in their current designation, while 16.3% got an experience between six and nine years. Ten point nine had an experience between ten and fourteen years whilst 23.9% had an experience between fifteen and nineteen years. Twenty-two point eight percent had an experience in excess of twenty years in their current designation.

4.2.3.5 Employment experience of participants

Any organization can recruit, select and appoint people but one cannot expect new members to produce their best work and achieve the objectives of the organization until they have completely adjusted to the work they have to do, the environment in which

they are to work and the colleagues they have to work with (Steynman 2001:21). In terms of this investigation there is no novice employee who really can put his/her organization at stake in terms of productivity. One hundred percent of the participants had a continuous service in excess of a decade. Twelve percent of them had a teaching experience of between ten and fourteen years, twenty point seven percent had a teaching experience of between fifteen and nineteen years, and sixty-seven point three percent had an experience of more than twenty years. According to the researcher, all the participants had an extremely commendable teaching experience that was required by this investigation. It can be concluded that principals and their *eminence grises* or their *proxies* in rural primary schools are highly qualified. They are, therefore, in a better position to extend a glorious hand of assistance in creating and maintaining a culture of teaching and learning in schools.

4.2.3.6 Academic qualifications of participants

With regard to academic qualifications, there were no respondents with any qualification below a grade twelve (matric) certificate. Sixty point nine percent had a grade twelve certificate; 23.9% of the participants had Bachelor's degrees whereas 15.2% had degrees at Honours level. It means that 100% of educators at management level at primary schools in rural communities are academically well qualified for the positions they are holding. By the way, it is expected (by the current education dispensation) of every serving educator to have a minimum academic qualification of grade twelve or simply matric.

4.2.3.7 Professional qualifications regarding the participants

None of the respondents had a professional qualification equivalent to the antiquated one year teachers' diploma. Even though some of them might have started teaching being in possession of the antiquated one year teachers' certificate, there has been some significant ameliorations regarding professional qualifications. Eight point seven percent of the participants had a two year teachers' diploma (including the National Professional

Diploma in Education i.e. NPDE), 57.6% had a three teachers diploma (including the Primary and Secondary Teachers Diplomas i.e. PTD and STD), 20.7% had a four year teachers' diploma (including Higher Diploma in Education i.e. HDE) whilst thirteen percent of them had a professional degree such as the BEd in intermediate phase. Regarding professional qualifications, one hundred percent of the managers at different levels of management in schools, regardless of their appointment status (temporary or permanent), are well qualified. The conclusion can be drawn in this regard is that all managers can live up to any management challenges in their schools.

4.2.3.8 Possession of educational management qualifications

As school managers, principals have to be relevantly and well qualified for their positions to carry out their duties with ease. They are expected to have a sound knowledge pertaining to management of education at all its levels (school, circuit, district, provincially and nationally), especially since the education system keeps on changing and as such creating huge challenges for principals and other stakeholders. Principals should have a sound knowledge of all aspects of a sound education management. They should be well conversant with all the dynamics of good management in schools, what they should and can do, as well as what they should never do. This implies that they have to be fully and well conversant with all the education legislations governing their operation in school and what they are entitled to do. It has even come to the attention of Naledi Pandor that in future principals would be required to be in possession of a special management diploma to qualify as headmasters (Cembi and Mangxamba 2006:3). Principals have to be innovative and creative.

From this investigation it is clear that, in regard to educational management qualifications, 12% of participants are in possession of a one year certificate in educational management, 16.3% had a two year certificate in educational management, and 6.5% had a postgraduate certificate in educational management, 18.5% had a postgraduate degree in educational management. These figures translate into 53.3% of managers with educational management qualifications at schools in rural communities of

the Limpopo Province, whilst 46.7% had no educational management at all. This is an indication that educators in rural primary schools have realized the importance of acquiring a qualification in educational management because all and sundry in schools are managers. Therefore, managers have to be well knowledgeable in regard to their field of operation.

4.2.3.9 Participants' further field of study

In regard to the issue of furthering studies, fifty percent of the respondents indicated that at time of research they were furthering their studies in the field of educational management. Twenty-seven point two percent were pursuing the Advanced Certificate in Education Management, 15.2% the Bachelor of Education degree, and 7.6% the degree Master of Education. This indicates that a sizeable number of managers in schools have realized the importance of further studies as it enables one to remain on par with the developments that are being made in the educational management terrain. They are also serving as an example to their subordinates that to keep on furthering studies enables one to be more knowledgeable.

4.2.3.10 Summary of participants' biographical information

From table 1.3 above it is clear that all the participants were satisfying the criteria for inclusion as outlined in paragraph 3.4.3 of Chapter 3 of this investigation. Furthermore, the participants were well qualified as managers in their different settings. This implies that relevant participants had been sampled to form part of the population sample pertaining to this investigation.

4.2.4 Participants according to designations and category of questionnaires.

Designation	Number of responses according to category of questionnaires			
	Annexure B	%	Annexure C	%
Principal	23	50	-	-
Deputy Principal	06	13	-	-
Head of Department	17	37	07	15.2
Senior Educator	-	-	19	41.3
Educator	-	-	20	43.5
Total	46	100	46	100

(Table 1.4 Distribution of participants in terms of designations and questionnaires' category)

It was indicated earlier on that two different types of questionnaires would be used to glean information from respondents in their different designations or capacities. This table (Table 1.4) shows how the respondents dealt with the questionnaires, depending on their staff establishments or the size of their staff. Out of the 92 questionnaires that were received, a total of 46 respondents (fifty percent) attempted the first questionnaire that was directed to the Principals, Deputy Principals or HODs (Annexure B). A further 46 respondents (fifty percent) dealt with the second questionnaire. The second questionnaire was directed to the senior educators and educators respectively (Annexure C).

Table 1.4 shows that only 13% of primary schools in rural communities had legitimate deputy principals. Eighty-seven percent of the rural primary schools were without legitimate deputy principals. These are small enrolment schools that do not qualify to have deputy principals. They are schools with a maximum of 14 educators. The administrative work that was supposed to be done by the deputy principals in those schools is currently dealt with by Heads of the different Departments (HODs). This means that thirty-seven percent of HODs were co-opted into the School Management Teams (SMTs) to perform duties as non-remunerated deputy principals. In some cases,

co-opted members of the School Management Teams do not perform administrative duties properly. They normally argue that they are not remunerated for such administrative duties. The deputy principalship post is normally posts number 15 and 30 in every school's post establishment. Below is a Promotion Post Model (Figure 1) and a Departmental Circular indicating the Post-Provisioning Model (Figure 2) of the Department of Education:

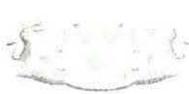
PROMOTION POST MODEL K4 - 2004 / 2005		
Post	HOD	Deputy
6	1	
13	2	
15	2	1
20	3	
27	4	
30	4	2



NORTHERN PROVINCE
DEPARTMENT OF EDUCATION
MANKEENG DISTRICT OFFICE
received on
2004-12-08
PRIVATE BAG X1000
SOVENDA 0227
TEL: (015) 247-5611

for signature

Figure 1.Promotion Post Model K4-2004/2005



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

PRIVATE SECTOR
JOVENTA
0727
TEL: 0159625633
FAX: 0159675243

DEPARTMENT OF EDUCATION
MANKWENG DISTRICT OFFICE

31 March 2004

To: All Principals of schools;
From: The Circuits Coordinator

Subject: Post Provisioning Model

- 1 The above matter relates
- 2 kindly receive the new Post Provisioning Model for your attention and implementation.

Post Number	Post Description	Post Level
1	Educator	01
2	Educator	01
3	Educator	01
4	Educator	01
5	Educator	01
6	Educator	01
6	HOD 1	02
7	Educator	01
8	Educator	01
9	Educator	01
10	Educator	01
11	Educator	01
12	Educator	01
13	ROD 2	02
14	Educator	01
15	Deputy Principal 1	03
16	Educator	01
17	Educator	01
18	Educator	01
19	Educator	01
20	HOD 3	02
21	Educator	01
22	Educator	01
23	Educator	01
24	Educator	01
25	Educator	01
27	HOD 4	02
28	Educator	01
29	Educator	01
30	Deputy Principal 2	03
31	Educator	01
32	Educator	01
33	Educator	01
34	HOD 5	02

(Your cooperation is always appreciated)


CIRCUITS COORDINATOR

"We Believe, We Care, We Serve"

31-04-2004

Figure 2: Post Provisioning Model

These two models above were determined by parties in the Education Labour Relations Council (ELRC). Figure 1 presents a picture of promotional posts (Heads of Departments, Deputy Principals and Principals) in schools. Post numbers 06, 13, 20 and 27 are Heads Of Departments posts whilst posts number 15 and 30 are deputy principalship posts. Figure 2 goes further to indicate post number 34 as the 5th Head of Department in big enrolment schools. Educators in schools are appointed according to

post levels as shown in figure 2. Post Level 01 means ordinary educators, Post Level 02 means Heads of Departments, Post Level 03 means Principals of small schools or First Deputy Principals in big schools, whilst Post Level 04 means principals of bigger schools. Table 1.4 shows that 87% of primary schools in rural communities have got staff establishments of less than 15 educators to facilitate a total of 46 Learning Areas. Forty six Learning Areas is a combination of all Learning Areas from Grade R up to Grade 07. It also means that educators in schools have to carry a double workload in carrying out their management and curriculum delivery mandates. Van Wyk (1999:80) argues that these schools are characterized by low population densities with regard to learner enrolments and the educators' staff as compared to schools in more populated and affluent urban communities.

It is an indication that 87% of primary schools in rural communities are characterized by a persistent decline in learner enrolments. This is a direct result of the migration of young mothers to residential areas that are characterized by better basic services. By the way, learner enrolment is a chief determinant in regard to the allocation of educator posts to every school. Each school qualifies for a specific number of posts according to its learner enrolment. Schools with huge learner enrolments normally qualify to have a larger number of educators whilst it remains the opposite in regard to schools with smaller enrolments.

However, schools with low learner enrolments are normally offered additional posts usually referred to as adhoc posts as per discretion of the Provincial Superintendent General (SG), also referred to as the Head of Department (HOD). This table also indicates that there is a strong positive working relation in the form of partnership in rural primary schools. The main reason supporting this conclusion is because no questionnaire was returned unattended to.

4.2.5 The profiles of sampled schools

Years of existence	Frequency	Percentage
Less than 10 years	00	00
11-15 years	00	00
16-19 years	02	8.7
20 years +	21	91.3
Total	23	100

(Table 1.5 Record of existence on the part of sampled schools profile)

Data on the profiles of schools were gleaned from the responses provided by the principals. Although other respondents could be more knowledgeable than their principals, it is believed that principals are the most knowledgeable people concerning responsibility in schools. The criterion that was initially set in regard to the inclusion of respondents into the research sample was that schools should have been in existence for the past fifteen years.

Examining Table 1.5 above, no school had existed for less than fifteen years. Eight point seven percent of the schools were in existence for the past sixteen to nineteen years, whereas ninety-one point three percent of the schools were in existence for more than two decades. So, in regard to the criteria pertaining to years of existence of schools, all schools in the research sample were correctly included. Therefore, the information that was provided was gleaned from schools that were extremely experienced in regard to teaching and learning activities.

The researcher designed the questionnaires with 37 (Annexure B) and 34 (Annexure C) items respectively. The items were aimed at providing empirical responses to the main research question i.e. "*How do principals create and maintain a culture of effective teaching and learning in primary schools in rural communities of the Limpopo Province?*" Section A of the two questionnaires dealt with biographical information of the respondents and Section B dealt with the problem that is being investigated. The

items in Section B of Annexure B and C were content validated. The items are presented in Table 1.6 and those of section B of Annexure C are presented in Table 1.7. The table also indicates what the question was assessing and the reason why the question was included in the questionnaire.

4.2.6. The questionnaire items captured in Section B (Annexure B)

The questionnaire items captured in Section B of Annexure B are presented in table format as follows:

ITEM	Statement	Assessment	Reason for inclusion
B1	The activities of your school are directed according to a functional year plan.	A functional year plan is in place to guide the day-to-day activities of the school.	To determine whether the day-to-day activities of a school are directed by means of a year plan.
B2	Learners who come late are locked outside.	Learners come late to school and are locked outside.	To find out whether the issue of punctuality is a priority in schools.
B3	Educators' workbooks are controlled on a regular basis.	HODs must ensure that they regularly control the work of educators.	To determine whether HODs control educators workbooks on a regular basis.
B4	The HODs provide regular feedback on educators work.	HODs must regularly provide the principal with feedback on the work of the educators.	To establish whether indeed HODs provide the principal with feedback about the work of educators
B5	Tests and examinations are always quality assured.	Before any test or examination is written, it must be quality assured.	To determine whether assessment tasks are quality assured.
B6	Lesson periods have	Every lesson period	To find out whether the

	been allocated NCS compliant time.	must be allocated time that is NCS compliant.	lesson periods have been allocated the correct time as expected in NCS documents.
B7	The principal ensures that educators stick to their personal time-tables.	Educators must stick to their personal-time tables.	To find out whether educators stick to their personal time tables.
B8	The principal make sure that the departmental seven hours are always adhered to.	The departmental seven hours must be adhered to by every educator in the school.	To find out whether the departmental seven hours are adhered to in schools.
B9	Educators have been divided into different committees.	Educators must be part and parcel of different committees in schools.	To establish whether educators are members of different committees in schools.
B10	Parents are allowed to visit their children at any time of the day.	Parents should visit their children at times specified by schools.	To determine whether parents do pay visits to school at any time.
B11	Regular staff meetings are held to discuss curriculum issues.	Curriculum discussion meetings should be held in schools.	To establish whether staff members hold meeting to discuss curriculum related issues.
B12	Heads of departments always ensure that educators' lesson plans are NCS compliant.	HODs must ensure that every educator's lesson plan under their constituency is NCS compliant.	To investigate whether HODs monitor educators' lesson plans.
B13	Formal tests are written on a monthly basis.	There must be formal tasks written on a monthly basis in	To find out whether formal tests are written on a monthly basis in

		schools.	schools.
B14	Everyone is regarded a decision-maker in his/her area of work.	Everyone in the school has to be a decision maker in his/her area of work.	To find out whether educators participate in the decision-making process of the school.
B15	Competent educators often represent the principal in principals' meetings.	The principal must delegate competent educators to attend principals' meetings in his/her absence.	To determine whether principals do delegate competent educators to attend principals' meetings.
B16	There is a harmonious working relation irrespective of people's post levels.	Members of the staff must work harmoniously regardless of the position they normally hold in schools.	To establish whether staff members work harmoniously regardless of their post levels in schools.
B17	Everyone in the school work towards the achievement of the mission and vision statements	Every activity in the school must be towards the achievement of the school's mission and vision statements.	To establish whether everyone in the school work towards the achievement of the school's mission and vision statements.
B18	The principal ensures that the school participates actively in sports.	The principal must ensure that the participation of his/her school in sporting activities is without question.	To establish whether the schools participate actively in sports.
B19	The resolutions taken in SMT meetings are always implemented.	Resolutions that have been taken in SMT meetings must be implemented.	To find out whether resolutions taken in SMT meetings are implemented.

B20	Parents are involved in the education of their children.	Parents must be involved in the education of their children.	To determine whether parents are involved in the education of their children .
B21	The attendance of parents in parents meetings is very good.	The attendance of parents meetings by parents themselves has to be very good.	To determine whether attendance of parents in parents meetings is good.
B22	You regularly invite curriculum advisors to visit your educators.	Curriculum advisors must visit educators to offer support.	To establish whether the principal normally invite curriculum advisors to visit educators for support.
B23	Educators are well conversant with the NCS implementation.	Educators must be well conversant with the implementation of the NCS.	To establish whether educators are well conversant with the implementation of the NCS.
B24	Educators assess learners according to NCS.	Learners must be assessed according to the dictates of the NCS.	To determine whether learners are assessed according to the dictates of the NCS.
B25	Educators facilitate lessons according to OBE.	Educators must facilitate lessons according to OBE.	To find out whether educators facilitate lessons according to OBE.
B26	Corporal punishment is used secretly in your school.	Corporal punishment should never be used in any school.	To determine whether corporal punishment is being secretly used in the school.
B27	A portion of the school	A portion of the school	To establish whether a

	funds is used for curriculum implementation.	funds must be used for curriculum related matters.	portion of the school funds is used for curriculum related matters.
B28	Class visits are conducted on a regular basis.	There must be regular class visits in schools.	To determine whether class visits are conducted in schools.
B29	The school uniform is afforded by all parents.	The school uniform has to be afforded by all parents.	To establish whether the school uniform is afforded by all parents.
B30	The principal facilitates only one Learning Area.	The principal should not facilitate more than one learning area.	To find out whether the principal facilitate more than one area.
B31	The principal is not a class teacher.	The principal must not be a class teacher.	To determine whether the principal is a class teacher.
B32	There is a policy on safety and security in your school.	There must be a policy on safety and security in schools.	To establish whether there is a policy on safety and security in schools.
B33	There is a proper security fencing around your school.	There has to be a security fencing around your school.	To find out whether there is a security fence around the schools.
B34	The performance of your school in Mathematics and Science is very good.	The performance of learners in Math and Science must be good.	To determine whether the performance of schools in Mathematics and Science is good.
B35	Educators in your school partake regularly in Mathematics and Science competitions	Educators in schools must partake regularly in Mathematics and Science competitions	To establish whether educators partake regularly in Mathematics and Science competitions
B36	You encourage	Educators must be	To find out whether

	educators to keep on upgrading their qualifications.	encouraged to further their qualifications.	principals encourage educators to further their studies.
B37	The retention of learners is done in consultation with the parents.	Learners must be retained in consultation with the parents.	To determine whether retention of learners is done in consultation with the parents.

(Table 1.6 The contents of Annexure B Section B)

4.2.7. The questionnaire items contained in Section B (Annexure C)

The questionnaire items captured in Section B of Annexure C are tabulated as follows:

ITEM	Statement	Assessment	Reason for inclusion
C1	Educators teach according to the school's year plan.	Educators must teach according to the school's year plan.	To find out whether educators teach according to the school's year plan.
C2	Punctuality is very good in your school.	Everyone has to be punctual at school.	To determine whether everyone arrives punctually at schools
C3	HODs control your workbooks on a regular basis.	HODs have to regularly control educators' workbooks.	To establish whether HODs regularly control educators' workbooks.
C4	Lesson preparations are always NCS compliant.	Lesson plans should comply with the dictates of the National Curriculum Statement.	To determine whether lesson plans are compliant with the National Curriculum Statement policy.
C5	The policy on written work is observed by every educator.	The policy on written work must be adhered to and observed by every	To find out whether educators observe the policy on written work

		educator.	and give written work as dictated by the policy.
C6	Tests and examinations are always quality assured.	Tests and examinations must always be quality assured before they could be written.	To establish whether School Management Teams quality assure tests and examinations before they are written.
C7	Educators stick to their personal time tables regularly.	Educators must always stick to their time tables and be responsive to them.	To determine whether educators stick to their time tables on a regular basis.
C8	Educators are comfortable with the seven working hours.	Educators must spend a minimum of seven working hours in schools, even on Fridays and paydays.	To determine whether educators are comfortable in staying for a minimum of seven working hours at school.
C9	All educators belong to different committees in the school.	Educators have to belong to different informal structures in the form of committees in schools.	To determine whether educators belong to different committees in schools.
C10	Educators are given the opportunity to chair staff meetings.	Principals must give educators an opportunity to chair staff meetings.	To find out whether educators usually chair staff meetings in schools.
C11	Teaching and learning activities are regularly reviewed in the school.	Teaching and learning activities must be regularly reviewed in schools.	To establish whether teaching and learning activities are regularly reviewed in schools.
C12	Learners' books are controlled on a regular basis.	Educators must control learners' books on a regular basis.	To find out whether educators control learners' books on a

			regular basis.
C13	Educators use corporal punishment secretly in the school.	Educators must not apply corporal punishment secretly in schools.	To establish whether corporal punishment has been fully abolished in schools
C14	Educators take part in the decision making of the school.	Educators have to be part of the decision making of schools.	To determine whether educators normally take part in the decision making process of the schools.
C15	The principal do send educators to principals meetings.	Principals must sometimes send their subordinates to principals' meetings.	To find out whether principals do send educators to principals' meetings.
C16	Educators are free to relate their problems to the principal.	Educators must feel free to relate their problems to the principal.	To determine whether educators are free to relate their problems to their principals.
C17	Educators are very active in sports.	Educators must be very active in sports.	To determine whether educators involve themselves in sporting activities.
C18	Educators normally attend parents meetings in your school.	Educators must attend parents meetings of the school..	To establish whether educators do attend parents meetings of the school.
C19	Parents check their children's books on a regular basis.	Parents must regularly check their children's books.	To determine whether parents regularly check their children's books .
C20	Curriculum advisors provide you with	Curriculum advisors must regularly provide	To find out whether Curriculum Advisors do

	support regularly.	educators with support.	support educators.
C21	Educators attend regular workshops on curriculum delivery.	Educators must regularly attend curriculum workshops.	To ascertain whether educators do attend curriculum workshops.
C22	Learners are assessed according to NCS.	Learners must be assessed according to the National Curriculum Statement.	To determine whether learners are assessed according to the National Curriculum Statement.
C23	Portion of the school funds is being used for curriculum delivery.	Portion of the school funds has to be used for curriculum delivery purposes.	To establish whether a portion of the school fund is used for curriculum delivery.
C24	Technological equipments are used in teaching.	Technological equipment must be used in teaching.	To determine whether educators use technological equipment in teaching.
C25	The principal is always away from the school.	The principal must always be in the school unless during departmental commitments.	To find out whether the principal sometimes leave the school for his/her own commitments.
C26	Educators offer less than two learning areas in the school.	Educators must offer a maximum of two Learning Areas in schools.	To ascertain whether educators normally teach a maximum of two Learning Areas.
C27	The principal facilitates only one learning area.	The principal must facilitate only one learning area in the school.	To ascertain whether principals are not overloaded in schools.
C28	Criminal activities never take place in your	Criminal activities must never take place in	To establish whether schools operate free from

	school.	schools.	criminal activities.
C29	Your school takes part in beautiful school competitions.	Schools must take part in beautiful school competitions.	To determine whether schools do take part in beautiful school competitions.
C30	Your school performs well in Mathematics and Science.	Schools must perform well in Mathematics and Science.	To determine whether schools perform well in Mathematics and Science.
C31	Your school regularly takes part in Mathematics and Science competitions.	Schools must regularly take part in Mathematics and Science competitions.	To establish whether schools take part in Mathematics and Science competitions.
C32	Educators keep on upgrading their qualifications.	Educators must keep on upgrading their qualifications.	To find out whether educators upgrade their qualifications.
C33	There is proper infrastructure in your school.	There must be proper infrastructure in schools.	To determine whether schools have got proper infrastructural facilities.
C34	Educators are in partnership with other schools in curriculum delivery.	Educators must be in partnership with other schools regarding curriculum delivery.	To establish whether educators are in partnership with other schools in terms of curriculum delivery.

(Table 1.7 The contents of Annexure C Section B)

4.2.8 Summary

In this section of the dissertation, the distribution of participants according to designations and category of questionnaires was discussed. Principals, Deputy Principals, Heads of Departments, Senior Educators and Post Level one educators participated in this investigation. A profile of the sampled schools also featured in this section of the investigation. The schools were in existence for the past eleven years and above. The questionnaire items featured in this section. The first column of the table featured the number of the question as it appears on the questionnaire. The second column indicated the question as it appears on the questionnaire. The third column dealt with what the question was assessing within the context of this investigation. The last column captured the reason why the question was included in the questionnaire.

4.3 DISCUSSION OF THE RESEARCH DATA

4.3.1 Introduction

The empirical data have been gleaned through the employment of a 5 Point Likert Scale. The scale ranges from 1 up to 5. In terms of the Likert Scale **1=Strongly agree, 2=Agree, 3=Not Sure, 4=Disagree and 5=Strongly Disagree**. According to Best and Kahn (1993:242), when using a Likert scale, the researcher should report percentage responses by combining the two outside categories. The first and second category responses were combined together and so were the fourth and fifth category responses. The number of responses per each category were counted and converted into percentages as depicted in table 1.8 and table 1.10 below. The researcher classified the collected data into positive and negative responses. If the respondent chose alternatives 1 and 2 it is an indication of a positive response to the question. If the respondent chose alternatives 4 and 5 that is an indication of a negative response. By choosing alternative 3, the respondent would be regarded as really not sure about the situation in his/her school as expected by the question. The data were interpreted according to percentage responses in

each category. A summary of all responses for Annexure B were captured in Table 1.8 whilst all responses for Annexure C were captured in Table 1.10.

4.3.2 Data discussion of Annexure B of the research instrument

Question	RESPONSES						%
	1	2	3	4	5	TOTAL	
B1	21	25	00	00	00	46	100
B2	00	00	00	20	26	46	100
B3	13	33	00	00	00	46	100
B4	13	33	00	00	00	46	100
B5	17	29	00	00	00	46	100
B6	22	24	00	00	00	46	100
B7	23	23	00	00	00	46	100
B8	23	23	00	00	00	46	100
B9	25	21	00	00	00	46	100
B10	02	02	00	19	23	46	100
B11	24	22	00	00	00	46	100
B12	22	24	00	00	00	46	100
B13	28	15	00	01	02	46	100
B14	18	25	01	02	00	46	100
B15	14	24	01	04	03	46	100
B16	20	26	00	00	00	46	100
B17	20	26	00	00	00	46	100
B18	22	24	00	00	00	46	100
B19	18	28	00	00	00	46	100
B20	18	28	00	00	00	46	100
B21	11	27	02	05	01	46	100
B22	05	28	04	09	00	46	100
B23	09	27	06	03	01	46	100

B24	10	35	01	00	00	46	100
B25	13	26	03	03	01	46	100
B26	00	03	01	17	25	46	100
B27	17	28	01	00	00	46	100
B28	13	29	00	04	00	46	100
B29	08	21	04	11	02	46	100
B30	04	04	00	26	12	46	100
B31	15	07	00	13	11	46	100
B32	17	26	01	02	00	46	100
B33	16	29	00	01	00	46	100
B34	09	27	03	06	01	46	100
B35	11	25	02	07	01	46	100
B36	16	30	00	00	00	46	100
B37	16	30	00	00	00	46	100

(Table 1.8 Participants' responses to Section B of Annexure B)

From this table on the summary of the research data, the discussion of the data in terms of each questionnaire item would follow. The discussion would be done taking into cognizance the sequential nature of the questionnaire items. From all the discussions, the researcher would draw the main findings which will be presented in the next chapter (Chapter 5) of this dissertation.

4.3.2.1 Directing school activities by means of a functional year plan

With regard to the first questionnaire item, this table shows that 100% of principals create and maintain a culture of teaching and learning, by putting in place a functional year plan. A year plan is also known as a year programme or a yearly strategic plan. This is a tool, document or an instrument that outlines all activities that would be taking place in a school. It indicates all school activities from the first day of the academic year up to the last one. A year plan is a yearly programme of action for every school. All schools should have a year programme which must provide direction in regard to all activities for a

specific year. It reflects the dates and times for different school activities such as staff meetings, parents meetings, formal and informal assessments, submission of educator and learner portfolios, and school based workshops. It also indicates persons in schools who should be responsible for those activities. However, the year programme of the school is always dependent on the year programme of the Circuit, District, Province and the National Office. It is dependent in the sense that, should a Circuit, District, Provincial or National activity be scheduled to take place on the same date and time as the school's activity, the first priority has to be given to the activity of the structure above. Educators normally plan their academic activities after having been informed of the school's year plan. A year programme is a very important instrument as it indicates that there is an intention in the school towards the achievement of its vision and mission. A year plan can be a product of a top-down or a down-top approach.

A top-down approach means that the year plan is initiated from the upper echelons of the school to the lower echelons. This implies that the year plan is crafted at the level of the higher office of the school (principal's office). After the year plan has been crafted, the principle of consultation starts to take place until the plan is given some thumbs up by every educator. A down-top approach means that the year plan is initiated from the level of the educators. From the level of the educators, an upward consultation would have to take place. A year plan could be structured with reference to the format provided below. This is the year plan for Khutsong High School.

Date	Activity to be carried out	Time	Target Group	Responsible person	Performance indicator	Progress
10 January 2011	Staff meeting.	08h00.	All staff members	Principal.	Staff meeting held and minutes recorded.	
11 January 2011	Classification of work.	08h00.	All members of staff.	Principal and SMT.	Classification made and educators ready for commencement of teaching and learning activities	
12 January 2011	Learners report for the first school day.	07h45.	All learners.	Principal and SMT.	Morning devotions held, learners welcomed, effective teaching and learning taking place.	
18-21 January 2011	School athletics championships.	13h00.	All learners.	Sports committee.	School athletics championships held, deserving athletes certificated and ready for participation in the Circuit championships.	
21-26 February 2011	Class Tests.	8h00 and 12h00.	All grades.	Time Table Committee and Heads of Departments.	First tests written, scripts marked, performance analyzed and reported to learners and parents.	

(Table 1.9 An example of a Year Plan)

The first column indicates the date on which a specific activity should take place. The second column features the type of the activity that should be carried out. The time at which the activity must be carried out has been captured in column three and the target group has been captured in column four. Column five indicates the person who is responsible for ensuring that the activity in column two takes place. The sixth column features an indication that a specific activity has taken place. The last column on progress is meant for assessing whether the activity has been carried out or not. This is in brief how a year programme can be crafted.

4.3.2.2 Locking out of late arrivals

There are various mechanisms that are put in place in schools to ensure that the academic activities commence at the right time and in a right way. Some mechanisms are legitimate and others are contradictory towards the governmental policies and in particular, alternatives to corporal punishment. This contravention of policy is unacceptable and therefore infringes on the right of a child to education. Possibly if a child has been locked outside the school gates, obviously the academic programme would go on in his/her absence. In this regard, it would be impossible for the child to perform as expected as part of her/his work would have been done in her/his absence. Locking learners outside does not lead to effective learning on their part. One hundred percent of the respondents disagreed with question 2 of the questionnaire. It means that they normally employ different mechanisms to ensure that learners arrive punctually at school. It also means that the education of the learners is being regarded the first priority at primary schools in rural communities of the Limpopo Province. It is also an indication that one hundred percent of primary schools in the Limpopo Province do not experience a persistent late coming on the part of learners.

4.3.2.3 Control of educators workbooks

One hundred percent of the respondents agreed that the workbooks of educators are controlled on a regular basis. To control a workbook means to check on the progress that is being made by the educator with regard to curriculum delivery and syllabi coverage. An educator's workbook contains inter alia, the following information:

a. Three levels of planning

The three levels of planning include the Learning Programmes, Work Schedules and the Lesson Plans.

b. Assessment Plan

An assessment Plan means a plan that would guide all the assessment activities in a particular Learning Area. It indicates the dates on which the learners would be assessed either formally or informally.

c. Assessment tasks

Assessment tasks are normally exercises that an educator utilizes to gauge the level of comprehension of learners in a specific learning area. Through assessment tasks, educators stand in a better position to determine as to whether some Learning Outcomes and Assessment Standards have been achieved. There are two types of assessment tasks, namely, Informal and Formal Assessment Tasks. Informal Assessment Tasks include those exercises that do not contribute to the learner's year mark or continuous assessment mark like classwork, homework, assignments, and projects. In brief informal assessment tasks only prepare learners towards formal assessment tasks. Formal assessment tasks include those exercises that are used to generate a learner's year mark or Continuous Assessment (CASS) mark like examinations. They are Formal Assessments in the sense that the assessment tasks are generally quality assured by the school authorities to check on the inclusion of assessment standards and Learning Outcomes.

d. Mark sheets

Mark sheets contain learners' performance in the form of marks obtained in an Assessment Task. The date on which the Assessment Task has been written as well as the level of performance of the individual learners is also reflected on the marksheet.

e. Improvement Plans

An Improvement Plan is a document containing the strategies and tactics to be utilized for improving the overall performance of learners. For as long as learners do not attain

one hundred percent in any Learning Area, there has to be a plan in place indicating the route to be followed to ensure a good performance.

f. Recovery Plans

Sometimes educators happen to absent themselves from school due to circumstances that are best known by them. During their absence, learners are obviously left to fend for themselves in regard to learning. In this regard there has to be a plan that outlines strategies and tactics that an educator would employ in recovering the time that was lost during his/her absence from school. The time could be recovered by introducing weekends, afternoon and morning lessons. A recovery plan ensures that no portion of the syllabi is left untouched or untaught.

g. Additional responsibilities

Additional responsibilities mean those responsibilities that are given to an educator besides the teaching and learning responsibilities. Educators can be given the responsibilities to serve as Sports Organizers, Finance Officers of the SGB, Disciplinarians, and Time Table Compilers.

The contents of an educator's work book are not limited to the above mentioned documents, but could include even more documents for as long as the educator and the school authorities need them. The principal must always control the workbooks to give support to educators thereby developing them to become much better in regard to their job descriptions.

4.3.2.4 Regular feedback on educators' work

Principals of schools work collectively with members of the School Management Team. The SMT is made up of the Principal, Deputy Principal, HODs, Senior and Master Teachers. Each SMT member is belonging to, and at the same time responsible for

different departments that make up the curriculum of the school, e.g. the Science Department, Commercial Department, Languages Department and Social Sciences Department. They are responsible for the maximum curriculum delivery in their different constituencies. Every HOD manages and monitors the affairs of his/her department and makes recordings of the findings or state of affairs in terms thereof.

The principal as the Chief Accounting Officer of the school has to be provided with a report regarding the progress that is being made in each department on a regular basis. The reports could be made available on a weekly, fortnightly, monthly, trimesterly or semesterly basis depending on the policy of the school. One hundred percent of the respondents agreed that the HODs provide them with regular feedback regarding teaching and learning. This is extremely vital in gauging the progress that is being made in individual departments as well as to determine ways and means of supporting educators who find difficulties in terms of maximizing curriculum delivery. It can be concluded in this regard that principals of primary schools in rural communities in the Limpopo Province are not Jacks of all trades as they have de-concentrated and de-centralized some of the duties to their immediate subordinates. This is also a way of empowering and motivating the HODs.

4.3.2.5 Quality assurance of tests and examination question papers

One hundred percent of the respondents agreed that question papers that are set for tests and examinations are always quality assured. To quality assure a question paper is to check on its relevance as well as its standard. In terms of relevance the quality assurer always checks as to whether the contents of the question paper pertain to the Learning Area. In regard to standard the quality assurer checks as to whether the questions that are set are of a suitable level for the learners. Sometimes a question paper can be of a very low standard for the grade that it is meant for and this would ultimately compromise the Learning Area in the sense that learners could score high marks that tend to reflect a misleading performance. Sometimes a question paper can be too high for the same standard and this would lead to a high failure rate on the part of the learners.

In quality assuring a question paper, the quality assurer normally check the language, allocation of marks, Assessment Standards (Ass), Learning Outcomes (LOs) and the amount of syllabi coverage. A question paper can look pretty good, but only to find that it covers a small portion of the syllabi as well as few Ass and LOs. In quality assuring a question paper, the main aim is to ensure that learners write a question paper that is standardized and assessing what it is supposed to assess. To quality assure a question paper motivate educators to take part in maximizing curriculum delivery and teaching according to the relevant and desired standards. Responses to this question reveal that principals are all out in full force in making sure that learners at primary schools in rural communities write tests and examinations that are standardized and that really test learners appropriately.

4.3.2.6 Allocation of NCS compliant time to Learning Areas

Every Learning Area has to be allocated a specific minimum time according to the Department of Education. The time allocated for each learning area in every grade enables educators to complete the syllabi within an acceptable time frame and ultimately pave way for revision exercises. In some instance one may find school time-tables that are non-compliant with regard to NCS. There is sometimes a tendency of reducing the time allocated to learning areas thereby compromising the correct time allocation for individual learning areas. Figure 3 below is a circular from one of the circuit offices in the Mankweng Circuits Cluster. The circular is clearly indicating the correct time allocation per individual Learning Area per grade. In this regard schools have been urged to ensure compliance in terms of NCS time allocation:



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

PRIVATE BAG X1108
SOVENGA
0727

Tel:0152675641
Fax:0152675243

DEPARTMENT OF EDUCATION
LEBOPO CIRCUIT

09 September 2009

TO: ALL PRINCIPALS OF PRIMARY SCHOOLS
FROM: THE OFFICE OF THE CIRCUIT MANAGER
SUBJECT: TIME ALLOCATION PER LEARNING AREA

- 1 The above matter refers.
- 2 Kindly receive this communiqué which clearly outline the correct duration for individual Learning Areas as dictated by the National Curriculum Statement.
- 3 It is expected of every school principal, in collaboration with the School Management Team, to have in place, an NCS compliant Time Table.
- 4 Have the Time Table submitted before the first day of the academic year.

FOUNDATION PHASE: GRADE R-3

LEARNING AREA	TIME ALLOCATION PER WEEK
Literacy Grade R-2	9 hours
Literacy Grade 3	10 hours
Numeracy Grade R-2	7 hours 45 minutes
Numeracy Grade 3	8 hours 45 minutes
Life Skills Grade R-2	5 hours 45 minutes
Life Skills grade 3	6 hours 45 minutes
TOTAL NUMBER OF HOURS PER WEEK	Grade R-2 = 22 hours 30 minutes Grade 3= 25 hours

GRADE 4, 5, 6 AND 7

LEARNING AREA	TIME ALLOCATION PER WEEK
Languages	7 hours
Mathematics	5 hours
Natural Sciences	3 hours 30 minutes
Social Sciences	3 hours
Arts and Culture	2 hours
Life Orientation	2 hours
EMS	2 hours
Technology	2 hours
TOTAL NUMBER OF HOURS PER WEEK	26 HOURS 30 Minutes

- 5 Your cooperation is always appreciated

M. Molekere
Circuit Manager

09/09/2009
Date



Figure 3.NCS compliant time allocation

One hundred percent of the participants agreed that all Learning Areas offered in their schools were allocated time according to the dictates of the National Curriculum Statement (NCS). It means that Grade R-2 was allocated 22 hours and 30 minutes every

week as indicated in figure 3, Grade 03 25 hours, Grade 4-7 26 hours and 30 minutes. Time allocation differs regarding the grades as shown in figure 3. The lower grades were allocated minimal time in comparison to their higher counterparts. The responses to this question indicate that principals at primary schools in rural communities do not compromise time allocation for every learning area. This is an acceptable idea because every single minute of time allocated for a specific learning area in a school is very important and thus needs to be utilized maximally and fruitfully so.

4.3.2.7 Adherence to the dictates of the personal time table

One hundred percent of the participants ensured that educators were sticking to their personal time tables on a regular basis. For the principal to be convinced that educators stick to their time-tables, there has to be a very strong and constant monitoring of the day to day classroom activities. The responses to this question confirmed that principals do not sit in their offices and forget about their management and supervision roles. A personal time table outlines all the professional roles and responsibilities of an educator on a daily basis. It indicates the time and grade where the educator would be executing his/her roles. Without personal time tables educators spend much of their time idling whilst in most cases learners idle alone in the classrooms (Sakuneka 2009:8). Principals should ensure that personal time tables are used so that no learner is left without an educator at a specific point in time. This means that the principal should ensure that every lesson period is utilized fruitfully for the education of the learners under a strict monitoring on their part. It also means that educators abide by the dictates of their time table which is a contributing factor towards syllabi coverage and the overall attainment of Learning Outcomes and Assessment Standards.

4.3.2.8 Observance of departmental seven working hours

The Department of Education, after consultation with all stakeholders resolved that educators have to be in their workplaces for a minimum of seven working hours including school breaks. 100% of the participants agreed that their subordinates remained

in school and observed a minimum of seven working hours. This indicates that educators are fully aware of the huge responsibility that they have in ensuring that the departmental policies are adhered to. It is also an indication that educators work tirelessly for the provision of a high standard and quality education at primary schools in rural communities of the Limpopo Province. By the way, these seven hours is on a daily basis, regardless of Fridays and paydays. This depicts a very respectful workforce towards the Department of Education as well as its social partners in the form of educator unions.

4.3.2.9 Division of staff members into different committees

One-hundred percent of the respondents agreed that educators in their schools were divided into different committees. Committees are informal structures that are normally very significant for the execution of certain tasks in the schools. They are normally formed on the basis that the principal cannot do all tasks alone in the school, and therefore, some potential people have to be of assistance to him/her. However, the execution of the tasks must be followed by a formal report to the principal's office. This means that the informal structures cannot just operate without having to provide feedback to their immediate supervisors. The informal structures referred to in this regard are *inter alia* the following:

- Time table Committee
- Sports Committee
- Fundraising Committee
- Cultural Committee
- Disciplinary Committee
- Uniform Committee
- Finance Committee
- Excursions Committee
- Learning Area Committee
- Monitoring and Evaluation Committee
- Procurement Committee
- Development Committee

- School Cleanliness Committee
- Admissions and Transfers Committee

4.3.2.10 Parental visitation to schools

Learners have to spend much of their time doing learning activities at schools without any disruption of some kind. 91.3% of the respondents indicated that parents were not allowed to visit their children during school hours whilst eight point seven percent indicate that they allowed parents to visit their children at any time of the school day. This translates into the fact that some academic programmes at 8.7% of primary schools are normally compromised as a result of the visitations by the parents. It is the responsibility of such schools to have a plan of action for parental visits to schools. This shall alleviate the in and out movement in schools that normally causes disruptions towards the teaching and learning activities.

4.3.2.11 Regular staff meetings on curriculum delivery

In delivering curriculum in schools, educators normally experience challenges that need speedy solutions particularly in this era of dubious curriculum implementation. Educators need school-based monitoring and support when implementing the curriculum. They need to know how good or bad they are in terms of curriculum delivery. In this regard, discussions around curriculum issues are very crucial for maximum curriculum delivery in schools. It is during such discussions that challenges and successes experienced by educators regarding curriculum delivery are dealt with. One hundred percent of the respondents agreed that they were holding regular staff meetings to discuss curriculum issues. The literature review has indicated that curriculum is at the centre of the education system. This indicates that once we ignore and do injustice to the curriculum we are ignoring and doing injustice to the education system. It is high time that schools should discontinue discussions around peripheral issues and concentrate on curriculum matters.

4.3.2.12 Ensuring NCS compliant lesson plans

The National Curriculum Statement expects educators to plan their lessons in a specific way. The lesson plan must indicate the Learning Outcomes and the Assessment Standards that the teacher aims to achieve in a specific lesson. The lesson must also be reflective of its relatedness with other Learning Areas. It is the duty of SMT members, particularly HODs, to ensure that educators' lesson plans are NCS compliant. One hundred percent of primary schools in rural communities of the Limpopo Province agreed that HODs ensured always that educators lesson plans are NCS compliant. This implies that HODs ensure that educators teach according to the dictates of the National Curriculum Statement

4.3.2.13 Formal monthly tests

Regarding the writing of formal monthly tests, 93.5% of the respondents agreed that they normally write such tests whereas six point five percent indicated that they do not write formal tests on a monthly basis. Formal tests is a form of testing whereby learners write tests with a time table having been issued with question papers having been quality assured by the SMT. Monthly tests are good because an educator is able to assess how learners perform on a monthly basis whereby he/she could detect all those underperforming learners and devise some alternative strategies to assist them to move out of dysfunctionality. Unlike informal tests where subject educators just let learners write without any time table and question papers having not been quality assured, formal tests are written under the strict supervision of invigilators who are not subject educators. The invigilators are normally appointed centrally by the office of the principal or the assigned chief invigilator with question papers collected from a central place and in this regard from the principal's office.

4.3.2.14 Decision making in rural primary schools

Decision making is of utmost importance in schools. Without it, stakeholders do not feel any sense of belonging to the school. They already feel isolated from the deliberations towards making their school a centre for academic excellence. Collective decision making creates a sense of empowerment to stakeholders. It leads to a collective approach to issues that affect the school in its quest of becoming a centre for a high standard of education. Ninety-three point five percent of the respondents agreed that everyone in the school is regarded as a decision maker, whilst four point three percent of them disagreed that not all educators are decision makers.

This implies that the School Management Team plays a crucial role in terms of decision making whilst the rest of the staff members remain the implementers of such decisions. It is also an implication that four point three percent of schools are characterized by unilateral decisions. Two point two percent of the respondents are not sure as to whether educators are involved in decision making. This is an implication that the respondents might have misinterpreted the question, perhaps because they totally did not understand what decision making is.

4.3.2.15 Delegation of duties to competent educators

Besides being a school manager, the principal is also a teacher with Learning Areas allocated to him/her. The principal should also spend a lot of time in the school trying to complete his teaching activities. As he/she expects educators to be in class on a regular basis, educators also expect him/her to walk his talk and lead by example. Although there are some instances that might coerce him/her to be out of school for a considerable amount of time, he/she must monitor, support and constantly evaluate the academic programmes in his/her school. In terms of the attendance of principals' meetings, the principal has to rotationally delegate the duties to some competent staff members, thereby empowering and developing them at the same time. Eighty-two point six percent of principals of primary schools in rural communities normally delegate some of their staff

members to represent them in principals' meeting. Delegating educators to perform specific management duties may lead to an extremely high educator morale. According to Kgosana (2006:8), teacher morale is important as it impacts directly on the education of the learners as well as on educators' development. Fifteen point two percent of principals did not delegate some of their staff members to represent them in staff meetings. This might be the result of understaffing in such schools or principals merely not feeling like delegating some of the duties. Two point two percent of principals are not sure whether they normally send competent staff members to represent them in principals meeting. This might be the response from the respondent who was not a deputy principal but a senior educator who was at the time of this investigation acting as a non paid SMT member in her/his school who was never delegated to represent the principal in any staff meeting.

4.3.2.16 A harmonious working relation amongst colleagues

A collegial atmosphere has to reign in a school for effective teaching and learning. Everyone has to feel welcomed and accepted in the school. As quoted in Bush (1991:3), Pretorius (1999:151), mentions that education depends on committed communities that are determined to be places where learning will flourish, committed educators free from the non-educational burdens, committed parents determined to support academic excellence, committed learners excited about school and learning. This implies that in schools good teamwork is extremely vital. Underlying the phenomenon of teamwork is the philosophy of a joint responsibility and a holistic approach towards each individual within a team (Bergh 2000:55).

There must be good teamwork, hard-work, love and peace in a working situation. One hundred percent of the respondents indicated that they were working in harmony regardless of one's post level. This implies that everyone was supportive to one another for the sustenance of effective teaching and learning. This is actually a contributing factor towards the creation and maintenance of a culture of teaching and learning. Every individual has to be treated with respect. His/her views need to be held in high esteem

regardless of the position he/she holds in the school. They have to support each other in their strengths and underpin them in their shortcomings (Van Niekerk 2001:9). As quoted in Van Niekerk (2001:9), Garner (1995:8) lists the following as characteristics for good teamwork:

- ***A clear elevating goal:*** The goal that the team members are striving for should be very clear and can elevate their status should it be achieved.
- ***A results driven structure:*** Members of a team are driven by a desire to obtain specific results which they strive to obtain in a collective way.
- ***Competent members:*** Partnerships should have members who do not wait to be pushed to have things done. They have to show some degree of commitment and work tirelessly in a committed manner.
- ***Unified commitment:*** Commitment of members in a partnership has to be in a more unified manner. Whatever they do, should be done as a unit. This implies that their roles should display some form of a unified commitment rather than an individual commitment.
- ***A collaborative climate:*** The climate under which partners in a partnership operate should depict collaboration or cooperation. Everyone in the team should participate holistically in all activities of the team (Van Niekerk 2001:7).
- ***Standards of excellence:*** Teamwork should be characterized by a high standard of academic excellence. As an indication of a partnership, the performance of a school shall always be satisfactory. The school shall never be labeled as underperforming or dysfunctional.
- ***External support and recognition:*** Teamwork and its efforts should be recognized internally as well as externally. What team members do must also be

made known to the outside people. This is done so as to have the school and its educators well known and recognized by people from outside.

- ***Principled leadership:*** Leaders in a team have to be more principled. They have to lead according to the principles laid down in their different school policies and according to departmental dictates. The behavior of the leaders has to depict the aims and objectives of the school in general. Their actions must speak the loudest. In other words they should do what they say.

The Department of Education (1997:23) mentions the following as making a very good team:

- Members value each other.
- Members look ahead and share their goals, values and principles.
- Their work is shared.
- The way of working is agreed upon.
- New members are accepted and welcomed.
- Big tasks are divided and shared.
- Their chairperson does his/her job properly.
- The team takes responsibility if things go wrong.
- Members communicate with each other regularly.
- Members support and encourage each other.

- There is a high level of cooperation.
- Every member is involved.
- Members respect each other.

According to this investigation, it is clear that there is an element of great respect and trust amongst staff members in schools. Staff members should trust and respect each other and be willing to invest in one another (Van Niekerk 2001:7). Trust is a very critical aspect in every organization. It is a positive expectation that a person will not through words or actions or decisions, act in an opportunistic manner (Msomi 2005:23). According to Du Toit and Kruger (1991:62), trust implies the perception of the other person as reliable, one who will always remain as he was and is.

Thus trust implies consistency in word and deed. Respect on the other hand, is a particular way of interacting with other people (Kapp and Levitz 1995:63). It can be seen as a high esteem, attention or consideration that a person is being accorded by his fellow people in any situation. It implies that people are viewed as able, valuable and responsible and that they should be treated accordingly (Cranna 2004:72). Respect comprises an unconditional acceptance of the other as a unique person in her/his own right (Du Toit and Kruger 1991:60). To respect a person does not mean to fear him/her. Fear and respect are two different aspects that people sometimes confuse.

Fear is always associated with pain, a painful experience or danger. In case of fear, the danger is always unknown (Du Toit and Kruger 1991:87). People who are working together need not only trust each other, they have to respect each other as well. Respect is one aspect of man's deepest needs (Kapp and Levitz 1995:63). Every educator in a school has to be seen as a total being regardless of his/her family status or whatever background. With regard to this investigation, it is clear that the educators really respected and trusted each other. The best way to build trust and respect in a school is to

work on the mission and vision statement and to ensure that people's own visions are aligned to or closely aligned with the organization's vision (Msomi 2005:23).

4.3.2.17 Working towards the vision and mission statements

Every school needs to have a reason for its existence in the form of a Vision Statement. The Vision is the overall aim of the school's existence. In achieving the Vision of the school, there has to be a Mission Statement which outlines the procedure to be followed in terms thereof. One hundred percent of schools indicates in this investigation that everyone in the school was working towards the achievement of their Vision and the Mission statement. This implies that everyone at primary schools in rural communities of the Limpopo Province is fully aware of the role he/she has to play in ensuring teaching and learning of a very high standard.

4.3.2.18 Participation of rural primary schools in sports

There is this saying that a healthy mind, dwells in a healthy body. Beside teaching and learning activities in schools, learners need to have an opportunity to have their talents unearthed. They have to engage in sporting activities at school level, circuit level, district level, provincial level, national level and international level. One hundred percent of the respondents agreed that they were ensuring that schools participate actively in sporting codes. This translates into the fact that all primary schools in rural communities of the Limpopo Province participate in sports at different levels and this is good for their studies.

4.3.2.19 Implementation of SMT resolutions

School Management teams have got an obligation of holding meetings. They also have got to take practical resolutions pertaining to their core business of effective teaching and learning in their school. It is in those meetings where practical resolutions pertaining to the effective functioning of their schools must be taken. After resolutions have been

taken, holistic implementation by the same SMT has to be the next step. One hundred percent of primary schools in rural communities of the Limpopo Province always implement resolutions taken in SMT meetings. This indicates that SMTs at primary schools in rural communities of the Limpopo Province are empowered in terms of the management of their schools.

4.3.2.20 Parental involvement at rural primary schools

The literature review has disclosed that the majority of parents at schools do not involve themselves in the education of their children. However, this study has determined otherwise in relation to the literature review. Parental involvement in schools is very important as it strengthens the implementation of school regulations (Botha 2006:41). As a result, it is important for schools to work hard in order to attract them (Khosa 2006:15). One hundred percent of the respondents indicated that parents are involved in the education of their children. The researcher believes that this may not be holistically true as quite a number of studies agree with the literature review. The researcher believes that the respondents just agreed to the statement so as to be seen as being different from other schools where parental involvement is extremely fading away.

4.3.2.21 Attendance of parental meetings in rural primary schools

It is in parents meetings where all parents are kept abreast about the developments pertaining to service delivery in their schools. Eighty-two point six percent of schools were experiencing a very good parental presence in parents meetings; six percent experience a poor attendance in terms of parents meetings, whilst two percent are not sure as to whether the attendance of meetings by parents was very good. It can be concluded that more than eighty percent of primary schools in rural communities of the Limpopo Province is experiencing a very good parental turnout regarding parents' meetings; only 6% experiences a dissatisfactory attendance. The responses to this assertion are vastly different to the findings in terms of question 20 as indicated above. In terms of parental involvement, 100% of primary schools agreed that parental involvement

is very good whereas 82.6% indicated that the attendance of parents meeting was very good. This indicates that respondents had not come to a point of understanding the role of parents in the education of their children.

4.3.2.22 Support by the curriculum advisory component

The challenging nature of the National Curriculum Statement requires that educators be supported on a regular basis so as to do what is expected of them in the classroom. Beside the support that is given by the SMT in terms of curriculum delivery, there has to be a support mission from the curriculum advisory of the Provincial Department of Education. The curriculum advisors have to be seen supporting educators and schools on a regular basis and have to be invited by the principals. This study revealed that seventy-one percent of principals of primary schools in rural communities regularly invited curriculum advisors to visit educators on a support mission, whilst 9% relied on their local expertise in the form of SMTs. Four percent of the schools were not sure whether curriculum advisors are invited to come and support educators. The responses to these might have been provided by the proxies which is an indication that they sometimes do not communicate well with their seniors.

4.3.2.23 Educators' conversance with NCS implementation

The literature review has shown that educators are getting it tough to cope with the demands that are placed on them by the National Curriculum Statement. However, this investigation has found that seventy-eight point three percent of primary schools in rural communities of the Limpopo Province are boasting educators who were well conversant with the implementation of the National Curriculum Statement. This might be caused by the class visits, monitoring and support by the SMTs as well as visits that were normally carried out by curriculum advisors to such schools. Four percent of primary schools totally disagreed that their educators were well conversant with the implementation of NCS. This implies that educators at those schools were struggling with the new curriculum of the Republic of South Africa. Six percent of respondents were not sure

whether educators were well conversant with the NCS implementation. This might be respondents who never bothered in terms of class visits, who left everything for educators to fend for themselves and who cared less about making NCS implementation a success in their schools

4.3.2.24 Assessment according to NCS

Learner assessment in schools has to be carried out according to the dictates of the National Curriculum Statement. In assessing learners, due cognizance has to be taken with regard to the Learning Outcomes and the Assessment Standards that have to be covered. According to this study, ninety-seven point eight percent of primary schools in rural communities of the Limpopo Province have got educators who assess learners according to the demands of the National Curriculum Statement. Only 2.2% of participants were not sure whether educators assessed learners according to NCS. These were schools where educators assessed learners without question papers having been checked and approved by a member of the School Management Team.

4.3.2.25 Teaching according to the dictates of OBE

The teaching and learning situation has to be characterized by Outcomes Based proceedings. The learners have to spend much of their time participating in the learning process, whilst educators merely facilitate. The study revealed that 84.8% of primary schools were characterized by educators who facilitated lessons according to OBE, 8.7% of them still used the traditional approach to teaching, whilst only 6.5% were not sure whether lessons are being facilitated according to OBE. In this category of 6.5% class visits were not properly conducted in order to determine the educators' strengths and weaknesses in terms of curriculum delivery.

4.3.2.26 Application of corporal punishment in rural primary schools

Corporal punishment has long been abolished and there is no likelihood that it will be re-allowed in schools. However, there are educators who normally use it secretly in schools hence the reports that normally indicate learners being injured in schools and educators facing disciplinary proceedings. Six point five percent of primary schools in rural communities continued to defy the government and use corporal punishment. Only 1% of the respondents was not sure whether corporal punishment was being used on a secret basis in schools. This percentage represents schools where educators have not been seen applying corporal punishment by those in authority and where no corporal punishment related incident had been witnessed in such schools. It is thus clear that 94.3% of primary schools totally do not apply corporal punishment and this is very good as the intentions of government are being fully philosophized in such schools.

4.3.2.27 Utilisation of a portion of school fund for curriculum purposes

The school coffers are utilized for different development endeavours for the school to support curriculum implementation. Part of the school finances has to be used for curriculum purposes, and therefore, schools need to have a curriculum budget. Ninety-seven point eight percent of the schools in the study had a budget for curriculum implementation whereas only 2.2% of the respondents were not sure whether part of their school finances were used for curriculum implementation. These were schools where school management did not interfere in the finances of the school and left everything for the School Governing Body (SGB) to decide in regard to the utilization of school finances.

4.3.2.28 Regular classroom visits

To ensure that educators teach effectively in class the SMTs must support every educator in the form of class visits. Class visits are not meant for fault finding but to provide support to educators in order that their ability in rendering the required services could be

detected. Ninety-one point three percent of the respondents reported that primary schools were implementing class visits by SMT members to give support to their subordinates. Only 4% of the primary schools did not conduct regular class visits.

4.3.2.29 The affordability of school uniforms

According to Sowetan (2010:5), retail shops that sell school uniforms see increased numbers of parents buying school uniforms a week prior to the reopening day. This study showed that school uniforms were afforded by parents at 63.1% of primary schools in rural communities; while 28.3% could not afford school uniforms whilst 8.7% of the respondents were not sure whether parents afford the school uniform.

4.3.2.30 Workload of rural primary school principals

The current National curriculum has left schools with many subjects to offer, particularly at primary school level. One finds in many instances a situation whereby an educator facilitates up to six different learning areas depending on the size of the schools. Small schools are normally disadvantaged in terms of staffing. A few educators are allocated to such schools where they would be faced with offering more learning areas, whilst it remains the opposite at the big enrolment schools. In small enrolment schools, principals often end up offering a few of the learning areas. In this regard the principal's time for school management is put at stake.

It is reflective of the fact that the workload of principals differ from one school to the other. According to the study, 100% of principals at the primary schools under investigation in rural communities of the Limpopo Province were not only managing principals. They were also teaching principals because they had some learning areas to offer. None of them was a non-teaching principal. A teaching principal is a principal who is offering some learning areas in her/his school in different classes. A non teaching principal is the one who does not have any learning area to offer in the school, but only manages the school.

However, the study revealed that 17.4% of them were offering only one learning area in their schools whilst 82.6% were offering more than one learning area. This indicates that 82.6% of the principals were overloaded in the sense that they had to execute their management functions and at the same time go to class to teach. This situation is putting the principals under severe stress as it does not give them enough time to sit down and strategize with regard to creating and maintaining conditions that would lead to a culture of teaching and learning.

4.3.2.31 Teaching and non teaching principals

In every school, each class is allocated a class manager in the form of an educator. The class managers manage the affairs of their classes and ensure that they work towards the attainment of the mission and the vision of their school and that of the Department of Education. In small schools with insufficient staffing, school principals end up being class managers as well. According to this study 52.2% of primary schools in rural communities of the Limpopo Province were comprised of principals who were also class managers. Apart from managing the whole school as an organization, they had the additional responsibility of managing the affairs of a specific class.

This situation normally deprives the schools of being managed effectively. Forty-seven point eight percent of primary schools had principals who were not class managers and this impacted positively on the management of their schools. Should the total number of subjects be decreased in some phases of the primary schools, many principals would never be teaching principals.

4.3.2.32 Safety and security in rural primary schools

The murder of a school principal in one school has highlighted the violence that has become endemic in South African schools (Naidoo 2009:10). Every school needs to have a policy on safety and security to guarantee the safety and security of learners. Ninety-three point five percent of schools in rural communities have got a safety and security

policy in place. This policy enables the school population to deal with all security measures from a democratic point of view. Four point three percent of respondents indicated that their schools do not have a policy on safety and security. These are respondents who might not know what a policy on safety and security means. Only 2.2% of the respondents were not sure as to whether they have a policy on safety and security.

4.3.2.33 Proper security fencing around rural primary schools

In terms of proper security fencing around the school, 87.8% of the respondents agreed to have that. According to Naidoo (2009:10), the lack of proper security fencing leads to a persistent invasion of school grounds by bad elements from the streets. Educators and learners often have to endure assaults and threats that are normally made by thugs who enter and leave the school grounds as they wish. It can be concluded that the availability of security fencing is one of the contributing factors towards effective teaching and learning. In this regard academic activities in schools proceed without any disturbance from entrants that normally enter the school even when academic activities are in full swing.

4.3.2.34 Performance of rural primary schools in Maths and Science

Mathematics is particularly important nowadays. For example, for the government to know its population, a census should be carried out and statistical analysis of the numbers should be made to determine the population of our country for a better delivery of crucial services (Modiba 2007:16). Without a basic understanding of numbers or arithmetics, a person would find it hard to cope in life. Even if one cannot read or write, everyone is able to add, subtract, multiply and divide money because our life depends on it (Mecoamere 2006:9). Seventy-eight percent of the respondents agreed that the performance of their schools in terms of Maths and Science is very good.

This implies that educators are putting in more efforts into ensuring that learners perform as expected in these subjects that are perceived as difficult and, therefore, impossible for

learners at schools in rural communities to take them. Only 15% of schools indicated that their performance in Maths and Science was not good. This means that 15% of primary schools in rural communities still find it very challenging to have the performance in these subjects inviting. Six point five percent of educators are not sure whether the performance of their schools is good or not. This might be those respondents who normally shift the responsibility of analyzing the results and delegate it to their eminence grises.

4.3.2.35 Regular participation in Maths and Science competitions

All stakeholders in the education of children have got a huge task of removing the stigma that Maths and Science are difficult subjects. Educators must also take part in the Educator of the Year Awards currently organized by the National Department of Education. The National Teacher of the Year Award also known as the Aggrey Klaaste Mathematics and Science teacher of the year awards started in 1999. According to Mecoamere (2006:16, and 23), the National Teacher of the Year Awards unearth, honour and support educators who have a track record of going beyond the call of duty to squash the myth that Maths and Science are difficult subjects.

Seventy-eight point three percent of the respondents agreed that educators in their schools are taking part in Maths and Science competitions. This shows that a sizeable number of educators are very motivated. Seventeen point four of the respondents disagreed that educators in their schools partake in Maths and Science competitions. It really means that it is not all systems go in terms of Maths and Science at primary schools in rural communities of the Limpopo Province.

This might be as a result of educators who are novices in the teaching fraternity or in the teaching of the subjects because according to Kgosana (2005:2), many best educators in Maths and Science are being recruited to former model C schools, private schools and the private sector. Only 4.3% of the respondents were not sure whether educators in their school regularly partake in Maths and Science competitions. This might be attributed to

the fact that educators in such schools are actually ruled by the idea that Maths and Science are difficult subjects.

4.3.2.36 Upgrading of qualification by rural primary school educators

The education fraternity is characterized by a myriad of changes and developments that require educators to be up to date in terms thereof. Changes in the curriculum require educators to embrace them to implement such changes with the correctness that they deserve. In this regard educators must keep on upgrading their qualifications with different tertiary institutions so that they could know which strategies are applicable in terms of sustaining effective teaching and learning. One hundred percent of the respondents agreed that they normally encourage educators to further their studies. This implies that respondents as occupants of office number one in schools, need to see their educators being the best in terms of contributing effectively towards effective teaching and learning.

4.3.2.37 Retention of learners at primary schools in rural communities

At primary school level, learners have to progress to the next grade according to their ages. This means that a learner may not repeat a class/grade more than once. However, if the school really feels that a specific learner has not met the pass requirements, parents have to be taken on board to retain the learner. One hundred percent of the respondents indicated that they normally retain the learners after having consulted the parents. This indicates that there is a harmonious working relation between the school and the home and this normally leads to effective teaching and learning.

4.3.2.38 Summary

The research data for Annexure B of the research instrument has been discussed in this section of Chapter 4. For every response to a questionnaire item, a sub-heading has been provided and the research data discussed. From Table 1.8 it is evident that Annexure B of

the research instrument had captured a number of questionnaire items. Every questionnaire item has been responded to. The responses have made it possible for the researcher to discuss the research data. It must be indicated that the two questionnaires were similar but not quite the same. The similarity of the questionnaire items was aimed at eradicating an element of biasness on the part of the participants as well as to increase an element of reliability in terms of the responses. The responses for Annexure C of the research instrument would be presented in section 4.3.3 of this chapter. The responses have been captured in table 1.10 below.

4.3.3 Data discussion of Annexure C of the research instrument

Question	RESPONSES						TOTAL	%
	1	2	3	4	5			
C1	20	26	00	00	00	46	100	
C2	23	22	00	01	00	46	100	
C3	24	22	00	00	00	46	100	
C4	26	20	00	00	00	46	100	
C5	25	21	00	00	00	46	100	
C6	27	19	00	00	00	46	100	
C7	25	21	00	00	00	46	100	
C8	22	22	00	02	00	46	100	
C9	25	21	00	00	00	46	100	
C10	21	25	00	00	00	46	100	
C11	24	22	00	00	00	46	100	
C12	23	23	00	00	00	46	100	
C13	00	00	00	24	22	46	100	
C14	19	27	00	00	00	46	100	
C15	23	22	00	01	00	46	100	
C16	25	20	01	00	00	46	100	
C17	30	16	00	00	00	46	100	

C18	27	17	00	01	01	46	100
C19	26	20	00	00	00	46	100
C20	26	16	00	03	01	46	100
C21	25	21	00	00	00	46	100
C22	27	19	00	00	00	46	100
C23	25	21	00	00	00	46	100
C24	01	01	00	34	10	46	100
C25	01	02	00	21	22	46	100
C26	00	00	00	25	21	46	100
C27	00	00	00	21	25	46	100
C28	20	25	00	00	01	46	100
C29	19	26	00	00	01	46	100
C30	00	05	00	24	17	46	100
C31	21	23	00	02	00	46	100
C32	22	23	00	01	00	46	100
C33	20	24	00	02	00	46	100
C34	21	25	00	00	00	46	100

(Table 1.10 Participants' responses to Section B of Annexure C)

4.3.3.1 Introduction

The table above captures the research data pertaining to Annexure C of the research instrument. With reference to the data captured in this table, the discussion of the data in terms of each questionnaire item would follow.

4.3.3.2 Utilization of a functional year plan for guiding school activities

Regarding teaching according to the dictates of the year plan, 100% of the participants indicated that they really comply in terms thereof. This indicates that 100% of primary schools in rural communities of the Limpopo Province have put in place a document known as a year programme to serve as a point of departure in terms of effective teaching

and learning. Data gleaned from this question is in fact consistent with the data gleaned in table 1.8. In this regard principals put in place a functional year plan to provide guidance in terms of the direction of the academic activities, whereby educators display an element of compliance in terms thereof.

4.3.3.3 Punctuality in rural primary schools

In terms of punctuality, 97.8% of the respondents indicated that they do not experience any problem in terms thereof, whilst only 2.2% indicated that they do. This translates into the fact that more than 97.8% of primary schools in rural communities of the Limpopo Province do not encounter problems in terms of punctuality. Educators and learners are always punctual. For as long as educators and learners are punctual at school, they stand a better chance of starting their academic activities at the right time.

To start the academic activities at the right time, is one of the conditions that lead to effective teaching and learning. Morning devotions start at the right time and also end at the right time. So are the lesson periods as well as any interval during the course of the school day. This data concur with those gleaned in Table 1.8 whereby a conclusion has been drawn that the majority of primary schools do not experience any challenge regarding late coming. However, 2.2% of primary schools in rural communities of the Limpopo Province experience a problem with regard to punctuality. These might be schools whereby child headers are in their abundance as many parents in rural communities are migrant labourers.

4.3.3.4 Control of educators' workbooks by HODs

One hundred percent of the respondents agreed that the HODs normally control their workbooks. Control of the workbooks entails checking on the lesson preparations, the inclusion of Assessment Standards and Learning Outcomes in terms of teaching, compliance with the pace setters, mark-sheets, question papers, and memoranda. It can be concluded that principals at primary schools in rural communities are empowering their

School Management Team members in that they allow them to execute their tasks with the necessary ease that they deserve. This also means that there is an atmosphere of commitment on the part of the SMT members because they do not wait to be pushed, but just do exactly what their job descriptions dictate. One hundred percent of primary schools in rural communities of the Limpopo Province have got hardworking and dedicated SMT members who do not compromise their job descriptions but ensure that there is a high standard of teaching and learning in their schools.

4.3.3.5 NCS compliant lesson preparations

One hundred percent of the respondents agreed that their lesson plans were always compliant with the National Curriculum Statement. This means that educators' lessons are planned according to the dictates of the National Curriculum Statement where due cognizance has to be taken regarding Learning Outcomes as well as Assessment Standards. It can be concluded that educators at primary schools in rural communities of the Limpopo Province are really committed towards ensuring that the implementation of the NCS unfolds without any counteraction on their part. It can also be concluded that the implementation of the National Curriculum Statement is fully embraced at primary schools in rural communities in Limpopo.

4.3.3.6 Observance of the policy on written work

One hundred percent of the respondents agreed to be compliant towards the policy on written work in their schools. This implies that educators give written work according to the dictation of the written work policy. After having given the work to learners to write, educators normally ensure that the books are marked, corrections done and also controlled. To be compliant towards the policy on written work is one of the ways of ensuring effective teaching and learning. It is exactly at this point where educators ensure that learners receive continuous assessment to determine their level of readiness towards end of year examinations.

The conclusion could be drawn is that one hundred percent of primary schools in rural communities of the Limpopo Province have policies on written work and that the policies are always observed and adhered to by every educator. This translates into the fact that every primary school in rural communities gives learners more sufficient written according to the direction and demands of the policy on written work.

4.3.3.7 Regular quality assurance of tests and examinations

From this table, one could detect that 100% of primary schools in rural communities are engaging in the exercise of tests and examinations. Normally tests are written monthly whereas examinations are written quarterly. Schools normally write not more than four examinations where tests could be written weekly, fortnightly or monthly. The writing of tests normally depends on the assessment policy of individual schools and differs from school to school. However, every test and examination must be quality assured by an SMT member. Coetzee (2000:1), as quoted in Nieman (2001:156), maintains that quality can be regarded as the degree of excellence, while assurance should be understood as the formal guarantee or positive declaration.

Quality assurance, therefore, means a formal guarantee of a degree of excellence. The SMT falls within the hierarchical or the organizational structure of the school. It is responsible for the day to day curriculum delivery in schools. SMT is one area that should always be focused so that curriculum delivery could proceed without any major destructions in schools. Based on the notion that the principal cannot be a Jack of all trades in the school, the SMT is there to support and assist him/her in carrying out his/her duties. The Department of Education (2000:2) maintains that there is currently no legislation in place in South Africa to define an SMT. The working definition that is being used in most instances by Provincial and National Education Departments is that the SMT consists of the following members:

- Principal

- Deputy principal (if appointed)
- Heads of Departments (either appointed or acting)

In case of smaller schools where there are no deputies or HODs, senior educators normally assist the principals in forming an SMT. Generally the SMT is responsible for dealing with the school based stakeholders on a daily basis, supporting and motivating them towards making teaching and learning more effective. The information gleaned in this regard indicates that tests and examinations are quality assured in all primary schools in rural communities of the Limpopo Province. This information concurs with that gleaned as per question 5 of Annexure B.

4.3.3.8 Adherence of educators to their personal time tables

Educators' personal time tables are the most important documents that guide the day to day academic activities of the educator. One hundred percent of the respondents agreed that educators really stick to their personal time tables. This means that each and every lesson period receives the necessary attention that it so deserves. There is no way in which a departmental official or any other stakeholder should find a class without an educator at a primary school in rural communities of the Limpopo Province. The main reason regarding this situation is that in most schools, learners and not educators normally change periods. Instead of the educator changing periods, he/she remain in the same class where learners would find him/her at the beginning of his/her period.

4.3.3.9 Observance of the departmental minimum seven working hours

Ninety-five point six percent of the respondents agreed that educators in their schools are comfortable with a minimum of seven working hours. The seven working hours is a minimum duration that educators must see themselves in schools. However, it does not matter whether educators stay in the school for more than seven hours. This implies that ninety-five point six percent of educators are comfortable with the departmental

stipulation of seven hours. The seven hours referred to include even breaks or intervals in schools. This is the period in which educators must teach and also assess whether learners have really understood the learning content. The seven hour period could also be utilized for controlling of books and preparation for the lessons ahead. However, 4.4% of the respondents indicated that educators are not comfortable with the seven working hours. This category comprises those old educators who are starting to lose interest in education as a result of their sunset years in the teaching fraternity. It may also be those educators who have lost interest in educational matters, who only go to school to secure a salary at the end of the month. It is better for this category of educators to opt for Voluntary Severance Packages, early retirements or horizontal transfer to other departments.

4.3.3.10 Division of staff members into informal structures

The principal and the School Management Team cannot do everything in the school without the involvement of educators. Educators have to be part and parcel of different committees in schools. Ninety-five point six percent of the respondents agreed that educators in their schools belong to different committees. These committees are lead by competent members of the staff and engage in different activities that are geared towards making the school a centre of attraction to outsiders. The committee leaders report directly to the School Management Team about the developments, achievements, successes, challenges and failures in their different committees. The financial implications incurred by the committees are normally borne by the School Governing Body. Normally, the committee leaders make their detailed reports available to the principal and the SMT on a monthly basis.

4.3.3.11 Deconcentration of administrative duties

A staff meeting is a session where members of the staff in a particular school come together in a specific locality to discuss issues pertaining to the development of the school. It is in such meetings where staff members are taken on board regarding the developments in the education fraternity as well as the role and place of their school in

the education system. Normally the staff meeting is initiated and convened by the office of the principal. Every meeting must have a standard agenda to guide the proceedings. The agenda is drafted by the office of the principal after consultation with all school-based stakeholders. A communiqué is normally circulated amongst all staff members inviting them to such a meeting where they indicate by means of a signature as a way of having seen the invitation. A persistent culture in a number of schools is that the principal as the overall head of the school remains the only person with all the powers to preside over all staff meetings. This culture deprives the principal's subordinates of the opportunity for empowerment.

With regard to this investigation, 100% of respondents agreed that educators are normally afforded the opportunity (by principals) to be chairpersons during staff meetings. In this regard the principal delegates one member of the staff to lead the proceedings in terms of the staff meeting whilst he/she (the principal) just remains an active participant in the said meeting. Such a delegate gains the experience of chairing a meeting thereby gaining more experience with regard to ways and means of making a meeting more fruitful and successful. Such a delegate also gains experience in keeping within the time frame and the overall duration for the said meeting.

One may conclude that principals in rural communities believe, and therefore trust that their subordinates could one day become principals. In this regard such educators need to be extremely conversant with some areas of operation regarding principalship. This means that principals at primary schools in rural communities of the Limpopo Province are very supportive and empowering towards their educators, more so because such educators can be promoted to the level of principals in their future endeavours.

4.3.3.12 Regular review of teaching and learning activities

There has to be a time according to the year programme of the school, whereby all academic activities in a school should be reviewed. By reviewing the academic activities, checks and balances are made with regard to curriculum delivery, particularly the

coverage and learner performance in terms thereof. The School Management Team has got an obligation of determining, without fail, whether enough justice is being done to the prescribed syllabi. They have to check on the amount of work covered during a specific period of time, the performance of the learners in terms of assessment, compliance towards the assessment plans or policies, written work output, standard of homework; classwork; tests; and examinations. The SMT also check on the educators' files to determine compliance in terms of the subject frameworks, work schedules, lesson plans, and daily preparations. One hundred percent of the respondents agreed that the teaching and learning activities are regularly reviewed, meaning that meetings are held to reflect on syllabus related matters.

This is a contributing factor towards effective teaching and learning because educators assess themselves regularly to determine whether they are doing justice to the syllabi. It is an indication that educators at primary schools in rural communities of the Limpopo Province are well conversant with their core mandate. By the way, an educator's core mandate as entrusted in her/him by the Department of Education, is nothing else but to maximize curriculum delivery in schools. In curriculum delivery, educators normally determine their strengths and weaknesses by regularly reviewing academic activities and analyzing learners' performances. After a thorough analysis of learners' performance, practical and doable strategies and tactics for amelioration have to be put in place.

4.3.3.13 Regular control of learners' books

The progress of the learners is determined by means of achievement in terms of written work in the classrooms. By written work the researcher means classwork, homework, tests, examinations, and assignments. Normally, this written work has to be unwaveringly reflected in the learners' books. As it is the responsibility of the subject educators to give learners standardized and regular written work, it remains the sole responsibility of the learners to have the work written in their books and performance speaking some volumes. The learners have the responsibility also, of making sure that their books are regularly handed over to the relevant educators so that they are controlled. Learners also have the

responsibility of making sure that correct corrections appear in their books after a specific piece of work has been written. With regard to this investigation, 100% of the respondents agreed that learner books are controlled on a regular basis. This means that learners get feedback on their written work, on a regular basis so that they (learners) could be in a position to determine their progress in terms of their core obligation. This in itself contributes to effective teaching and learning as educators and learners are always in constant contact.

4.3.3.14 Corporal punishment in rural primary schools

The literature review has revealed some of the shocking incidents pertaining to the infliction of corporal punishment in some of the South African schools. Corporal punishment has long been eradicated in schools, but it would seem, some educators in schools normally apply it secretly as a way of enforcing discipline among learners, hence reports of corporal punishment related incidents. One hundred percent of the respondents disagreed with the statement that corporal punishment was used secretly in their schools. This implies that they have totally taken into cognizance the departmental stance that educators should never be involved in the application of corporal punishment.

It seems as if 100% of primary schools in rural communities of the Limpopo Province are well conversant with the current developments in the field of Education. They are well conversant with the document outlining the alternative ways and means to corporal punishment. Educators apply the alternatives to corporal punishment as outlined by the Department of Education. This is an implication that primary schools in rural communities of the Limpopo Province are characterized by educators who do not want to bring the Department and particularly their employer, into disrepute by contravening its stance on corporal punishment.

It can be concluded that primary schools in rural communities of the Limpopo Province are characterized by effective teaching and learning. This conclusion is based on the premise that a corporal punishment-free school has as its cornerstone, a positive learning

environment for its learners. In this regard, the findings from the literature review, with reference to this investigation can be discarded as primary schools in rural communities of the Limpopo Province have all refrained from the application of corporal punishment.

4.3.3.15 Shared decision making in rural primary schools

In a school where there is an effective partnership, collective decision making is at the centre. A partnership can be a very rewarding experience, but it can also be very frustrating. More recent conceptions of partnership indicate that there is a move away from authoritarian to a more democratic mode of decision making (Van Niekerk 2001:3). In every organization, people work towards achieving its aims and objectives. Collective decision making is the cornerstone for the overall development of the school. It empowers educators and motivates them to be actively involved and engaged in matters pertaining to taking a school to the highest levels.

In this regard decision making does not depend on the principal alone but, it is a baby for all and sundry in the school. Everyone's decision is regarded as extremely vital for uplifting the standard of teaching and learning. Decision making at primary schools in rural communities seems not to be a problem. One hundred percent of the respondents agreed that educators partake in the decision making process of the school. It is an indication that the principle of *consultation* as enshrined in the *Batho Pele Principles* is occupying a central position at primary schools in rural communities of the Limpopo Province.

This means that whichever decision is taken in any school, it is just a collective effort and contribution of all school based stakeholders. This collective approach towards decision making encourages and motivates educators to always be part and parcel of the school and all its activities. Educators do not merely implement decisions that are dictated to them by some authorities in schools, but are potential innovators that work collectively for taking education to the highest levels in schools.

Decision making is not a duty of a number of people at primary schools in rural communities of the Limpopo Province, but the duty of all people in the school. The decisions that the researcher is referring to are those that serve as guiding principles towards the maintenance and sustenance of an effective culture of teaching and learning. They are not those decisions that will live today and tomorrow they are no longer in existence, but decisions that will guide the current generation as well as future generations still to come. The making of a collective decision depends to a large extent, but is not limited on the willingness, determination and readiness of staff members in a school.

Shared decision making does not mean that everyone decides everything, nor does it mean that all decisions must be made at a local level. Moreover, sharing does not necessarily mean that everyone participates equally (David 1995:7, as quoted in Squelch 1999:130). Shared decision making implies a collective decision in any organization. It is collective in the sense that all individuals in a partnership collectively arrive at a long term resolution that will always be there to lead and guide schools towards bettering its avenues of providing a good and quality public education. For shared decision making not to be a fruitless exercise, it is advisable that every resolution taken be constantly reviewed so that it always remains on par with recent developments in that particular field. Shared decision making needs commitment and loyalty within an organization.

4.3.3.16 Delegation of duties to educators

The most important and unique role played by the school principal in the modern school is commonly recognized. The principal's main task is a complex one. She/he is regularly confronted by various problems and challenges which multiply daily in the education system (Botha 1994:104). An effective school principal is actively involved in the cultivation of a positive school climate which will culminate in maximizing the learning experiences of learners and realize the goal achievement of educators (Hoberg 1994:45). Traditionally in South Africa as elsewhere in the world, school management has been hierarchical and authoritarian in nature, locus of control and decision making powers

have resided mainly in the school principal with minimal participation from educators, parents and learners. The principal viewed the school as her/his domain, organizing and managing it according to her/his particular frame of reference and leadership style (Squelch 1999:128). The principal's role arises from the seemingly paradoxical requirement that an organization like a school should be simultaneously stable and dynamic consisting of a recognized structure operated through recognized procedures but, at the same time, able to respond to pressures from outside in a creative manner (Bell 1984:108). The actions and deeds of the principal are noticed and interpreted by others as being extremely important.

A principal who acts with care and concern for others is more likely to contribute effectively to the development of the school in general (Kruger and Steinman 2003:24). As the professional leader of the school, the principal is directly involved in ensuring that high quality teaching and learning takes place in schools (UNISA 2001:17). Principals are responsible for the management, administration and control of everything connected with the school (Piek 1991:76). They have the responsibility of creating conditions in schools that will lead to effective teaching and learning. Failure to do so receives mixed feelings from the public in general as well as government.

Van Niekerk (2003:170) indicates that in many instances the public at large use learners' achievement in judging the quality of schools. However, the principal is not expected to carry the burden of running the school's policies into practice (Department of Education 2000:2). Furthermore the principal as the key leader in the school should be able to plan, organize, motivate and direct people towards achieving the common goals that are aimed at genuine transformation and school improvement (Squelch 1999:144). The principal cannot do everything alone in the school. Sometimes the principals become so committed and overloaded with work that they end up being unable to attend to some crucial meetings and workshops that are normally organized by the Department of Education at all its levels (Circuit, District and Province). In this instance, the issue of delegation of duties has to be given a central place in her/his day-to-day operations in the school. As the principal is not working alone in the school, he/she is always in partnership with other

stakeholders in the school inter alia, deputies, HODs, SGB members and educators. In this regard, he/she has to delegate some duties to those stakeholders who are extremely competent to empower and develop them.

Ninety-seven point eight percent of the respondents agreed that principals do send them to principals' meetings. This implies that principals have got confidence in their educators and that they empower them to be even more confident. However, principals do not just delegate every duty to every member of the staff. Stopforth (1989:8) mentions that in order to delegate effectively, the principal must:

- Know his/her colleagues and strive to know them even better.
- Clearly delimit that which she/he wishes to delegate.
- Define delegated tasks clearly and be certain that the person to whom a task is delegated can perform it.
- Make sure that the whole staff knows what has been delegated to whom and the extent of the latter's authority.

Only 2.2% of principals do not send their educators to principals meetings according to this investigation. This might be the responses of those educators who were personally never delegated to go to a meeting at all. It does not mean in this regard that principals just choose not to delegate them to principals' meetings. The reason might be that principals do apply a certain criteria in delegating duties. It either could be by way of alphabetical order of educators, a random sampling or departmentally such that the respondents' turn could just be around the corner. However, Stopforth (1989:8) argues that some principals do not delegate responsibilities to other members of the staff as a result of the following reasons:

- They have a selfish need to be involved in all aspect of the school and administration and therefore refuse to relinquish any of them.
- They may feel that others may suspect them of being incapable of accepting the responsibility for the school for which reason they delegate.
- They may feel that others will not be able to execute the delegated task properly.
- They may have a very strong desire to be regarded as leaders and may not be willing to share a position of leadership with others.
- They may be afraid that by delegating work to others, they might be facilitating these persons' promotion to the extent that they might constitute a threat to them.

According to the Department of Education (2002:2), the new education dispensation requires principals to build strong relationships in schools and ensure an effective and efficient delivery of service in schools. Principals are really in the frontline of the struggle to develop new ways of doing things in the school.

4.3.3.17 Supportive rural primary school principals

The working relations amongst the staff members should be in such a way that it is harmonious. The principal as the head of the institution must be in a position to accommodate all his/her subordinates. They have to be treated with dignity, respect equally and confidentially. It is expected of every educator to be stress free every time he/she is in a school situation in order that curriculum delivery could be maximized. In case of challenges that educators normally encounter, they must be in a better position to relate such challenges to the principal. The environment in which the principal executes his/her administrative duties should be in such a way that it guarantees the principal an element of confidentiality and privacy. If the educators' work seems extremely dissatisfaction, the principal must be in a position to determine what the cause might

have been. Ninety-seven point eight percent of educators at primary schools in rural communities of the Limpopo Province are in a better position to relate their problems to their principals. This implies that such educators have got confidence in their principals. It is also an indication that there is a harmonious working relation between the principal and his/her subordinates. The findings regarding this question augur well with the findings of question number 16 of Annexure B which indicate that there is a harmonious working relation between all stakeholders in the school.

However, 2.2% of the educators at primary schools in rural communities are not free to relate their problems to their principals. This might be educators at schools where there are no administrative buildings or where the principal does not have a separate office to execute his/her duties. Besides that, it might be those educators whose working relations with the principal are not good. It could also be those educators who never experienced any problem that warranted the intervention of the principal.

4.3.3.18 Educators' commitment to sporting activities

According to this table, 100% of educators at primary schools in rural communities of the Limpopo Province are extremely active in terms of sports. Educators are not only doing their best in the classrooms, but also outside the classroom where the learners' potential in terms of sports is being brought to the fore. It seems they have got a firm belief that a child's healthy mind will always dwell in a healthy body. Some affluent schools normally through their School Governing Bodies employ a specific educator to be in charge of sporting activities. Such educators never engage in any classroom activities. This is not the situation at schools in rural communities in general, which is the direct result of meager finances.

Their budget does not allow them to be in a position to employ an extra educator. The members of the staff normally share the sporting codes and train learners on specific weekdays. The learners usually test their ability during in and out matches as well as sponsored competitions. They usually compete at circuit, cluster, district, provincial and

national level. It is an indication that learners are always active in sporting activities because it is learners' involvement in extra mural activities that really motivate educators to be actively involved. In other words, for as long as learners participate actively in sports, educators would always be there to assist and support them.

4.3.3.19 Attendance of parents meetings by educators

It is not the principal and the SGB alone who must attend parents meetings or parental contacts in school. Parents must know the educators who in turn must really know the parents. It is important for parents to know educators who are teaching their children. They must also know the subject educators in every subject. The educators as well must know their learners parents so that all issues pertaining to the child could be thoroughly dealt with. Ninety-five point six percent of the respondents agreed that educators normally attend parents meetings in their schools. It is an indication that parents and educators are working together for the benefit of the child. This indicates that there is a strong partnership between parents and educators so that they come together to engage in matters pertaining to the education and the future of the young ones.

However, 4.4% of the respondents disagreed that educators do not attend parents meetings. This could be those educators who have never attended any parents' meeting and think that even other educators do not attend them. It can be concluded that 95.6% of educators at primary schools in rural communities of the Limpopo Province normally attend parents' meetings that have been organized by their schools. By the way, parents' meeting is a forum whereby biological parents of learners come face to face with their *in loco parentis* in the school. In case the biological parent could not make it to the parents' meeting, a guardian is normally accorded the responsibility. This is a forum where important decisions and resolutions pertaining to the education of the learners are taken. However, it is evident from this investigation that a mere 4.4% of educators do not attend parents meetings that have been organized by their schools. It is not impossible for this category of parents to change from this type of a behaviour.

4.3.3.20 Regular checking of learners' books by parents

The education system recognizes the importance of parents and educators exchanging information and working together to ensure a child reaches her/his fullest potential and has identified a need to strengthen links between the formal education that children receive at school and learning at home. It is imperative that educators should maintain close contact with parents (Educamus 1983:5). One hundred percent of the respondents indicated that parents check their children's books on a regular basis. This is an indication that parents are really beginning to be more concerned about the role that their children should play in future. These are the type of parents who have had a certain level in terms of formal education. Some of them are even professionals in certain spheres of life.

This study has revealed that there is strong partnership between the school and the home. It would be advisable for the partnership to still be existent even at secondary school level where performance seems to be below the departmental targets. By checking their children's books, they are already in a better position to determine the progress that is being made on their part. They are in a position to know the strengths and weaknesses of their children. Even before the results could be announced or made available at the end of the year, they are already in the know of how their children have fared. Neither the parent nor the educator alone can fulfil the education task completely. As partners (or allies) they should collaborate in the closest possible way.

As the primary educator of her/his child and a secondary educator of the child, the parent and the educator are in a state of mutual relationship (Van Schalkwyk 1995:108). They need to acknowledge that there is an increasing trend in South Africa that advocates building a consistent closeness between parents and educators (Meier 2003:223). In a partnership of this nature, parents and educators work together on education and sharing the responsibility for education (Van Deventer and Kruger 2003:13). In this regard the educator and parent interact with each other about the progress of the child in the classroom and in the school as a whole. The strengths and weaknesses of the child are

dealt with through the interaction of the parent and the educator, thereby contributing to the academic performance of the child. According to Katz (1993:14) in collaborating with parents, educators should strive to:

- ***Be positive:*** let parents know that you are positive about their children's education and they will support you.
- ***Meet parents more than half-way:*** try to make regular contacts with parents of every learner and they will support you.
- ***Clarify expectations:*** let parents know what you expect from learners. Tell them what they can do if their children are having difficulty with their school work.
- ***Be realistic and flexible in your expectations:*** acknowledge all parents' efforts to support you.
- ***Let parents know what kind of help you need and the amount of time they will be committing to each activity:*** identify parents who want to participate. Find out what their interests and talents are.
- ***Encourage parents to take part in their children's learning:*** make them feel welcome at school, keep them informed of their children's progress by sending corrected work home regularly.
- ***Provide guidelines to help with homework:*** include ideas that suit your personal and school homework policy.
- ***Encourage communication and mutual support:*** show parents that you value their support. Let them know that they are important, and encourage them to participate.

It is argued that parent-educator partnership can bring about new roles and responsibilities as well as rights for parents. A successful school-family partnership requires the sustained mutual collaboration, support and participation of educators and families at home and at school in activities that can directly affect the success of the children's learning. According to Kgosana (2006:21), the biggest contemporary problem facing education in a South African context is that there is a very poor relationship between the school and other stakeholders. This assertion from the literature study has to be discarded as it is the opposite in terms of this investigation. The responses indicate that parents at primary schools in rural communities are beginning to involve themselves in the educational matters of their children. They are really attaching an important meaning to a school and its core mandate.

4.3.3.21 Support visits by curriculum advisors

For educators to be the masters in the subjects that they teach, they have to be regularly supported by the most knowledgeable persons in their subject(s). People who are in a better position to support them to become even more competent in their subjects are curriculum advisors. Curriculum advisors visit schools to support educators in terms of their classroom activities. They can check on the teaching methodologies that the educator employs in the teaching and learning situation to determine whether justice is being done to the mastery of the content. They also check on the amount of syllabus covered over a specific period. The curriculum advisor could also check on the quality of assessment tasks to determine whether they are standardized or not.

Eighty-one point three percent of respondents indicated that curriculum advisors frequent their schools to provide support. The visit could be made on the basis of the invitation from the school authorities or by the plan of action of the curriculum advisor. A visit by this segment of the Education Department is extremely advisable, particularly in full view of the changes that our national curriculum normally undergo. Since the dawn of freedom and democracy, the national curriculum has undergone several changes which

must be communicated to the teaching fraternity, especially by way of workshops and school visitation.

School visitations by curriculum advisors strengthen the teaching and learning mechanisms to completely eradicate mediocrity. Eight point seven percent of schools are not frequented by curriculum advisory visits. According to Kgosana and Yende (2006:2), the Limpopo Provincial Education Department needs 2400 Curriculum advisors and it has only 300. This implies that even the 8.3% of schools that are being visited by curriculum advisors are for specific subjects and not all the subjects.

4.3.3.22 Educator workshops on curriculum delivery

The National Curriculum Statement is more than a decade old in the history of the new education dispensation. The implementation of this Curriculum has received mixed reactions from education stakeholders. The Curriculum has left none in the education fraternity with the opportunity to be declared a perfectionist. The incorrect interpretation of the scope of the NCS has led to incorrect implementation tactics. The knowledge gap amongst the educators has created an uncertainty with regard to its implementation. One hundred percent of the respondents agreed that educators normally attend workshops on curriculum delivery. These workshops are organized at a circuit, cluster or district level.

It is in these types of workshops where educators test their progress and knowledge in terms of curriculum issues. Portions of the syllabus that appear to be very difficult to the educators are tackled in these types of workshops. These workshops assist educators to become even more competent and knowledgeable in terms of their subject. It is a fact that educators do not know every section of their syllabus. There are certain portions of the syllabus which are extremely difficult for them and thus need to be discussed. Workshops on curriculum delivery are the best mechanism to enable educators to be more conversant with their syllabus and thus bring about effective teaching and learning in schools.

4.3.3.23 Learner assessment according to NCS

One hundred percent of respondents agreed that learners are assessed according to the National Curriculum Statement. This implies that educators are becoming more and more used to the South African national curriculum. Regardless of the changes that are being made in terms of the curriculum, educators are trying their level best to do justice to the NCS. It can be concluded that 100% of educators are assessing learners on the new assessment methods that are entailed in terms of the NCS. According to The Department of Education (2003:17), a wide range of assessment strategies are used to measure learner performance in NCS. Educators can select the assessment strategies depending on a specific subject but the type of assessment chosen must provide a range of opportunities for learners to demonstrate the attainment of knowledge, skills, values, and attitudes. The following are some of the types of assessment that educators use to assess learner achievement:

- Tests
- Interviews
- Questionnaires
- Structured questions
- Assignments
- Case studies
- Practical exercises
- Projects
- Simulations
- Observations

However, recently Angie Motshekga has reduced the number of projects that learners have to do to one per year and that learners at grade 12 level will no longer be required to produce portfolio assignments which constitute a percentage of their total year-end marks (Makhafola 2009:4). The frequency of assessment is dependent on the School Assessment Plan and the Assessment Policy.

The School Assessment Plan is drawn from the Year Plan of the school and gives direction regarding the date and time on which assessment activities would be taking place. The school's assessment plan is dependent on assessment policy of the school. The school assessment policy is a tool which provides direction as to how formal and informal assessment should be carried out in an individual school. Assessing learners according to the dictates of the NCS contributes towards effective teaching and learning as educators teach what they will in turn assess learners on.

4.3.3.24 Utilisation of school funds for curriculum delivery purposes

One hundred percent of the respondents agreed that a portion of the school fund is used for curriculum delivery purposes. This implies that within the school finances, there is a budget post on curriculum. A curriculum budget is that portion of the school funds which is earmarked specifically for curriculum delivery issues. This type of budget is used for the following:

- To outsource competent educators from other schools to come and render assistance in some learning areas.
- Purchasing of some educational resources and equipment for boosting curriculum delivery.
- Financing educators in terms of workshops attendance.
- Organizing curriculum conferences in schools.
- Inviting and hosting motivational speakers.
- Organizing career exhibitions in schools.

- Inviting curriculum advisors and other curriculum heavyweights to schools in order to offer guidance and support.

Curriculum occupies the epicenter of the education system. In this regard, the portion of the school funds need to be channeled towards curriculum delivery issues. In other words, a lot of funding has to be directed to teaching and learning issues. It can be concluded that primary schools in rural communities of the Limpopo Province use to put aside, a specific amount of money and earmark it for curriculum delivery.

4.3.3.25 Usage of technological equipment in teaching

Technological equipment are normally used by educators and learners to support teaching and learning in schools. Moreover, these equipments could be used for administrative purposes to try and ease the administrative burden that is faced by many educators. Schools acquire these equipments mainly through donations from potential donors although some donated equipments usually carry some discrepancies which at the end cost a lot of money to fix. In case a school does not secure any donation, it resorts to procurement through the school funds. Ninety-five point six percent of respondents disagreed that they use technological equipment in teaching.

The technological equipments that are being referred to are computers, photocopiers and overhead projectors. However, schools might have some of these equipments but only to find that they are used for administrative purposes. This implies that 95.6% of primary schools in rural communities of the Limpopo Province do not use technological equipments to support educators and learners in terms of teaching and learning. This lack of technological equipment for teaching and learning could be attributed to the poverty levels of schools as well as meager financial allocations from the Department of Education.

The insufficient finances from the Department could be a direct result of low learner enrolments that are found at primary schools in rural communities. However, 4.6% of

primary schools in rural communities are using technological equipment to support teaching and learning. These are those schools with bigger enrolments. Big enrolments are a contributing factor towards securing big financial allocations in the form of Norms and Standards from the Department. Such schools are found in new settlements where most of the residents are the young parents who are still in a position to give birth.

4.3.3.26 Itinerant/mobile principals

Ninety three point five percent of the respondents disagreed with the statement that their principals are always away from the school. This means that 93.5% of principals at primary schools in rural communities are not itinerant. They spend a lot of their time in school providing support and guidance to the deserving educators. This category of principals is those who enter the school earlier than any other educator and leave after everybody else has gone. Principals are Chief Accounting Officers in schools and, therefore, need to be in the schools on a regular basis.

Principals' core mandate in school is to manage curriculum delivery. They must monitor and support educators in their day-to-day work. Six point five percent of the respondents indicated that their principals are always away from their schools. This category of principals could be those who are envious to delegate some of the administrative duties to other staff members. They attend every principals' meeting. They give themselves the responsibility of going to towns to buy school goods when in fact SGBs are readily available.

4.3.3.27 Educators workload at primary schools in rural communities

One hundred percent of the respondents disagreed that educators are offering less than two learning areas. This indicates that they offer more than two learning areas in schools to which they have been attached. They are battling with the challenge of a huge workload. The huge workload is a direct result of a small staff establishment which accommodates only a very few educators who are expected to ensure that every learning

area is offered in schools. However, the educators are trying their level best. There are instances where small schools apply for special posts which are allocated at the discretion of the Head of Department. The special posts are used to alleviate huge workloads in schools. The problem with special posts is that they are not allocated yearly. A huge workload is a problem that educators at primary schools in rural communities are faced with.

4.3.3.28 Teaching principals at rural primary schools

One hundred percent of the respondents disagreed with the statement that the principal facilitates only one learning area. Principals are faced with more than one learning area in a school. This allocation poses a serious workload on the principal who must also do administrative duties. This implies that, 100% of primary schools in rural communities of the Limpopo Province have teaching principals. Teaching principals are those principals who, beside their management functions, have some learning areas to offer in the classroom. Such principals spend a lot of time in the classroom and this leads to a backlog in terms of administrative and management duties. This means that principals at primary schools in rural communities of the Limpopo Province are faced with a problem of having a subject to teach where they were supposed to be providing support to educators in their core mandate of effective teaching.

4.3.3.29 Safety and security in schools

Ninety-seven point eight percent of the respondents agreed that criminal activities never take place in their schools. This means that the schools have security measures in place and the immediate stakeholders in such schools are very supportive towards their mission and vision. They have good security fences, strong rooms and have installed security alarms to guard against any damage. However, 2.2% of schools experience criminal activities in their premises. These might be schools where learners involve themselves in criminal activities or where criminals from the village storm into the school to cause damage. This might be those schools where there are no security fences and security

alarms. A proper security is a precondition for effective teaching and learning. Learners need to be taught in an extremely safe and secured environment.

4.3.3.30 Participation in beautiful school competitions

Ninety-seven point eight percent of schools take part in the beautiful school competition. This competition is organized by the Provincial Department of Education to praise those schools that have the most beautiful surroundings. The schools start with the competition at circuit level and proceed to district and thereafter to the provincial finals. This competition encourages and motivates school authorities to create an inviting and healthy school environment. The responses indicate that 97.8% of primary schools in rural communities are regularly kept clean.

This is the reason why many of them participate in the beautiful school competitions. This is an indication that the School Governing Bodies of primary schools in rural communities use the school finances for the overall development of schools. Two point two percent of primary schools in rural communities of the Limpopo do not take part in the beautiful school competitions. These might be those schools that are still to be decorated and whose environments are extremely unpleasing. An attractive school environment is a precondition for effective teaching and learning.

4.3.3.31 Rural primary schools performance in Maths and Science

Eighty-nine point one percent of primary schools in rural communities of the Limpopo Province have difficulty in performing better in terms of Maths and Science. Maths and Science are still a challenge to a number of educators and learners. The literature study has revealed that Maths and Science are failed in large numbers at schools in rural communities. This study reveals the same findings as the literature study. However, 10.9% of primary schools in rural communities of the Limpopo Province are performing well in terms of Mathematics and Science. These might be schools with a Catholic

foundation or schools in the townships where the SGBs are very competent and thus recommend competent educators for appointment.

4.3.3.32 Participation of rural primary schools in Maths and Science competitions

The Maths and Science competitions that take place in schools are amongst others the Science Olympiad, Maths Olympiad and National Teacher awards. According to Mecoamere (2006:16, and 23), these competitions unearth, honour and support educators who have a track record of going beyond the call of duty to squash the myth that Maths and Science are difficult subjects. It is hoped that the awards would help to ensure that the educators continue using creative, innovative and inventive teaching methods to inspire learners and fellow colleagues. The awards also aim to establish a sustainable model whereby the educators that are rewarded share their talents, knowledge and skill with other educators in the surrounding schools. Ninety-five point seven percent of respondents agreed that they take part in these competitions.

4.3.3.33 Upgrading of qualifications by rural primary school educators

Ninety-seven point eight percent of educators at primary schools keep on upgrading their qualifications. These are educators who would like to remain abreast of the developments that are being made in this era of transformation. These educators upgrade their qualifications with tertiary institutions throughout the whole country. According to Sutherns (2010:12), South African Universities are boasting a higher percentage of students who continue their studies in education. This category of educators needs to become a very competent work force of the Department of Education. Two point two percent of educators at primary schools in rural communities do not upgrade their studies. These might be those educators who are just about to retire and exit the education system and those who have lost interest in their jobs due to one reason or the other.

4.3.3.34 Proper infrastructural facilities in rural primary schools

The provision of infrastructure in schools by government in collaboration with other stakeholders is the fulfillment of its mandate of making education accessible to its entire people (Lekota 2006:27). Ninety-five point seven percent of schools have got a proper infrastructure whilst 4.3% do not have. This implies that teaching and learning at 95.7% of primary schools in rural communities take place in proper infrastructural facilities. Proper infrastructure is a contributing factor towards effective teaching and learning. No school can operate effectively without proper infrastructural facilities.

4.3.3.35 Partnership with other schools regarding curriculum delivery

Central to the education provision is the contention that a high quality education sector cannot be built by government alone. It depends on creative and dynamic partnerships between the different stakeholders (GCIS 2005/6:227). One hundred percent of primary schools in rural communities are in partnership with one another. This means that they cooperate in terms of teaching and learning activities. Partnership is very important for schools because every school benchmarks itself with others in terms of teaching and learning.

4.3.3.36 Summary

Data gleaned by way of Section B of annexure C have been presented and discussed in this section of the dissertation. This section captured the views of respondents regarding how principals create and maintain a Culture of Teaching and Learning at rural primary schools in the Limpopo Province.

4.4 CONCLUSION

In this chapter, the research data from annexure B and C of the research instrument have been presented. Tables have been used for data presentation. The presentation of data was

accompanied by a discussion of each of the responses. The next chapter will feature the findings and recommendations for further study regarding this investigation.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS TO THE STUDY

5.1 INTRODUCTION

In this research project, the strategies and tactics that rural primary school principals employ in creating and maintaining a Culture of Teaching and Learning were investigated. Rural primary schools offering grade R up to grade 07 were involved in this research project. The schools were all drawn from the Mankweng Circuits (Mamabolo, Dimamo, Lebopo, Mankweng, and Kgakotlou) Cluster of the Limpopo Department of Education. In other words, primary schools in rural communities of the Mankweng Circuits Cluster formed the population baseline of this investigation. This chapter, last chapter of this research project, features the summary, limitations, findings, recommendations pertaining to the study, and recommendations for future research.

5.2 SUMMARY OF THE STUDY

In Chapter 1 of this study, the background and the significance of the study were brought under the spotlight. In the statement of the problem (*How do principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo?*) the following questions emerged:

- What is a culture of teaching and learning in rural primary schools in Limpopo?
- How can the principal create and maintain a culture of teaching and learning in primary schools in Limpopo?

- What problems do principals encounter in creating and maintaining a culture of teaching and learning in primary schools in Limpopo?

The three questions were answered by means of a literature study and an empirical investigation. The empirical study was in the form of an English questionnaire.

In Chapter 2 of this study, a literature study pertaining to the main research question (*How do principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo?*) was dealt with. A literature study is the effective evaluation of selected documents on a research topic (Hart 1998:67). The literature study dealt with a variety of issues pertaining to a positive culture of teaching and learning in schools. The role of stakeholders (inter alia learners, educators, parents, government, business people and communities) in the creation of a positive culture of teaching and learning in schools featured in this regard.

It was at this juncture that the role of every identified stakeholder was dealt with separately. Further than that, problems that are encountered by principals of schools in terms of creating and maintaining a culture of teaching and learning were also dealt with by way of a literature study. A precondition for creating and maintaining a culture of teaching and learning was also outlined by means of the literature study. The literature study has made revelations that an absolutely extra-strong team in the form of a partnership can be of assistance to principals of schools in making it easier for them to execute their core mandate. It is impossible for principals to operate in isolation in schools. The conclusion that was drawn in terms of the literature study was that there is an extremely strong need for a Culture of Teaching and Learning to be created and maintained in schools.

In Chapter 3 the research design, research methods and the research instrument in the form of a questionnaire were presented. In this Chapter the empirical investigation came into the picture. The aim of the empirical investigation was to determine the views of the

selected participants' (principals, deputy principals/ HOD No.1, Senior Educators/ Educators) regarding the problem that was being investigated.

In Chapter 4 of this investigation a presentation and discussion of the research data were dealt with. Data were presented by way of tables where each table was given a heading. The data presentation was succeeded by the interpretation thereof. The avenues that were employed by principals of rural primary schools in creating and maintaining a Culture of Teaching and Learning were investigated in this research project.

In this chapter (Chapter 5) of the research study, the findings pertaining to the study are brought under the spotlight. The findings were made from the literature study and empirical study as methods for collecting data. Although these methods may have their own limitations, they were nonetheless the most viable ways of gathering data of this nature and magnitude (Makua 1996:108). The findings pertaining to this study have been captured in the section below.

5.3 LIMITATIONS TO THE STUDY

The limitations of the study are those characteristics of design or methodology that set parameters on the application or interpretation of the results of the study (Mitchel et al, 1986:67). There is absolutely no such a thing in the field of research referred to as a perfect study. This study was conducted in a small sample of 23 primary schools. The primary schools have been drawn from rural communities in the Mankweng Circuits Cluster of the Limpopo Department of Education. The researcher has identified the following limitations pertaining to this study:

5.3.1 Site of the study

The study site with regard to this investigation was restricted to rural primary schools in the Mankweng Circuits Cluster of the Limpopo Department of Education. On this note,

this study may not be fully representative of rural primary schools in the Limpopo Province.

5.3.2 The size of the sample

The sample for this study was very small as only four participants per school took part. Therefore, the findings from this study must be interpreted with great care as the general school population was not represented.

5.3.3 Organizational structures of schools

Some rural primary schools are so small that they do not have deputy principals. This would imply that the information that was supposed to have been gleaned from deputy principals would end up being provided by first Head of Department (HOD) in such schools.

5.3.4 Duration of the study

The researcher set aside the time-frame for the empirical data collection as well as the date on which the completed questionnaires would be collected from the participating sites and respondents. The researcher did not have any control over this arrangement because the respondents might not be coerced to stay within the duration prescribed.

5.3.5 The return rate of the research instruments

The researcher may only request the respondents to have the questionnaire ready for collection without necessarily coercing them to do so. So, having the fully completed questionnaires is dependent on the willingness of the respondents.

5.3.6 Failure to respond to all research instruments' items

There might be an element of failure on the part of respondents to do justice to all the questionnaire items. The researcher does not have any control over this aspect because the respondents may not be coerced to respond to all the questions.

5.3.7 Presentation and discussion of results

The empirical study was undertaken between September and October 2009. A presentation and discussion of the results were dealt with from February 2010 whilst the findings from the investigation were presented in May 2011. Between September 2009 and May 2011 many things might have happened in schools.

In an attempt to have the above limitations eradicated, the researcher displayed an element of toleration in terms of persuading the respondents to respond to the entire question and moreover to stick to the prescribed time. However, regardless of the limitations that this study might have had, the researcher has got a strong belief that the findings will contribute positively and immensely towards the understanding of how principals create and maintain a culture of teaching and learning particularly in rural primary schools.

5.4 FINDINGS FROM THE STUDY

5.4.1 Introduction

Findings from the research have been presented in such a way that they provide a response to the main research question, the sub questions, the aim and the three objectives of the research. The main research question was indicated as "***How do principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo?***" The research question then gave rise to three sub questions i.e.

- What is a culture of teaching and learning in rural primary schools in Limpopo?
- How can the principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo?
- What problems do principals encounter in creating and maintaining a culture of teaching and learning in rural primary schools in Limpopo?

The main aim of this investigation was *to investigate how principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo*. The objectives that the main aim gave rise to, are the following:

- To investigate and explain what a culture of teaching and learning is.
- To determine the role of the primary school principals in creating and maintaining a culture of teaching and learning.
- To investigate problems that are encountered by rural primary school principals in creating and maintaining a culture of teaching and learning.

5.4.2 Findings with regard to what a culture of teaching and learning is

This section of the dissertation presents a response to the first research question of this investigation. After having conducted the empirical investigation, the researcher was in a better position to investigate and explain what a culture of teaching and learning (COLT) is. Within the context of this investigation, a culture of teaching and learning at primary schools in rural communities is explained in terms of the responses of the following questions from Annexure B of the research instrument: **B2, B3, B5, B7, B8, B11, B13, B17, B20, B21, B23, B24, B25, B26, B27, B29, B34 and B35**. A culture of teaching and learning is also elucidated by way of responses of the following questions from Annexure C of the research instrument: **C2, C3, C5, C7, C8, C13, C18, C19, C21, C23, C28, C31**,

C32 and C33. After a careful study of the responses, the following findings emerged with regard to what a culture of teaching and learning is.

5.4.2.1 Implementation of alternatives to corporal punishment in schools

The literature study has revealed that corporal punishment does not lead to teaching and learning of a high standard. It has also revealed that corporal punishment is a common practice at schools in rural communities. The findings from the empirical study have indicated the opposite in this regard as indicated in Table 1.8 question B26 and Table 1.9 question C13. In terms of question B26, the majority of the respondents disagreed that corporal punishment was used secretly in their schools. The same applies to question C13, where the majority of the respondents disagreed that they used corporal punishment secretly in the school.

This implies that educators at primary schools in rural communities are well conversant with Section 10 of the South African Schools Act. According to the Act, “no person may administer corporal punishment to a learner as this constitutes a violation of the child’s right to education”. This means that principals at primary schools in rural communities are at the forefront of ensuring that the governmental policy on corporal punishment is implemented to the fullest.

5.4.2.2 Regular control of educators’ workbooks

Regular control of educators’ workbooks is needed at primary schools in order to ensure that educators’ work is professional, standardized and up to date. Paragraph 4.3.2.3 in Chapter 4 has indicated the contents of an educator’s workbook. In controlling the educators’ work, compliance with regard to its contents and the standard thereof becomes central. All the contents of a workbook should be in such a way that they indicate progress in terms of curriculum delivery and syllabi coverage. One hundred percent of the participants agreed that educators’ workbooks are controlled on a regular basis. The educators’ workbooks are controlled in some schools by principals themselves provided

such principals are not overloaded. In case principals are overloaded they delegate the said duties to their HODs or some of the competent members of the educator staff.

5.4.2.3 Quality assurance of all Formal Assessment Tasks

Two different forms of assessment tasks, formal and informal, are taking place in schools according to the dictates of the National Curriculum Statement. Informal assessment tasks include all tasks that are given by educators and written by learners on daily, weekly or fortnightly basis. Informal assessment tasks are normally not taken to the educator's superiors for approval or for quality assurance. These types of tasks are set by educators and without anyone's approval, given to learners to write. Informal tasks are shorter in length compared to formal tasks and include homework, classwork, projects, assignments, and experiments.

In most instances informal assessment tasks are not utilized or considered for Continuous Assessment (CASS) or year mark purposes at the end of the year. The aim of these types of tasks is to prepare learners for the formal assessment tasks. On the other hand, formal tasks are written on a monthly or quarterly basis. Formal assessment tasks are always quality assured by principals, HODs and other members of the SMT. Formal tests are longer in length compared to informal assessment tasks and include monthly tests and quarterly examinations. Formal assessment tasks are normally utilized by the Department of Education for Continuous Assessment purposes at the end of the year. Like informal assessment tasks, formal assessment tasks are also set by the subject educators and forwarded for approval or quality assurance to their immediate superiors.

One hundred percent of the participants indicated that the tests and examinations that they prepare for learners are quality assured. This implies that principals and HODs are hands on in ensuring that curriculum delivery is not left to suffer in their schools. Tests and examinations are falling under the category of formal assessment tasks as alluded to above. The conclusion that can be drawn is that no tests or examination can be written at

primary schools in rural communities without having been quality assured by the school authorities.

5.4.2.4 Adherence to personal time tables

One hundred percent of the participants agreed that educators are sticking to their personal time-tables. The personal time tables capture the curriculum delivery duties and times as well as additional duties. It is not advisable or desirable for a personal time table of an educator to contain some gaps. Every interval must have a specific duty to be carried out by the educator him/herself. Below is an example of an educator's personal time table:

Period No	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8h00	Maths Gr 6A	Maths Gr 7B	Maths Gr 6B	Maths Gr 7A	Maths Gr 6A
2	8h30	Maths Gr 6A	Maths Gr 7B	Maths Gr 6B	Maths Gr 7A	Maths Gr 6A
3	9h00	Maths Gr 6B	Maths Gr 7A	Maths Gr 6A	Maths Gr 7B	Maths Gr 6B
4	9h30	Maths Gr 6B	Maths Gr 7A	Maths Gr 6A	Maths Gr 7B	Maths Gr 6B
5	10h00	Marking	Maths Gr 6A	Maths Gr 7B	Marking	Maths Gr 7B
6	10h30	Marking	Maths Gr 6A	Maths Gr 7B	Marking	Maths Gr 7B
ONE HOUR BREAK		ONE HOUR BREAK		ONE HOUR BREAK		
7	11h30	Maths Gr 7B	Maths Gr 6B	Maths Gr 7A	Marking	Maths Gr 7A
8	12H00	Maths Gr 7B	Maths Gr 6B	Maths Gr 7A	Marking	Maths Gr 7A
9	12H30	Maths Gr 7A	Marking	Marking	Maths Gr 6A	Preparation
10	13H00	Maths Gr 7A	Marking	Marking	Maths Gr 6A	Preparation
11	13H30	Marking	Marking	Marking	Maths Gr 6B	Preparation
12	14H00	Marking	Marking	Marking	Maths Gr 6B	Preparation
13	14H30	STUDY	SPORTS	DEBATE	STUDY	STUDY

(Figure 4.An example of an educator's personal time table)

From the personal time table above, it is clear that the educator is offering Mathematics and Natural Sciences in grade 6 and 7. When the educator is not teaching in class, he/she

is busy with the marking of learners' books during the course of the week. On Fridays, when the educator is not in front of the learners, she/he is doing lesson preparations for presentation the following week. If the educator is not at work, the principal ensures that learners are not left alone but given work they must do during the educator's absence (Maila 2011:4).

5.4.2.5 Adherence to and embracement of the departmental working hours

From the participants' responses, it is clear that there is an element of adherence and embracement towards the departmental seven working hours. In terms of Table 1.8, 100% of the respondents agreed that the departmental seven working hours are adhered to in all schools. In terms of Table 1.9, 95.6% of the respondents agreed that they are comfortable with the seven working hours. However, less than 5% disagreed that they are comfortable with the departmental seven working hours. It can be concluded that more than 95% of the respondents agreed that educators are comfortable when it comes to the departmental seven hours expected of them to be in schools. By the way, the seven hours is just a minimum number of hours that educators are expected to be in class. Some educators choose to be in schools for only seven hours whereas others just choose to work for more than seven hours without seeking any extra remuneration from the department.

5.4.2.6 Regular discussion of curriculum issues

The core business of a contemporary school is maximum curriculum delivery. Discussions in the staff and departmental meetings have to centre on curriculum delivery or curriculum related issues. Question B11 revealed that 100% of the respondents agreed that they hold regular meetings to discuss curriculum issues. Question C12 revealed that they regularly review teaching and learning activities. Reflection of teaching and learning activities is normally done on specific dates that have been dictated by the school's year plan. Regular discussion of curriculum issues is a good step in the right direction towards curriculum delivery of a high and acceptable standard.

5.4.2.7 The writing of monthly tests

No school can really progress without embarking on some form of monthly formal assessments. Ninety three point five percent of the respondents agreed that they write formal monthly tests whereas 6.5% disagreed with the statement. Formal monthly tests are very good because they contain an element of quality assurance and that they cover a wide scope of the syllabus. In terms of monthly tests educators and school authorities get a chance to assess the extent of curriculum delivery and mastery in every learning area. Through monthly tests, school authorities stand a better chance of assessing whether assessment standards and learning outcomes have been satisfactorily dealt with.

5.4.2.8 Collaborative working atmosphere

There is an atmosphere of togetherness at primary schools in rural communities. One hundred percent of the respondents have indicated that they normally retain some of the learners after consultation with the learners' parents. This indicates an atmosphere of togetherness whereby educators and parents work together for the education of the child. It is a norm in South Africa that grade R-7 learners have to be progressed at the end of the year. However, it all depends on the parents' willingness to have the child retained if he/she does not meet the progression requirements. One hundred percent of the respondents have also indicated that parents are actively involved in the education of their children. This also indicates a collaborative atmosphere on the part of parents. More than 80% of schools experience a very good attendance in terms of parents' meetings.

5.4.2.9 Creating a budget for curriculum delivery issues

According to the Department of Education (2011:5), 60% of the departmental allocation to schools must be used for curriculum purposes. This implies that schools must give curriculum delivery first priority when it comes to budgeting. Ninety seven point eight percent of the respondents agreed that they do have a curriculum budget in their schools

whilst only 2.2% indicated that they do not. The 2.2% might be the category of respondents who do not have knowledge regarding the budgeting processes in schools.

5.4.2.10 Taking part in Maths and Science competitions

More than 78% of educators in primary schools are taking part in the Maths and Science competitions whereas 17.4% are not taking part. The competitions have been existent since 1959 and designed to test ingenuity and insight and to sharpen the minds of learners. The competition encourages and challenges young people (Karolia 2011:3). By taking part in these competitions, educators are already in the forefront of obliterating the idea that Maths and Science are difficult subjects. Only 4.3% of the respondents were not sure whether their schools participate in the Maths and Science competitions. These might be those educators who do not have any knowledge pertaining to Maths and Science and who do not care whether learners are doing these subjects at the level of the school.

5.4.2.11 An element of punctuality among stakeholders

More than 97% of rural primary schools in Limpopo are not experiencing any problem regarding punctuality on the part of educators and learners. Only 2.2% of schools do experience problems with regard to punctuality. These might be those schools where children are staying with their siblings, guardians or grandparents. Quality schools strive to get 100% attendance from period one. They view teaching time as sacred. Punctuality is paramount in schools (Hayward 2011:7). It is also the mother of success in schools.

5.4.2.12 Regular attendance of curriculum delivery workshops

One of the biggest problems facing contemporary educators is their knowledge of the learning content. There are certain areas of the syllabus which are extremely difficult to them and, therefore, make it difficult for them to teach in a more committed and effective manner. In order to address the difficulty, the curriculum advisory component use to

organize workshops for individual learning area educators. The aim of the workshops is mainly to deal with difficult sections of the prescribed syllabi. One hundred percent of the educators agreed that they normally attend workshops on curriculum delivery. This is a very good step in the right direction of doing justice to the national curriculum of the Republic of South Africa.

5.4.2.13 Proper security fencing in schools

A safe and secured school environment increases the effectiveness of teaching and learning. When learners are safe, their learning ability increases. When educators are safe, they become more active in imparting knowledge to the beneficiaries of learning. This implies that a safe and secured environment is a pre-requisite for a high standard of teaching and learning. More than 97% of primary schools have never experienced any criminal activities in their school premises. However, only 2.2% of primary schools have experienced criminal activities in their premises. These might be schools where burglary took place and computers as well as other sophisticated equipment went missing. Generally speaking, primary schools in rural communities are safe and secured. This might be due to the financial allocations from the government whereby a greater chunk has been declared no fee schools according to the departmental no fee policy.

5.4.2.14 Proper infrastructure in schools

Schools with libraries, laboratories, sports facilities, classrooms, and computers restore discipline and self-esteem for the educators and learners (Busani 2006:6). This shows the readiness and preparedness of the Department, as one of the stakeholders in contributing towards creating conditions that would lead to effective teaching and learning. A proper infrastructure is a positive contributing factor towards positive teaching and learning. The literature study has indicated that in certain parts of the Republic of South Africa, learning is still going on with trees as the only alternative to a classroom. The empirical study repudiates this finding because more than 95% of primary schools in rural communities have got a proper infrastructure. Only less than 5% has got a questionable

infrastructure. This might be those antiquated schools that have been built more than a century ago whereby mud and other resources were utilized.

5.4.2.15 Conclusion

In this section of the findings from the study, a culture of teaching and learning has been explained. The culture of teaching and learning has also been explained by way of a literature study in Chapter 2 of this investigation. It has been referred to as the presence of quality teaching and learning in schools. So, for quality teaching and learning to take place there are issues that must be dealt with as indicated from paragraph 5.4.2.1 up to paragraph 5.4.2.14. The issues indicated in the specified paragraphs depict what a culture of teaching and learning is within the context of this study. Education remains the only proven precondition for development and success (Maila 2011:4). The next section of this chapter shall feature the role that is played by rural primary school principals in creating and maintaining a positive Culture of Teaching and Learning.

5.4.3 Findings with regard to the role played by principals in creating and maintaining a positive culture of teaching and learning

In terms of this investigation, the role played by principals in creating and maintaining a positive culture of teaching and learning has been addressed by responses from the following questions: **B1, B4, B6, B9, B10, B12, B14, B15, B16, B18, B19, B22, B28, B32, B33, B36, B37, C1, C4, C6, C9, C10, C11, C12, C14, C15, C16, C17, C20, C22, C25, C29, C34.** The responses indicate the following roles that are played by principals in creating and maintaining a culture of effective teaching and learning:

5.4.3.1 Putting in place a practical and workable year plan to guide every activity in their schools

According to this study, no rural primary school is operating without a starting point. The responses regarding questionnaire items B1 and C1 indicate that principals of schools

draw year plans and put them into practice for guiding the schools' activities. The programme for the following year is drawn at the sunset of the preceding year particularly during the last trimester. The year programme is a very important document as it provides direction regarding the activities that must be carried out in schools as well as their time frames. 100% of the participants agreed that a functional year plan is used to guide their day-to-day activities.

5.4.3.2 Empowerment of Heads Of Departments

According to the participants' responses, there is an element of empowerment by principals on the part of their Heads Of Departments. The HODs are members of the School Management Team (SMT) and thus help the principal in managing. The HODs management task lies within the parameters of the curriculum. In other words, HODs are managing curriculum delivery in schools. They are specialists in specific departments of the curriculum like Commerce, Natural Sciences, Social Sciences, Languages, and practical subjects. One hundred percent of the respondents agreed that HODs ensure that lesson plans are NCS compliant.

This implies that compliance in terms of the dictates of the National Curriculum Statement is dealt with at the level of the HODs. The HODs merely give report on curriculum delivery to principals on a weekly, fortnightly, or monthly basis. 100% of the respondents have agreed that HODs provide regular feedback in terms of curriculum delivery.

5.4.3.3 Division of staff members into different working committees

More than 95% of the respondents agreed that educators have been divided into different committees in schools. Each committee has got a chairperson who acts as a director in every meeting. There is also a secretary who keeps the records of the committee. The committees are constituted to help the principal and the SMT in ensuring that all components (management, governance and curriculum delivery) of the school are

functioning well and delivering services as expected by the Vision and the Mission of the school.

5.4.3.4 Inviting, allowing and monitoring parental intervention

A literate home environment can be crucial in consolidating a child's learning (McKay 1997:7). Principals of schools must ensure that parents are invited and allowed to participate in matters pertaining to the education of their children. They should also monitor unwaveringly the involvement of parents in educational programmes. One hundred percent of the respondents have agreed that the parents in rural primary schools are involved in the education of their children.

5.4.3.5 Pioneering shared decision making in their schools

Whatever the management decides has a direct influence upon the lives of the workers, clients, the man in the street and thus indirectly upon the wider community (Van Wyk and Van der Linde 2001:3). More than 93% of the respondents have agreed that everyone in their schools is regarded a decision maker. This implies that the right to decision making is guaranteed to every educator. Principals do not merely impose decisions on educators but instead ensure that decisions by educators are given a chance to contribute to school effectiveness.

5.4.3.6 Delegation of administrative duties according to educators' competence

More than 80% of the respondents agreed that educators are given administrative responsibilities by principals whereas less than 16% do not delegate. This might be that category of educators who just come to school and do their curriculum delivery work and forget about developing themselves in terms of administrative duties. It could also be those educators who according to principals they have not yet reached a point where they can carry out administrative duties with diligence.

5.4.3. 7 Harmonization of working relations with staff members at all levels

Working relations in schools have to be harmonious regardless of people's post levels. The principal as the Chief Accounting Officer of the school must relate well and harmoniously with all her/his subordinates. The subordinates as well must relate exceptionally well with their principals as well as with everyone amongst them. A harmonious working relation inculcates into colleagues an element of self confidence and commitment towards the vision and the mission of schools. One hundred percent of the respondents agreed that they work in harmony with each other regardless of their position of responsibility in their schools. This implies that there is an element of collegiality in every rural primary school. It is also an indication of a cooperative and collaborative working environment.

5.4.3.8 Pioneering an active participation in sporting activities

Inadequate and insufficient participation in regular and quality sporting activities renders learners at risk throughout their lives. Children who are active in terms of sports are also academic achievers (Nicholson 2010:10). According to the departmental prescripts on the management and administration of the norms and standards money, 10% of the overall allocation has to be utilized for sporting activities. This implies that every school must participate in sports as money has already been allocated according to its size. However, 10% of the financial allocations cannot transport learners, allow schools to buy relevant sporting equipment and pay for affiliations to sport bodies that cater for school activities. In some instances parents have to foot the bill regarding some of the sporting activities that schools engage in. Regular sporting activities help learners build and maintain healthy bones, muscles and joints, helps control body weight, fat and helps develop efficient functioning of the heart and lungs (Nicholson 2010:10). According to this investigation, 100% of primary schools in rural communities participate in various sporting activities. These sporting activities include outdoors and indoors.

The indoor activities are those activities that are played in a closed environment like, table tennis, chess, and scrabble. The outdoor activities are those activities that are played in an open environment like soccer, netball, volleyball, rugby and athletics. The most prevalent sporting activities are soccer, netball, athletics, volleyball, basketball, rugby, and table tennis. One hundred percent of educators at primary schools in rural communities are also taking an active part in sports as sport organizers, and heads of different sporting codes. Participation in sporting activities gives young people opportunities to natural self-expression, development of self-confidence and relief from tension, as well as opportunities for social interaction and learning (Nicholson 2010:10).

5.4.3.9 Implementing the resolutions taken in School Management Team meetings

It is the prerogative of the principals to ensure that School Management Teams hold regular meetings. One hundred percent of the respondents agreed that the resolutions taken in School Management Team meetings are implemented. SMTs have got their plan of meetings which is contained in the year plan of the school. In such meetings, resolutions pertaining to the development of the school are taken. After the resolutions have been taken, they are implemented by whoever is expected to make the implementation. This implies that primary schools in rural communities are vibrant because of the wonderful ideas emanating from SMT meetings. It is also an indication that SMTs at rural primary schools work as a collective.

5.4.3.10 Securing the services of curriculum advisors

Beside the support that educators receive from the Heads of Departments and the members of the School Management Teams, there is also support that they deserve from the Curriculum Advisory section of the Department of Education. Currently every Circuit Office has a Curriculum Advisory component. These are curriculum advisors for General Education and Training (GET) and Further Education and Training (FET) Bands.

The GET band includes all grades from R up to 9 whereas the FET band includes grades from 10 up to 12. The Curriculum Advisory component is comprised of curriculum advisors for different learning areas from all the bands mentioned above. The duty of curriculum advisors is to provide curriculum support to schools in their circuit. More than 80% of the respondents indicated that they normally invite curriculum advisors to visit their schools in order to render support to educators. In this regard, principals would be ensuring that their educators become even more vibrant in terms of curriculum knowledge.

5.4.3.11 Conducting regular class visits

More than 90% of the respondents agreed that classroom visits are implemented in their schools. Class visit is a process in schools whereby the principal or his/her delegate makes a support visit to an educator in class. Class visits are normally conducted by relevant SMT members as well as the principal. The main aim of class visits is to support the educator in her/his teaching process. No educator is a perfectionist in her/his learning area but all educators are striving for excellence. In this regard the learning area educator is observed practically in the classroom while imparting knowledge to the learners. The class visitor uses a specific monitoring tool or instrument to evaluate the effectiveness of teaching by the learning area educator and makes remarks accordingly. At the end of the class visit, the class visitor calls the educator to divulge his/her findings as well as make recommendations for ameliorations.

5.4.3.12 Encouraging educators to keep on upgrading their qualifications

It is advisable for educators to keep on upgrading their qualifications so that they remain relevantly qualified for their jobs. There are in some instances educators who are under-qualified because since they started teaching they never upgraded their qualifications. By encouraging educators to upgrade their qualifications is to indirectly assist them so that they remain employable. It is the duty of principals and SMT members to ensure that educators under their jurisdictions are encouraged to upgrade their qualifications.

This study has found that 100% of principals do encourage their educators to study further in different areas. On that note 97.8% of educators at rural primary schools are upgrading their qualifications. Upgrading qualifications enables educators to acquire more knowledge and thus stay motivated. According to Kruger (2011:10) motivation and the ability to transfer knowledge are probably what make a good teacher. Only 2.2% of educators are not upgrading their studies at all. These might be that category of educators which is just about to exit the system due to retirement or any other exiting mechanism.

5.4.3.13 Regularly controlling learners' books

Learners need to be given work on a regular basis and the work must always be controlled by educators. According to Kruger (2011:10), learners who get homework on a regular basis perform better than those who do not. He goes further to indicate that learners who get homework regularly become more and more literate. One hundred percent of the respondents agreed that learners' books are controlled on a regular basis. Controlling the learners' books means to mark them; record marks and return them to their owners. After they have been returned to their owners, they check the educator's marking and have rectifications made accordingly. After learners have checked and ensured that the marking is correct, they embark on the issue of writing corrections. After corrections have been written, learners submit the books to the educator for controlling of the corrections and appending of signatures as a gesture of the correctness of the corrections.

5.4.3.14 Assessing learners according to the dictates of the National Curriculum Statement

The National Curriculum Statement is the national curriculum of the Republic of South Africa and is here to stay. Regardless of some challenges that are posed to educators in the past, it is the duty of each and every educator to live and breathe its dictates. Just like teaching which has to be NCS compliant, assessment must also be NCS compliant. This implies that learners have to be assessed according to the demands of the National

Curriculum Statement. More than 97% of educators conduct assessment according to the dictates of the NCS whereas less than 3% are not sure whether their assessment is NCS compliant. This might be those educators who are not yet conversant with the NCS assessment techniques and as such still use the traditional approaches to assessment.

5.4.3.15 Ensuring that all learning areas are allocated time according to the dictates of the National Curriculum Statement

One hundred percent of the respondents agreed that all learning areas offered in their schools have been allocated NCS compliant times. Every minute of a specific period is very important because one minute lost is an opportunity lost forever. In creating and maintaining a culture of teaching and learning in schools, principals of rural primary schools should have an uncompromising spirit when it comes to time allocation to specific learning areas. However, it is of utmost importance that after correct times have been allocated to learning areas, monitoring and evaluation in terms thereof be given an undivided attention. It is very important that the time allocated to every learning area be monitored in order to ensure that progress is registered in terms of syllabi coverage.

5.4.3.16 Spending a lot of their time in schools

There is an unthinkable tendency in schools of principals playing truant under the pretext of having gone to circuit offices or departmental offices above the circuit offices. This tendency compromises the effective running of the schools as most of the unacceptable things can go undiscovered due to their itinerancy. The principal must be the first person to arrive in the school on a daily basis. He/she must also be the very last one to leave the school premises. Principals have to arrive earlier to set the pace and the tone of the academic day in their schools. They have to be the last to leave the school premises so as to evaluate the effectiveness of the academic day in order to plan for the next day.

Principals cannot expect educators to be present in schools for the duration of the academic day while in essence they are governed by abscondment. They have to walk

their talk and talk their walk. In other words, they have to be exemplary in their leadership and management. Ninety three point five percent of the respondents disagreed that their principals are itinerant while 6.5% agreed that their principals are always away from schools. This implies that more than 93% of principals are managing effectively and leading by example in their schools. Only less than 7% of principals are itinerant which indicates that such principals might not be delegating some administrative duties to other staff members.

5.4.3.17 Keeping the school environment neat and tidy on a regular basis

The school environment has to be regularly neat and tidy because neatness and tidiness of the environment depicts a positive culture of teaching and learning. The literature study has revealed that environments of rural schools are so filthy that in some instances one may find domestic animals feeding themselves in the school premises. The availability of domestic animals in school premises is an indication of the availability of some grass and shrubs that are inviting to the domestic animals. It is also an indication of broken school gates and fences that allow domestic animals to gain entry into the school premises. All schools that claim to be characterized by neatness and tidiness of school premises are regularly encouraged to partake in the competition known as beautiful school competitions. This competition is organized and funded by the Institutional Governance wing of the Provincial Department of Education. It is an annual competition whereby monetary prizes are winnable. Participation in this competition is free of charge. This implies that there is no affiliation fee which is requested from participating schools. Interested schools just complete participation forms and forward them to the relevant component of the provincial office of the Department of Education.

Many respondents (97.8%) in this study agreed that they take part in the beautiful school competitions. This means that they are confident about the neatness and tidiness of their school to the extent of participating in such competitions. Only 2.2% of schools are not participants in this type of competitions which means that they are not neat and tidy enough from a passerby's observation. However, with the current financial injection to

schools in the form of the norms and standards of school funding, such schools can create a budget for beautifying their schools. After schools have been beautified, they can be encouraged to make a mark in terms of entry into the beautiful school competitions.

5.4.3.18 Ensuring partnership of schools in terms of teaching and learning

The literature study has revealed that partnerships in schools is very important as it leads to desirable fruits. In terms of a partnership, schools tend to benchmark their teaching and learning activities with their counterparts to accordingly embark on ameliorations. One hundred percent of rural primary schools are in partnership with each other regarding curriculum delivery. This might be the efforts of individual circuit offices through the formation of learning area committees. The duty of the learning area committees is to deal with all matters pertaining to effective curriculum delivery.

The learning area committee can appoint examiners from a pool of learning area educators in the circuit to set question papers to be written by all schools in the circuit. After having set the question papers, they also set memoranda and discuss them with all learning area educators even before marking of scripts could commence. The marking of scripts and compilation of mark schedules normally lead to an analysis of results at the level of the school's department, the school itself and the entire circuit. The performance analysis of the circuit by the learning area committee puts them in a cardinal point to determine the weaknesses and strengths of educators and learners in the said subject.

5.4.3.19 Conclusion

Principals have a huge role to play in ensuring teaching and learning of a very high standard. In this section of the dissertation, the role that is played by rural primary school principals in creating and maintaining a positive culture of teaching and learning has been presented. The next section will feature problems that are encountered by principals in creating and maintaining a positive culture of teaching and learning.

5.4.4 Findings with regard to problems encountered by principals in creating and maintaining a culture of teaching and learning

With regard to this investigation, problems that are encountered by principals in creating and maintaining a culture of teaching and learning are captured under the responses from the following questions: **B29, B30, B31, C24, C27, C30**, and the literature study.

5.4.4.1 Affordability of school uniforms

According to Potterton (2011:12) a school uniform is an indicator of social standing both inside and outside the school. A uniform gives learners a sense of belonging. It makes everyone equal and prevents children from being made fun of for what they put on. Wearing on correct school uniforms improves behaviour and instills a sense of pride in the school. Sixty three point one percent of primary schools in rural communities do not experience any difficulties regarding the school uniform whereas 28.3% do experience some difficulties as not all learners normally put on uniforms. Only 8.7 % of the respondents are not sure whether parents do afford to buy school uniforms. The 28.3% that normally experience uniform difficulties might be those schools with more than one school uniform and those schools with the most expensive uniforms that are unaffordable on the part of parents. The 8.7% of the respondents who were not sure might be those who didn't care about the school's culture. They do not care whether learners are on time, doing their work and having put on a uniform or not.

5.4.4.2 Overloaded principals and educators

Principals of rural primary schools are overloaded as they are also having some Learning Areas to offer in the classroom. In terms of Table 1.8 question B30, 17.4% of principals offer only one learning area whereas 82.6% of them are offering more than one learning area. Table 1.10 question C 28 indicates that 100% of principals are faced with more than one learning area. The researcher believes that the 17.4% of participants who indicated that they offer only one learning area are principals who do not want to indicate that they

are overloaded. In terms of Table 1.10 question C27, 100% of the educators were offering more than two learning areas in schools. This is a direct result of the low school enrolment where the subjects are the same but the number of learners has declined. The remaining educators teach all the learning areas to the few learners. In general, principals and educators of primary schools in rural communities are overloaded with work.

5.4.4.3 Unavailability of sophisticated equipment in schools

Nothing is more constant than rapid change in the technology sector and keeping abreast of this can be a super challenge for all South Africans (Louw 2006:2). According to Maila (2006:10) by bringing quality technological equipment to communities that were left out of the information age, would create sustainable local and global communities of learning. More than 95% of primary schools in rural communities do not have sophisticated equipment to provide support during teaching and learning. Only less than 5% do have sophisticated equipment to support teaching and learning activities. It is the responsibility of School Governing Bodies to create a budget for the acquirement of sophisticated equipment. According to Rampedi (2011:10), technological equipment make learning and teaching more effective at the level of the school. Schools need computers to juggle around the compilation of mark schedules, keeping of learners' personal details, setting and saving of question papers and memoranda and quite a number of functions. Without sophisticated equipment, schools may not be in a position to do justice to the contemporary technological demands placed on them.

5.4.4.4 Poor performance in the study areas of Mathematics and Science

In order to enable more learners to become engineers and medical practitioners it is necessary to improve their problem-solving skills and conceptual understanding in Maths and Science (Macfarlane and Seekoei 2011:2). With regard to Table 1.8 question B34, seventy-eight percent of participants agree that the performance of their schools in terms of Maths and Science is very good. Only 15% indicated that the performance is quite displeasing whilst 6.5% of the respondents were not sure. However, 89.1% of

respondents in terms of Table 1.10 question C31 indicated that the performance of their schools in terms of Maths and Science was very poor whereas 10.9% indicated that they were doing very well in terms thereof. The 78% of the respondents who claimed to be very good in terms of Maths and Science performance might be those principals who do not want to be seen as leading schools that are dysfunctional in terms of Maths and Science.

5.4.4.5 Inadequate qualifications in educational management (Not furthering qualifications at all)

Fifty-three point three percent of respondents had educational management qualifications whilst 46.7% of them did not have educational management qualification at all. Fifty percent of the respondents were furthering their studies in the field of educational management whilst 50% did not further studies at all. Managers in schools have to be well qualified to manage in a more professional manner. The only way to manage professionally is to be professionally qualified in the field of educational management. Circuit offices and all departmental offices must ensure that all managers in schools are relevantly qualified through furthering of studies with recognized tertiary institutions in the Republic of South Africa.

5.4.4.6 Compromising of curriculum delivery during and immediately after winter recess

The literature review has revealed that there is a huge problem of initiation schools in rural communities. The initiation schools attract boy learners particularly a few days before the midyear vacations and a few weeks after the beginning of the second semester. Rural communities normally view initiation schools as part of their culture and, therefore, do not see any necessity of rejecting them for the sake of the smooth operation in normal schools. Such communities normally adhere to huge amounts that are demanded by the initiation school authorities. At the sunset of the initiation schools rural parents normally throw big parties in honour of their graduates. After schools have reopened for the third

trimester, classrooms become white elephants as most of the boys would still be roaming the streets at home. In this regard teaching and learning is normally taking place amongst girls and a few boys who are not part of the traditional practices of initiation.

5.4.4.7 Conclusion

This section of the findings features problems that are encountered by rural primary school principals in creating and maintaining a positive Culture of Teaching and Learning. The problems need to be obliterated by relevant stakeholders to ensure that schools are unhindered in terms of teaching and learning of a very high standard. The next section will feature recommendations emanating from the entire study.

5.5 RECOMMENDATIONS FROM THE STUDY

5.5.1 Introduction

Like any other education department in South Africa and the rest of the world, the Limpopo Education Department has got long-term strategies in place in order to improve the schooling system in general. It is evident from the literature review and the empirical investigation that principals are faced with a variety of challenges that make it difficult for schools to provide proper and quality education. Such challenges need the efforts of every stakeholder as no one can bear the brunt alone in terms of the education of the children. The challenges identified need to be given the immediate attention they deserve so that much time is not wasted before effective teaching and learning could be apparent in quite a number of schools and ultimately all the schools in the Province. To make sure that schools do excel in terms of teaching and learning or that they be turned into centers for academic performance, much has to be done on the part of all stakeholders. In this regard, it is vital for the researcher to make recommendations from the study. The recommendations have been presented in point form as indicated below:

5.5.2 Recommendations with regard to the research sites and research sample

- This research project was undertaken in the Mankweng Circuits Cluster of the Limpopo Department of Education. It is, therefore, recommended that further research about this topic could be done in other circuits across the length and breadth of the Limpopo Province as well as the entire country, in order to determine how rural primary school principals create and maintain a culture of teaching and learning.
- This investigation was confined to a small number of schools. It is recommended that in terms of further studies all schools in the Mankweng Circuits Cluster should be catered for.

5.5.3 Recommendations with regard to what a culture of teaching and learning is

The culture of teaching and learning has been defined in terms of this study. From the findings regarding the definition of a culture of teaching and learning the researcher makes the following recommendations regarding the study:

- Educational laws on discipline, particularly with regard to the conduct of learners and educators, should be strictly implemented at all levels of the schools. This is done in the sole belief that it would ensure that learners and educators to keep on committing themselves to school work.
- A system must be created by principals of schools in which, during periods learners are tasked with the responsibility of going to educators instead of educators going to the learners. This system shall ensure that every lesson period is utilized productively and effectively thereby curbing the sitting of educators in staffrooms, cracking jokes and doing nothing academic.

5.5.4 Recommendations with regard to the role that rural primary school principals play in creating and maintaining a positive culture of teaching and learning

- South Africans must work towards dismantling the theory that Science is only for the rich, the clever or the select few learners. It is very clear that skilled jobs often require the knowledge of Science. In view of this, strategies to encourage the many learners, particularly those who in most instances enroll Science in standard grade studies, had to be devised and learners have to be provided with the necessary support to achieve better (SAPA 2006:6).
- School principals must try their utmost to forge links with the business and industry to assist in whatever way of sustaining the provision of a good and quality education. The principals must be encouraged to keep in touch, either physically or telephonically, with these financial heavyweights and break the barrier that the business and industry are only interested in making huge profit for their companies only to plough nothing back to communities. The church, political, educational and other leaders should always encourage the business people to contribute something in abundance, to poor schools in rural communities, thereby shifting their focus on well resourced former Model C and private schools.
- The issue of educator development should be central to what educators do in class. For the success of NCS all educators have to be more professionally developed. Even educator unions are willing to take on this challenge of developing the educators currently in the profession of teaching (Kgosana 2006:6).

5.5.5 Recommendations with regard to problems that are faced by rural primary school principals in creating and maintaining a positive culture of teaching and learning

- The Department of Education should look into the establishment of a committee on rural education to examine the management of rural schools and how they

could be funded in order to bring them on par with those schools in the urban communities (Kgosana 2005:2).

- Mathematics is a necessity for the 21st century. Currently all careers call for a basic knowledge in Mathematics (Pandor 2006:27). Maths algebra, geometry, and trigonometry have been designed to teach people the skills they need to get to grips with mathematical sciences (Mecoamere 2006:14). Having gazetted the compulsory Mathematics up to grade 10 in 2006, government should never make a step back, but make sure that this policy is here to stay. On the other hand it would be of benefit to all South African learners to realize that it is advisable and simple to do and pass Mathematics like any other subject. By the year 2008, all learners in all South African schools were doing Mathematics or Mathematical Literacy as one of their subjects in order to remove the stigma that Mathematics is a difficult subject.
- There are currently parents who do not even know what grade their child is in (Kgosana 2006:21). They have become strangers to their own children, but they are still called parents. One wonders why they continue to have children when they are so insignificant in their lives (Mnisi 2006:12). Government should alert parents and other stakeholders about the importance of their involvement in education. This should be done on the basis that children are best known by their parents, particularly the women. They should be encouraged to page through their children's books and append signatures weekly so that educating their children is not the duty of educators alone.
- Parents and communities must take back responsibility for their children and ensure that values and beliefs are reflected in schools and are not underpinned by political correctness and liberal philosophies (Dudley 2006:12).
- The literature study has indicated that educators offering Maths and Science are leaving the teaching profession in order to look for greener pastures elsewhere.

The Department should in this regard look for ways and means to make special incentives available for educators in order to attract and retain them (Matlala 2006:3). Greater flexibility in remuneration should be looked into by government in order to keep educators with scarce skills, including the setting of educators salaries at a higher notch or level than usual, if necessary, to recruit or retain an educator with the required scarce skills (Mkhabela 2006:4).

- The long time that is being misused by those boys who attend initiation schools during normal school days, should be dealt with by government after consultation with other stakeholders. Government has stated clearly the time for the commencement and closure of initiation schools. It must also state the day on which all learners should be back at school, including those who have been to initiation schools. Government and the relevant authorities should strictly monitor this situation and take everyone who does not adhere to it to a very huge task.
- Financial allocations for Norms and Standards of School Funding should be increased for those schools in rural communities where unemployment and poverty are rife so that schools can be in a better position to cope in their day-to-day operations and to purchase sophisticated resources.
- A greater number of schools in rural communities should be declared the no fee schools because parents struggle to pay the prescribed fees charged for everyone. It is a well-known fact that the majority of parents are very poor, single parents, unemployed and some affected by HIV/AIDS. More money should be pumped into these schools in order that they could be in a position to install basic necessities such as water, electricity and for the development of educators (Kgosana 2006:2).
- The circuit managers should encourage schools under their jurisdiction to partner with each other in matters pertaining to a common approach to the problematic NCS and other related matters. This is done in the belief that when challenges

faced by individual schools are dealt with holistically, a common appropriate solution could be found.

- Currently the Department of Education is working on a course called the Advanced Certificate in Education (ACE) which it proposes should be a requirement for the appointment as a principal (Cembi and Mangxamba 2006:3). All currently serving principals must also obtain the same qualification because it deals exactly with their sphere of operation. To succeed and survive in the workplace, everyone must upgrade her/his skills and take responsibility for her/his own development (Pandor 2006:27).
- If schools want their children to wear school uniforms they should establish a fund to provide assistance to poorer communities (Potterton 2011:12).

5.6 RECOMMENDATIONS FOR FUTURE RESEARCH

This study has highlighted how rural primary school principals create and maintain a Culture of Learning and Teaching. The researcher would like to propose that further studies be conducted in the following areas:

- How principals of urban primary schools create and maintain a culture of teaching and learning.
- How principals of rural secondary schools create and maintain a culture of teaching and learning.
- How principals of secondary schools create and maintain a culture of teaching and learning.
- How principals of former Model C schools create and maintain a culture of teaching and learning.

It is only after further research has been done in the areas above that the Limpopo Department of Education can craft a document encompassing research results in all the indicated areas. The document should be used as a guideline to school authorities on how to make learning and teaching more effective regardless of the geographical location of schools.

5.7 CONCLUSION

In this chapter, the summary, limitations, findings, recommendations pertaining to the study and recommendations for future research have been dealt with. The aim of this study as it appears in Chapter was to "*investigate how principals create and maintain a culture of teaching and learning in rural primary schools in Limpopo*". The main aim gave birth to a number of objectives inter alia, to investigate and explain what a culture of teaching and learning is; to determine the role of the primary school principals in creating and maintaining a culture of teaching and learning; and to investigate problems that are encountered by principals in creating and maintaining a culture of teaching and learning.

The study has indicated how principals of primary schools in rural communities create and maintain a culture of teaching and learning. A culture of teaching and learning within the context of this study has been defined in paragraph 5.4.2 of this chapter. In this regard, justice has been done to the first objective of this study. The role that is played by rural primary school principals in creating and maintaining a culture of teaching and learning has been indicated in paragraph 5.4.3. Objective number 2 of this study has been dealt with in this segment of Chapter 5. Problems that are encountered by rural primary school principals in creating and maintaining a culture of teaching and learning in schools have also been indicated in paragraph 5.4.4. At this point in time, the study has dealt with objective number three of this investigation. There are areas where primary schools in rural communities are doing exceptionally well and areas where they are doing less well. In partnership with every potential stakeholder, primary schools in rural communities can do even much better.

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ANNEXURE A

A REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

ANNEXURE A

Enquiries: Mehlape MJ
Cell:072 200 8094

P O Box 2187
Segopje
0744
25 August 2008

The Superintendent General(HOD)
Department of Education
Limpopo Province
Polokwane
0700

Sir/Madam

RE: A REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1.The above matter refers.

2.I, Mehlape M.J, currently enrolled at the University of South Africa (UNISA) for the degree Master of Education (MEd), hereby request for permission to conduct research at primary schools under your jurisdiction. The title of my dissertation is: **Creating and maintaining a culture of teaching and learning in rural primary schools in Limpopo.**

3.I shall be grateful if my request can be considered.

4.Your cooperation is always appreciated.

Yours in a better education for all

Mehlape MJ (Mr)

Date

ANNEXURE B

QUESTIONNAIRE DIRECTED TO PRINCIPALS AND DEPUTY PRINCIPALS OF SCHOOLS

ANNEXURE B

FACULTY OF EDUCATION

The main aim of this research instrument, directed to you as the Principal/Deputy principal/HOD, is to determine and better understand how a culture of teaching and learning is created and maintained in your school.

Dear colleague

A healthy culture of teaching and learning in South African schools is the cornerstone for academic performance. However, it is clear that a culture of teaching and learning does not happen or take place automatically and accidentally in schools. It requires proper planning, monitoring, evaluation and support.

Would you please spare a few minutes of your available time to complete this questionnaire!!!!!!!!!

In completing this questionnaire, note the following:

- please answer ALL the questions HONESTLY
- do not write down your name on the questionnaire, it remains anonymous.
- there are no correct or incorrect responses in Section B of the questionnaire; your first spontaneous reaction is the most valid one.
- read each item carefully and do not leave any item out.
- It is not our intention to test your competence. We merely require your most honest opinion so as to obtain the most reliable information.
- this questionnaire shall be collected by the person who delivered it.

Thank you for your valuable time and input.

Yours faithfully

Mehlape MJ
P O Box 2187
Segopje
0744
Cell: 072 200 8094

Prof. R.J Botha
Department Educational Studies
University of South Africa
P O Box 392
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0003

**QUESTIONNAIRE FOR PRINCIPALS/ DEPUTY PRINCIPALS/HODs ON"
CREATING AND MAINTAINING A CULTURE OF TEACHING AND
LEARNING IN RURAL PRIMARY SCHOOLS IN LIMPOPO".**

SECTION A

Write down the appropriate number in the square provided

1. Gender : Male=1 Female =2

2. Designation : Principal=1 Deputy principal=2 HOD = 3

3. Your teaching experience.

5 years and less=1
6-9 years =2
10-14 years=3
15-19 years=4
20 years + =5

4. Number of years as in the current designation.

5 years and less=1
6-9 years = 2
10-14 years = 3
15-19 years = 4
20 years + =5

5. What is the lowest grade of your school?

Grade R=1
Grade 4=2

6.What is the highest grade in your school

Grade 4=1
Grade 7=2

7.Your highest academic qualification Lower than grade 12 = 1 Grade 12 = 2 Bachelor's degree = 3 Honors degree = 4 Masters degree + = 5	
8.Your highest professional qualification Less than two year teachers diploma = 1 Two year teachers diploma = 2 Three year teachers diploma = 3 Four year teachers diploma = 4 Professional degree + = 5	
9.Your highest educational management qualification is One year education management certificate=1 Two year education management certificate=2 Postgraduate certificate in education management=3 Postgraduate degree in education management=4 No education management qualification at all=5	
10. Indicate your current field of study. Advanced Certificate in Education=1 BEd=2 MEd=3 Doctoral degree=4 Not furthering studies at all=5	
11.Your school is Less than 10 years old = 1 11-15 years old = 2 16-19 years old =3 20 years + = 4	

SECTION B

For this part of the questionnaire, indicate your response by circling a 1,2,3,4 or 5 on the answer sheet.

- 1=Strongly agree
- 2=Agree
- 3=Not sure
- 4=Disagree
- 5=Strongly disagree

1. The activities of your school are directed according to a functional year plan.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

2. Learners who come late to school are locked outside.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

3. Educators' workbooks are controlled on a regular basis.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

4. The HODs provide regular feedback on educators' work.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

5. Tests and examination question papers are always quality assured.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

6. Lesson periods have been allocated NCS compliant time.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

7. The principal ensures that educators stick to their personal time-tables.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

8. The principal make sure that the departmental seven working hours are always adhered to.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

9. Educators have been divided into different committees.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

10. Parents are allowed to visit their children at any time of the day.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

11. Regular staff meetings are held to discuss curriculum issues.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

12. Heads of departments always ensure that educators' lesson plans are NCS compliant.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

13. Formal tests are written on a monthly basis.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

14. Everyone is regarded a decision maker in his/her area of work.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

15. Competent educators often represent the principal in principals' meetings.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

16. There is a harmonious working relation irrespective of people's post levels.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

17. Everyone in the school work towards the achievement of the mission and vision statements.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

18. The principal ensures that the school participates actively in sports.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

19. The resolutions taken in SMT meetings are always implemented.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

20. Parents are involved in the education of their children.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

21. The attendance of parents in parents meetings is very good.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

22. You regularly invite curriculum advisors to visit your educators.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

23. Educators are well conversant with the NCS implementation

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

24. Educators assess learners according to NCS.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

25. Educators facilitate lessons according to OBE.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

26. Corporal punishment is used secretly in your school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

27. A portion of the school funds is used for curriculum implementation.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

28. Class visits are conducted on a regular basis.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

29. The school uniform is afforded by all parents.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

30. The principal facilitate only one learning area.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

31. The principal is not a class teacher.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

32. There is a policy on safety and security in your school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

33. There is a proper security fencing around your school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

34. The performance of your school in Maths and Science is very good.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

35. Educators in your school partake regularly in Maths and Science competitions.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

36. You encourage educators to keep on upgrading their qualifications.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

37. Retention of learners is done in consultation with the parents.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

Thank you!!!!!!!!!!!!!!!!!!!!!!

ANNEXURE C

QUESTIONNAIRE DIRECTED TO HEADS OF DEPARTMENTS AND EDUCATORS IN SCHOOLS

ANNEXURE C

FACULTY OF EDUCATION

The main aim of this research instrument, directed to you as the HOD/ senior educator/ educator, is to determine and better understand how a culture of teaching and learning is created and maintained in your school.

Dear colleague

A healthy culture of teaching and learning in South African schools is the cornerstone for academic performance. However, it is clear that a culture of teaching and learning does not happen or take place automatically and accidentally in schools. It requires proper planning, monitoring, evaluation and support.

Would you please spare a few minutes of your available time to complete this questionnaire!!!!!!!!!!!!

In completing this questionnaire, note the following:

- please answer ALL the questions HONESTLY
- do not write down your name on the questionnaire, it remains anonymous.
- there are no correct or incorrect responses in Section B of the questionnaire; your first spontaneous reaction is the most valid one.
- read each item carefully and do not leave any item out.
- It is not our intention to test your competence. We merely require your most honest opinion so as to obtain the most reliable information.
- this questionnaire shall be collected by the person who delivered it.

Thank you for your valuable time and input.

Yours faithfully

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Segopje
0744
Cell: 072 200 8094

Prof. R.J Botha
Department Educational Studies
University of South Africa
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0003

**QUESTIONNAIRE FOR HODs/SENIOR EDUCATORS/EDUCATORS ON"
CREATING AND MAINTAINING A CULTURE OF TEACHING AND
LEARNING IN RURAL PRIMARY SCHOOLS IN LIMPOPO".**

SECTION A

Write down the appropriate number in the square provided

1. Gender : Male=1 Female =2	
-----------------------------------	--

2. Designation : HOD = 1 Senior Educator = 2 Educator=3	
---	--

3. Your teaching experience. 5 years and less=1 6-9 years =2 10-14 years=3 15-19 years=4 20 years + =5	
---	--

4. Number of years as in the current designation. 5 years and less=1 6-9 years = 2 10-14 years = 3 15-19 years = 4 20 years + =5	
---	--

5. What is the lowest grade of your school? Grade R=1 Grade 4=2	
---	--

6.What is the highest grade in your school Grade 4=1 Grade 7=2	
--	--

7.Your highest academic qualification Lower than grade 12 = 1 Grade 12 = 2 Bachelor's degree = 3 Honors degree = 4 Masters degree + = 5	
--	--

8. Your highest professional qualification Less than two year teachers diploma = 1 Two year teachers diploma = 2 Three year teachers diploma = 3 Four year teachers diploma = 4 Professional degree + = 5	
9. Your highest educational management qualification is One year education management certificate=1 Two year education management certificate=2 Postgraduate certificate in education management=3 Postgraduate degree in education management=4 No education management qualification at all=5	
10. Indicate your current field of study. Advanced Certificate in Education=1 BEd=2 MEd=3 Doctoral degree=4 Not furthering studies at all=5	
11. Your school is Less than 10 years old = 1 11-15 years old = 2 16-19 years old = 3 20 years + = 4	

SECTION B

For this part of the questionnaire, indicate your response by circling a 1,2,3,4 or 5 on the answer sheet.

- 1=Strongly agree
- 2=Agree
- 3=Not sure
- 4=Disagree
- 5=Strongly disagree

1. Educators teach according to the school's year plan.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

2. Punctuality is very good in your school

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

3. HODs control your workbooks on a regular basis.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

4. Lesson preparations are always NCS compliant.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

5. The policy on written work is observed by every educator.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

6. Tests and examinations are always quality assured.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

7. Educators stick to their personal time tables regularly.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

8. Educators are comfortable with the seven working hours.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

9. All educators belong to different committees in the school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

10. Educators are given the opportunity to chair staff meetings.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

11. Teaching and learning activities are regularly reviewed in the school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

12. Learners' books are controlled on a regular basis.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

13. Educators use corporal punishment secretly in the school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

14. Educators take part in the decision making of the school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

15. The principal do sent educators to principals meetings.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

16. Educators are free to relate their problems to the principal.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

17. Educators are very active in sports.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

18. Educators normally attend parents meetings in your school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

19. Parents check their children's books on a regular basis.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

20. Curriculum advisors provide you with support regularly.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

21. Educators attend regular workshops on curriculum delivery.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

22. Learners are assessed according to NCS.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

23. Portion of the school funds is being used for curriculum delivery.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

24. Technological equipments are used in teaching.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

25. The principal is always away from the school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

26. Educators offer less than two learning areas in the school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

27. The principal facilitate only one learning area.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

28. Criminal activities never take place in your school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

29. Your school takes part in beautiful school competition.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

30. Your school performs well in Maths and Science.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

31. Your school regularly takes part in Maths and Science competitions.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

32. Educators keep on upgrading their qualifications.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

33. There is proper infrastructure in your school.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

34. Educators are in partnership with other schools in curriculum delivery.

Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
1	2	3	4	5

Thank you!!!!!!!!!!!!!!!!!!!!!!

ANNEXURE D

RESPONSE FROM THE HEAD OF THE DEPARTMENT OF EDUCATION IN LIMPOPO PROVINCE



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF EDUCATION

Enquires: Moyana P, Telephone: 015 290 7984 e-mail: MoyanaP@edu.limpopo.gov.za

Mr. Mehlape M.J
P.O.BOX 2187
Segopje
0744

Dear Researcher

Request for Permission to Conduct Research

1. Your letter of request bears reference.
2. The Department wishes to inform you that you are granted permission to conduct research. The title of your research project is creating and maintaining a culture of teaching and learning in rural primary schools in Limpopo Province.
3. The following conditions should be observed.
 - a. The research should not have any financial implications for Limpopo Department of Education.
 - b. Arrangements should be made with both the Circuits Office and the schools concerning the conduct of the study. Care should be taken to disrupt the academic programme at the schools.
 - c. The study should be conducted during the first three terms of the calendar year as schools would be preparing themselves for the final end of year examinations during the fourth term.
 - d. The research is conducted in line with ethics in research. In particular, the principle of voluntary participation in this research should be respected.
 - e. You share with the Department, the final product of your study upon completion of the research assignment.
4. You are excepted to produce this letter at schools/offices where you will be conducting your research, as evidence that permission for this activity has been granted.
5. The Department appreciates the contribution that you wish to make and wishes you success in your investigation.

Head of Department

Date