

**MANAGEMENT TO CREATE A POSITIVE
CULTURE OF TEACHING AND LEARNING
IN SELECTED SECONDARY SCHOOLS IN
THE LIMPOPO PROVINCE**

by

Khathutshelo Wilfred Matidze

submitted in part fulfilment of the requirements
for the degree of

**MASTER OF EDUCATION
WITH SPECIALISATION IN
EDUCATION MANAGEMENT**

at the

UNIVERSITY OF SOUTH AFRICA

Supervisor: Prof S Schulze

June 2003

Dedication

This dissertation is dedicated to God, our Father who art in heaven, for I realise that every good and perfect gift descends from above and cometh down from God of lights, with whom there is no variableness or shadow of turning (James 1:17).

Acknowledgments

Genuine appreciation and gratitude are expressed to all the people who assisted me in the completion of this study.

I am particularly indebted to:

- ◆ Professor Salomé Schulze in the Department of Further Teacher Education at the University of South Africa for her invaluable and wholehearted assistance and support without measure in the course of my studies. May the abundance of blessings from God, our creator, be upon her and her family.
- ◆ Professor E. Lemmer in the Department of Further Teacher Education at the University of South Africa for having sacrificed her busy schedules to do professional proof reading of the text.
- ◆ The school managers (principals), Mr Elias Nemudzivhadi and Mr Nkhangweleni Lennox Nemukula attached to Thengwe and Tshivhase Secondary School respectively at the time of research for having permitted me to conduct research in their schools and for having supplied adequate research information.
- ◆ Stella Seani, my beloved wife, who always stood by me, even during trying times, my two sons, Thabelo and Andani and my daughter, Mutondi.

Abstract

In this qualitative study, the researcher intended to establish factors that could create a positive culture of teaching and learning at school. Findings revealed that a culture of teaching and learning can be created by factors that relate to the learners, the educators and the school setting.

Findings established that learners are motivated if they participate in sports, educational trips and competitions. Learners who receive incentives for outstanding achievements and participate in the management of the school are also motivated. Motivational talks and learner's exchange programmes enhance ambition. Motivated educators are enthusiastic and creative. Such educators are considerate to learners' personal circumstances and they have the welfare of learners at heart.

An adequate supply of resources and security facilities can improve the quality of education at school. Visionary school managers who uphold a particular philosophy of life and cherish Christian values are inclined to success at school.

Key terms

Culture of teaching and learning, academic achievements, educators' motivation, recognition achievement awards, management, learners' motivation, school manager, school management team, qualitative investigation.

Table of contents

CHAPTER 1 : OVERVIEW AND RATIONALE

| | | |
|-------|---|----|
| 1.1 | INTRODUCTION AND RATIONALE | 1 |
| 1.2 | STATEMENT OF THE PROBLEM | 4 |
| 1.3 | AIMS OF THE RESEARCH | 4 |
| 1.4 | PARADIGMATIC PERSPECTIVE | 5 |
| 1.4.1 | Metatheoretical assumptions | 5 |
| 1.4.2 | Assumptions about human nature | 5 |
| 1.4.3 | Theoretical assumptions | 5 |
| 1.5 | DEFINITIONS AND EXPLANATION OF CONCEPTS | 6 |
| 1.6 | RESEARCH DESIGN | 9 |
| 1.6.1 | Research method | 9 |
| 1.6.2 | Measures to ensure trustworthiness | 11 |
| 1.6.3 | Ethical measures | 11 |
| 1.7 | PROGRAMME OF STUDY | 12 |
| 1.8 | SUMMARY | 12 |
| | | 13 |

CHAPTER 2 : RESEARCH DESIGN

| | | |
|---------|-------------------------------|----|
| 2.1 | INTRODUCTION | 13 |
| 2.2 | AIMS OF THE RESEARCH | 13 |
| 2.3 | RESEARCH DESIGN | 14 |
| 2.4 | RESEARCH METHODS | 14 |
| 2.4.1 | Ethical measures | 14 |
| 2.4.1.1 | Researcher's competency | 15 |

| | | |
|---------|------------------------------------|----|
| 2.4.1.2 | Relationship with participants | 15 |
| 2.4.1.3 | Anonymity and confidentiality | 15 |
| 2.4.1.4 | Informed consent | 16 |
| 2.4.1.5 | Protection from harm | 16 |
| 2.4.1.6 | Deception of participants | 16 |
| 2.4.1.7 | Debriefing | 17 |
| 2.4.2 | Measures to ensure trustworthiness | 17 |
| 2.4.2.1 | Truth value | 17 |
| 2.4.2.2 | Applicability | 18 |
| 2.4.2.3 | Consistency | 19 |
| 2.4.2.4 | Neutrality | 19 |
| 2.4.3 | Data collection | 20 |
| 2.4.4 | Data processing | 23 |
| 2.5 | SUMMARY | 25 |

CHAPTER 3 : FINDINGS, DISCUSSION OF FINDINGS AND LITERATURE CONTROL

| | | |
|---------|------------------------------------|----|
| 3.1 | INTRODUCTION | 26 |
| 3.2 | RESULTS OF ANALYSIS | 26 |
| 3.2.1 | Motivated learners | 26 |
| 3.2.1.1 | Awards | 27 |
| 3.2.1.2 | Educational excursions | 28 |
| 3.2.1.3 | Goal setting | 29 |
| 3.2.1.4 | Motivational talks | 30 |
| 3.2.1.5 | Representative Council of Learners | 31 |
| 3.2.1.6 | Sports | 32 |
| 3.2.1.7 | Competitions | 34 |
| 3.2.2 | Motivated educators | 35 |
| 3.2.2.1 | Teaching methods | 35 |
| 3.2.2.2 | Attitudes towards learners | 37 |

| | | |
|---------|--|----|
| 3.2.3 | School context/setting | 38 |
| 3.2.3.1 | Facilities and resources | 38 |
| 3.2.3.2 | Discipline | 40 |
| 3.2.3.3 | Teamwork | 43 |
| 3.2.3.4 | Support from outside organisations | 47 |
| 3.2.3.5 | Security services | 49 |
| 3.2.3.6 | Christian values | 50 |
| 3.2.3.7 | School vision | 51 |
| 3.3 | SUMMARY | 52 |

CHAPTER 4 : CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

| | | |
|---------|---|----|
| 4.1 | INTRODUCTION | 53 |
| 4.2 | CONCLUSIONS | 53 |
| 4.2.1 | Conclusions regarding the motivation of learners | 55 |
| 4.2.2 | Conclusions regarding the motivation of educators | 55 |
| 4.2.3 | Conclusions regarding the school setting | 55 |
| 4.3 | RECOMMENDATIONS | 57 |
| 4.3.1 | Recommendations to establish a positive culture of teaching and learning at school | 57 |
| 4.3.1.1 | Recommendations regarding the motivation of learners ... | 57 |
| 4.3.1.2 | Recommendations regarding the motivation of educators . | 59 |
| 4.3.1.3 | Recommendations regarding the school setting | 60 |
| 4.3.2 | Recommendations for future research | 63 |
| 4.4 | LIMITATIONS OF THE STUDY | 63 |
| 4.5 | CONCLUSION | 64 |
| | BIBLIOGRAPHY | 65 |

Chapter 1

Overview and rationale

1.1 INTRODUCTION AND RATIONALE

The Limpopo Province, one of the nine provinces in the Republic of South Africa, covers a total land area of 123 910 square kilometers, and this figure constitutes 10,2 percent of the total land area of South Africa (Statistics South Africa 2000:28). The 1996 population survey indicated that the population of the Limpopo Province is 4 929 368 and the inferred growth rate of the population is around 2.2 percent per annum (Statistics South Africa 2000:28). Statistical evidence mentioned that there are 4 614 primary and secondary schools, including public and independent schools in the Limpopo Province. These schools are concentrated in urban areas. The total number of learners in the secondary schools was estimated at 674 228 for the 2000 academic year. This figure constitutes 27.1 percent of the secondary school learners in the Republic of South Africa. The total number of educators in the primary and secondary schools is 57 155 and this number makes 32.6 percent of the total educators in the South African schools. Statistical indicators are that budgetary expenditure by national and provincial government is R45 347 million, which is 22.4 percent of the total budgetary expenditure for the 1998/1999 financial year (Statistics South Africa 2000:28). The Department of Education and Training nationally and in the Limpopo Province provides free education from grade 1 to grade 9. It is the right of every learner to receive free education in terms of section 29(1) of the South African constitution.

Section 29(1) of the South African constitution states that everyone has the right to: free education, including adult education, and further education that the state through reasonable measures makes progressively available and accessible.

Since its inception in 1994, the Limpopo Province Education Department was the most talked about, and it has received much criticism from many quarters following poor grade 12 examination results. Relevant stakeholders such as education authorities, educationists, researchers, community leaders and some leader formations like the National African Professional Teachers Organisations of South Africa (NAPTOSA), Suid-Afrikaanse Onderwys Unie (SAOU), and South African Democratic Teachers' Organisation (SADTU), amongst others, have lamented the poor performance of many schools. Several attempts to improve the quality of education in many struggling schools have taken different courses, such as resource provisioning, management development, in-service training of educators and common internal examinations from grade 9 to grade 11. Regardless of these interventions and endless lists of convincing description of effective improvements, poor grade 12 results in many schools remain a cause for serious concern. The pass rate for grade 12 examinations for 1997, 1998 and 1999 were 35.0; 35.2 and 37.5 percent respectively. These pass rates revealed that the Limpopo Province has been performing far below the average when compared to all the other provinces in the country during that time (Statistics South Africa 2000:28).

Pager (1996:19-24) identified numerous aspects such as poor school management, lack of physical provisions, poor discipline and a poor curriculum as some of the critical factors that contribute towards the poor performance of struggling schools. Naidoo (1999: 200) claimed that frequent disciplinary issues and a poor culture of teaching and learning prevalent in many secondary schools are due to poor school management. Sallis (1996:43) stated that poor quality in education can arise from a variety of sources including poor curriculum design, poor working environments,

unsuitable systems and procedures, insufficient creative programmes. Poor buildings and lack of adequate learning materials are attributing factors that can aggravate the academic performance of poor schools on a large scale. Many schools in the rural areas are made of, for example, mud and thatch grass, have no tap water, electricity, telecommunication systems, computers, libraries and laboratories. Sallis (1996:44) further pointed out causes of poor quality education as disregard of procedures and rules; communication failure and misunderstanding amongst members of staff. Poor education may also be the result of individual members of staff who do not possess the necessary skills, knowledge and attitudes required to be educators or education managers. The vast majority of problems is the result of poor management or inadequate management systems.

Calitz (in Naidoo 1999:1) contended that lack of authority and respect among educators create a severe barrier to the creation of a positive culture of teaching and learning. In addition, learners are increasingly becoming involved in substance abuse, such as tobacco, dagga, beer, mutomboti, mukumbi and wines (Lalumbe 1997:5). Drug and alcohol abuse can affect the academic performance of learners negatively at school. Hill and Hill (1994:69) advise educators to be on the look out for learners who display pervasive aggressive behaviour at school.

Lowan (1988:13) mentioned that cultural ceremonies such as initiation schools for boys and girls contribute towards learners dropping out of schools during winter seasons. Campbell (1999:59) is of the view that discipline problems arise from learners who engage in fighting, vandalism, drug and alcohol abuse.

Many young female learners fall pregnant (Lalumbe 1997:5). Naidoo (1999:1) asserted that learners arrive at school at different times, leave when they feel like it, do not bring their books to school, refuse to do their homework and generally reject any kind of authority. Mention was made that a school setting with poor management is

marked by observable lack of discipline, low morale and anti-academic attitudes amongst educators and learners.

However, the Minister of Education and the member of executive Council of Education, extended a word of appreciation to relevant stakeholders in education following the significant improvement of grade 12 examination results for the 2001/2002 academic years. There has been a significant improvement of 10,5 percent in grade 12 examination results from 2001 to 2002.

1.2 STATEMENT OF THE PROBLEM

Against the before mentioned background, the research question can be stated as follows:

How can management create a positive culture of teaching and learning in selected secondary schools in the Limpopo Province?

1.3 AIMS OF THE RESEARCH

The aims of this study are twofold, namely:

- to identify the management systems adopted by school managers of selected well performing schools;
- to describe how the management systems adopted at the above mentioned schools create a positive culture of teaching and learning.

The rationale for this study is that well performing secondary schools can be used to serve as role models for other schools.

1.4 PARADIGMATIC PERSPECTIVE

This aspect will include meta-theoretical and theoretical assumptions.

1.4.1 Metatheoretical assumptions

The researcher is of the opinion that the dynamics of educational institutions should be pro-active and responsive to the ever-changing social needs and demands made on them during the 21st century while they are expected to maintain high academic standards.

1.4.2 Assumptions about human nature

The researcher is optimistic that the human nature of the average male and female inclines to reach the fullest possible potential.

1.4.3 Theoretical assumptions

The educational theory embodied in this research encompasses self - actualisation and social learning theory. Self-actualisation theorists believe that the motive that underlies human behaviour is the tendency towards self-actualisation. Realising his/her true potential is the individual ultimate goal (Meyer, Moore & Viljoen 1990:358). Social learning theorists regard a man/woman as an active participant in the environment. He/she strives towards setting goals and devises plans to achieve them.

1.5 DEFINITIONS AND EXPLANATION OF CONCEPTS

◆ *A learner*

In this study, the concept *learner* will be used for someone who is taught and experiences the teaching of an educator. The learner is a school going age child attending either primary or secondary school (Masitsa 1995:37). The duties of the learner is to learn and he/she is dependent upon the educator for assistance (Van den Aardweg & Van den Aardweg 1988:71). Such a learner is a person officially enrolled at a public school and receives education in terms of the South African Schools Act No 84 of 1996.

◆ *An educator (teacher)*

In terms of section 1 of Public Service Act (proclamation 103 of 1994), an educator is a professionally qualified person whose task is to educate learners who are attending public school in primary and secondary schools. An educator renders educational services at public schools, further education and training institutions and departmental offices. In this investigation the concepts educator and teacher are seen as synonyms.

◆ *The culture of learning*

Pillay (in Naidoo 1999:5) regards a *culture of learning* as the attitude learners have towards learning, and the commitment in a school which arises through the joint effort of the personal characteristics of learners, factors in the family, school related factors and social factors. It is characterised by a stated and shared sense of purpose and mission about all learners' commitment to learn and the staff's ability to teach. In a school where a learning culture has been established, a well developed programme

exists that focuses on aspects of academic achievements and is supported by the members of staff and can contribute to school effectiveness.

Blauw (1998:23) defines a *culture of learning* as the dispositions and attitudes of learners towards learning. This includes the atmosphere of diligence and hard work that develops in learners as a result of commitment and involvement of parents, leadership from school managers and the professional conduct of educators and their attitude towards the school. Pager (1996:8) stated that a *culture of learning* is associated with the physical conditions of the school and the psychological orientation of its members. Culture of learning encompasses the shared responsibilities of the educators rendering educative tasks to learners (Yeni 1998:6).

◆ *The culture of teaching*

The *culture of teaching* is characterised by educators' commitment which entails thoroughness, hard work, responsibility, tidiness, honesty, orderliness, sound human relations, harmony, tolerance, constructive authority, discipline, fairness and justice (Pacheco in Naidoo 1999:6). According to Makhwathana (1996:1) a *culture of teaching* encompasses norms, values, ideas and acceptable attitudes, that are conducive to satisfying human relationships and communication.

Lalumbe (1997:14) is of the view that the *culture of teaching* entails the professional manner in which educators carry out the educative task efficiently. Such educators should have:

- adequate knowledge of the subject matter he or she offers;
- the capabilities to motivate and guide learners towards learning.

◆ *Management*

Bateman, Scott and Snell (1996:6) perceive management to be the process of working with people and resources to achieve organisational goals. According to Griffin (1990:6) *management* encompasses a set of activities including planning, decision-making, organisation, teaching and control directed at human resources, financial, physical and information resources with the aim of achieving organisational goals. Badenhorst, Calitz, Kruger, Van Schalkwyk and Van Wyk (1987:95) agree that *management* includes making decisions, planning, formulating policies, establishing goals, allocating work, obtaining and making use of personnel, exercising control over finance in order to perform the functional task of the organisation as well as possible.

◆ *The school management team*

This is an official authority structure within a school that is constituted by the principal, deputy principal and heads of departments (Naidoo 1999:103; Lethoko 1999:13). This body is vested with power to oversee all orderly running of the school including making appropriate decisions, planning and developing school policy. As managers, the *school management team* should set high premium on the value of sound human relationships in the school. They are expected to retain credibility as leading professionals and should promote good public relations among themselves, staff, the learners and their parents. In order to be efficient, educational managers should set personal examples by developing themselves to the highest possible potential, academically and professionally. Lack of appropriate and relevant qualifications can result in inadequate execution of duties by members of the *school management team* which may have a negative impact on the culture of teaching and learning of the school (Naidoo 1999:103).

In this investigation, the term school management team will be used to refer to the school principals, deputy principals and heads of department.

◆ *The school manager*

This is the *principal or headmaster* of the primary or secondary school (Masitsa 1995:36). He/she has the dual task of being the manager and instructional leader of a school. The school manager is accountable for administration and organisation, and controls everything connected with the school. He/she has delegating powers and may delegate certain tasks and duties to the deputy school manager, heads of departments and any other senior member of staff. He/she liaises between parents, teachers and education authorities. Moreover, he/she is acquainted with the current principles of instruction that apply at all levels of the school (Masitsa 1995:30).

1.6 RESEARCH DESIGN

1.6.1 Research method

A research design is a plan and structure of investigation used to obtain evidence to answer a research question (Schumacher & McMillan 1993:31). Guy (1987:92) perceived a research design to be the plan of procedure taken to evaluate a particular theoretical perspective.

In this study, a qualitative approach will be adopted. The research design will be described in detail in Chapter 2.

◆ *Sample*

The sample will be purposefully selected and will consist of six or more practising managers from two secondary schools with a positive culture of teaching and learning.

◆ *Data collection*

The researcher will conduct in-depth interviews with the participants. In-depth interviews are face-to-face interviews, where the participants give detailed responses to the interview questions about a particular topic. This technique provides a framework for the participants to speak freely and openly (Ferreira, Mouton, Schurink & Schurink 1988: 20)

In-depth interviews provide data which give complete expression to the participants' views. During in-depth interviews, the participants' responses will be audio taped with their consent. The researcher will also make observation notes.

◆ *Data processing*

Data processing refers to the arrangement of collected data through an ordering and classification (coding) system for research analysis (Babbie & Mouton 2001:101, Fowler & Fowler 1995:342). The transcribed audio-taped data and notes from observations will be analysed and categorised using Tesch's approach (De Vos, Strydom, Fouché, Poggenpoel, Schurink & Schurink 1998:343). This approach is described in Chapter 2.

◆ *Literature control*

The research findings will be placed in perspective of what has already been established about the topic. This will provide the basis for comparing and contrasting the research findings.

1.6.2 Measures to ensure trustworthiness

The researcher will observe measures to ensure trustworthiness in this study. Trustworthiness ensures valid and reliable results. The measures undertaken will be explained in detail in Chapter 2. These measures will include techniques that ensure truth-value, applicability, consistency and neutrality.

1.6.3 Ethical measures

The researcher will maintain certain ethical measures throughout the entire study. Thus the total research will run its course in an ethically correct manner (De Vos et al 1998:30). Ethical measures will be explained in detail in Chapter 2.

Ethical measures that will be adhered to encompass the following:

- the researcher's competency;
- relationships with participants;
- anonymity and confidentiality;
- informed consent;
- protection from harm; and
- debriefing (if necessary).

1.7 PROGRAMME OF STUDY

The following is the layout of the chapters of this study.

| | | |
|-----------|---|--|
| Chapter 1 | : | Overview and rationale. |
| Chapter 2 | : | Research design and method. |
| Chapter 3 | : | Findings, discussion of findings and literature control. |
| Chapter 4 | : | Conclusions, recommendations and limitations. |

1.8 SUMMARY

In this chapter, an overview of the problem statement, the paradigmatic perspective, the research design and method have been given. The research design and method will be explained in detail in Chapter 2.

Chapter 2

Research design

2.1 INTRODUCTION

This chapter describes the research question, aims of the research, the research design and research methods. Ethical measures adhered to by the researcher as well as measures undertaken to ensure trustworthiness, will also be explained. In addition, the method of data analysis will be described.

2.2 AIMS OF THE RESEARCH

In section 1.2 the main research question has been formulated as follows:

How can management create a positive culture of teaching and learning in selected secondary schools?

In this chapter, the researcher will demonstrate what he intends to do to address this research problem. The aims of the study are twofold, namely

- to identify the management systems adopted by school managers of well performing schools;
- to describe how the management systems of particular schools create a positive culture of teaching and learning.

2.3 RESEARCH DESIGN

A research design is the overall approach to be taken and the detailed information about how the study will be carried out (Maykut & Morehouse 1994:64). It includes planning and carrying out research. This careful planning and the appropriate design ensure maximum validity of the research findings (Schnetler 1989:15).

In this study the researcher will use a qualitative research design because this approach encompasses a naturalistic enquiry. A qualitative approach aims at capturing the participants' perspectives from the participants themselves (Maja 1995:26). Researchers who adopt a qualitative approach seek to determine the extent of quality of particular activities, situations, relationships and meanings and how the participants make sense of their lives and experiential worlds (Creswell 1994:145).

This study will be descriptive, explorative and explanatory (Louw 1991:38; Van den Aardweg & Van den Aardweg 1988: 58). Methods that are generally used in a qualitative approach include observations, in-depth interviews and focus interviews. In this study used will be made of phenomenological interviews and observations.

2.4 RESEARCH METHODS

2.4.1 Ethical measures

The researcher will maintain high ethical measures throughout the entire study.

The following ethical measures will be adhered to.

2.4.1.1 Researcher's competency

Having previously completed courses in research methodology and qualitative data analysis, the researcher is competent and adequately skilled to successfully undertake the proposed investigation (De Vos et al 1998:30). In addition, the researcher intends to make a study under the supervision of a university professor who has expertise in the supervision of master's and doctoral programmes in qualitative and quantitative research.

2.4.1.2 Relationship with participants

The researcher will ensure that a sound relationship is established between the participants and himself. The aims of the research will be explained to the participants in order to provide them with an opportunity to decide in advance whether to take part in the study or not. The researcher will be positive, encouraging, sensitive and a good listener during the interviews (Bowling 1997:272). Permission to audio-tape the interviews will be sought from the participants. Audio-taped data helps the interviewer to ensure trustworthiness of the evidence. The participants will be ensured of confidentiality of the content of the interview so that they may feel free to express themselves openly.

2.4.1.3 Anonymity and confidentiality

In principle, confidentiality implies that the dignity of participants should be respected. Measures to ensure anonymity of the participants will be employed. If the participants know the research will be reported anonymously, they are more likely to provide honest information, even if it is of a sensitive nature (Schnetler 1989:148; Babbie & Mouton 2001:523). In support, Ferreira et al (1988:148; Homan

1991:140) agree that if the confidentiality of the participants is maintained, participants will feel more secure and willing to speak freely.

2.4.1.4 Informed consent

The researcher will use a language that is understandable to the research participants in order to obtain their appropriate informed consent (McBurney 1998:374; Aroskar, Davis & Liaschen 1997:116). The participants will be informed of the aims and nature of research (Homan 1991:69). The participants will be advised that taking part in research interviews is voluntary, because they are free to participate or to withdraw from the research at any time. If participants withdraw from the research it will be understood by the researcher (De Vos et al 1998:26).

2.4.1.5 Protection from harm

The researcher will ensure that the participants are protected against any form of physical or psychological discomfort, which may emerge during the research project (De Vos et al 1998:25).

2.4.1.6 Deception of participants

Deception means deliberately misrepresenting facts in order to make another person believe what is not true. It is withholding information or presenting incorrect information in order to ensure the participation of participants when they would otherwise possibly have refused it (De Vos al 1998: 27). In this study, the researcher will not deceive participants during the conduct of the investigation (Babbie & Mouton 2001: 530).

2.4.1.7 Debriefing

The researcher will conduct debriefing sessions after the study if necessary in order to provide the participants an opportunity to work through their experiences and the aftermath. However, given the nature of this research, this aspect will most probably not be applicable.

2.4.2 Measures to ensure trustworthiness

The researcher will use strategies to obtain valid results. The following aspects will be considered to ensure trustworthiness.

2.4.2.1 Truth value

Truth value is ensured by credibility. It asks whether the researcher has established confidence in the truth of the research findings for the participants and the context. A qualitative study is credible when it presents an accurate description or interpretation of human experience that the participants who share that experience, would immediately recognise (De Vos et al 1998:349).

The credibility strategies that would help to achieve truth value will encompass the following:

◆ *Prolonged engagement*

In order to increase the credibility of the research findings, the researcher will spend reasonable time with the participants (De Vos et al 1998:350). On the research setting, the researcher will speak the language of the participants to ensure maximum

involvement. Data collection will continue until data saturation occurs. Prolonged engagement enables the researcher to make credible and valid observations.

◆ *Recording of data*

The researcher will make use of an audio-tape recorder, observations and interview notes to minimise personal biases and stereotypes that may influence the research.

◆ *Authority of the researcher*

The researcher is a post-graduate secondary school educator with fourteen years of teaching experience at the time of research, and has completed courses in research methodology (compare section 2.4.1.1).

◆ *Triangulation of methods*

Research evidence will be collected through the use of multiple methods (Pather 1995:28; Maykut & Morehouse 1994:146). When the researcher uses more than one method to ensure trustworthiness, it is referred to as triangulation of methods (De Vos et al 1998:359; Denzin 1998:199; Hall & Hall 1996:44). To achieve triangulation, the researcher will use in-depth phenomenological interviews and observation to collect data.

2.4.2.2 Applicability

Applicability is ensured by the strategy of transferability. To determine whether the findings can be applied in other contexts, settings or with other groups, the concept of applicability will apply (De Vos et al 1998:349).

To ensure transferability, the following strategies will be applied:

◆ *Nominate sample*

In this study, purposeful sampling will be adopted because it ensures that information-rich key-informants who will be best able to provide valuable information are selected.

◆ *Dense description*

Should the dense background information about the research setting and the participants be given, it will enable other researchers to determine the extent of transferability of the research findings to their own setting.

2.4.2.3 Consistency

Consistency is ensured by the strategy of dependability. This criterion of trustworthiness determines consistency of data, whether the findings would be consistent if the inquiry were replicated with the same participants or in a similar setting. It is the measure of the extent to which repeated administration of a measure will provide the same data (De Vos et al 1998:350).

Consistency in this study will be achieved by rigorous and systematic research. Regarding audibility, the researcher will keep the relevant evidence to promote an audit trail. (For example, see Appendix A.)

2.4.2.4 Neutrality

Neutrality is ensured by the strategy of conformability. It is the degree to which the research findings are a function solely of the informants and conditions of research

and not of other biases, motivations and perspectives of the researcher (De Vos et al 1998: 50). In this study conformability will be ensured through prolonged engagement, reflexivity and a conformability audit.

2.4.3 Data collection

This is the information collected and organised or used as a basis for analysis (Masitsa 1995:286). Qualitative researchers utilise a wide range of strategies of inquiry to collect data. For example, the researcher will seek out groups and settings where the process to be studied will most likely occur (De Vos et al 1998:254).

◆ *Sample*

Sampling and selection of a site will be influenced by the strategy of enquiry used by the researcher. In qualitative research, purposeful sampling is typically used, which the researcher will adopt in this study.

Through purposeful sampling, the researcher will identify school managers from two selected schools. Two secondary schools will be selected purposefully on the basis of good grade 12 examination results (low failure rate) indicating a possible, positive culture of teaching and learning. Participants are selected because they meet the researcher's criteria, that is, of being managers.

The following school managers will be purposefully selected:

- two principals as school managers;
- two deputy principals, and
- two subject heads of departments.

In total, there will be six participants. More participants will be selected if the data is not saturated and the research question cannot be answered. These participants will hopefully provide information-rich data, since they have special knowledge, status and possibly communicative skills. However, this sample may be redefined on an ongoing basis as the researcher gains more insight and as theory emerges (De Vos et al 1998:254).

◆ *The researcher as instrument*

In a qualitative research project, the researcher is the main research instrument. As a research instrument, the researcher will maintain ethical measures throughout the study (compare section 2.4.1). This will be achieved when the researcher maintains sincerity, integrity and empathy.

◆ *Methods*

These are the ways in which data are actually obtained (De Vos et al 1998:82).

The collection of data for this study will be carried out as follows:

◆ *Observations*

Observations entail the systematic noting and recording of events, behaviours and artifacts in the social setting chosen for study (Marshall & Rossman 1995:79).

The researcher will observe and record on-going behaviour (McBurney 1998:169) that is indicative of a culture of teaching and learning. Through observation as a technique the researcher will take a closer look at the educative activities, (thus teaching and learning), and the educative setting. The school environment to be

observed include the school surroundings, playgrounds, school buildings in particular, the classrooms, laboratories, libraries and school managers' offices. Observations are made in order to study the nature and conditions of the school premises. Behavioural activities of the school community will be observed in order to obtain a holistic picture of them, in particular the management systems implemented at the school.

◆ *Interviews*

The researcher will conduct in-depth phenomenological interviews with six purposefully selected school managers. These participants are influential, prominent and well informed people in the school community. They are selected for interviews on the basis of their expertise in areas relevant to the research (Marshall & Rossman 1995:83). They are familiar with the legal and financial structure of the school, in this respect they will hopefully be able to provide relevant information regarding school policies, past histories and future plans. The phenomenological interviews will be conducted with the participants in order to determine how they manage schools to create a positive culture of teaching and learning.

The interviews will be conducted without an interview schedule. Questions will develop spontaneously in the course of interaction between the interviewer and the interviewees (De Vos et al 1998:300). The interview will commence with one question, namely: *How do you create a culture of teaching and learning at your school?* Other questions will follow from this. The phenomenological or in-depth interviews will be conducted without consulting any literature first, fearing it might affect objectivity (Schurink in De Vos et al 1998:300). The phenomenological interviews will be audio-taped with the permission of the participants. Audio-taped data are valuable since such data provide a full report of the participants' words, emphasis and enthusiasm. Verbatim transcription of the recordings will be done at a convenient time. Besides audio-taped data, the researcher will make notes in a field journal that

will contain the essential of the interviewees' answers and any other observations made during the proceeding of the interviews. These notes are convenient and simple and do not involve any technology which may fail the researcher (Hall et al 1996:161).

◆ *Literature study*

After the empirical investigation, a literature study will be conducted to determine what other researchers have already discovered with regard to the topic under investigation. The researcher will make use of dissertations, journal articles, magazines, books and any other applicable sources. The literature evidence will be compared with the empirical results of the study in a literature control. Thus the research will be conducted inductively.

2.4.4 Data processing

Data processing is a systematic process whereby data are selected, categorised, compared, integrated and interpreted to explain the single phenomenon of interest (Marshall & Rossman 1995:111; Bosch 2000:61; McNeill 1990:42). In this study the phenomenon that is investigated is a culture of teaching and learning in two carefully selected secondary schools.

◆ *Method*

This phase will consist of three aspects namely, organisation, analysis and interpretation of evidence. The researcher will use Tesch's approach during data processing as follows (De Vos et al 1998:343-344):

1. The researcher gets a sense of the whole by reading through all the transcriptions carefully. He writes down some ideas as they come to mind.

2. The researcher selects one interview, for example the most interesting, and goes through it asking “what is this about?” and thinking about the underlying meaning in the information. He/she writes thoughts that come in the margin.
3. When the researcher has completed this task for several participants, a list is made of all the topics. Similar topics are clustered together and formed into columns that might be arranged into major topics, unique topics and leftovers.
4. The researcher takes the list and returns to the data. The topics are abbreviated as codes and the codes written next to the appropriate segments of the text. The researcher tries out a preliminary organizing scheme to see whether new categories and codes emerge.
5. The researcher finds the most descriptive wording for the topics and turns them into categories. He endeavors to reduce the total list of categories by grouping together topics that relate to each other. Lines are drawn between the categories to show inter-relationships.
6. The researcher makes a final decision on the abbreviation for each category and alphabetises the codes.
7. The data material belonging to each category is assembled in one place and a preliminary analysis performed.
8. The researcher recodes existing data if necessary.

◆ *Literature control*

The research findings will be placed in context of what has already been discovered regarding a culture of teaching and learning in schools. This aspect will be addressed in Chapter 3.

2.5 SUMMARY

In this chapter, the research question, the aims of the research, the research design and research methods have been discussed. The findings of the research will be discussed in chapter 3. These findings will be compared to what has been discovered about the topic in the literature.

Chapter 3

Findings, discussion of findings and literature control

3.1 INTRODUCTION

The aim of this investigation is to explore the school management system that can create a positive culture of teaching and learning in school. To achieve this, six interviews were conducted at two purposefully selected schools with an excellent culture of teaching and learning. All interviews were tape recorded and transcribed. Observations were also made. All of the before mentioned were then analysed.

3.2 RESULTS OF ANALYSIS

The researcher adopted Tesch's approach (De Vos et al 1998:343) to analyse the qualitative data. This analysis revealed the emergence of the following main categories: motivated learners, motivated educators and the school setting.

3.2.1 Motivated learners

The analysis revealed that learners' motivation played a significant role in creating a positive culture of teaching and learning in a school. The following aspects were identified that motivated the learners:

3.2.1.1 Awards

In the interviews, school managers mentioned that prize giving and recognition awards to learners are ways in which educators motivate learners and thus create a positive culture of teaching and learning at school. These incentives are presented to learners who demonstrate outstanding achievement in a particular subject and they are intended to help arouse learners' motivation and enthusiasm.

It is done as follows: Learners write tests every month, after which quarterly schedules are compiled. Learners attaining outstanding achievement above all, in a particular subject are awarded gifts such as books, diaries, pens and floating trophies for that particular month. Those learners who displayed a significant improvement in a particular subject, also receive floating trophies.

One school manager stated:

The school undertakes to embark on the learners' motivational campaign through incentives of many kinds. Awards are presented to the best-achieved learners and those who demonstrated significant improvement of academic performance.

To support this statement, Yukl (1994:130) mentioned that an achievement award's purpose is to strengthen the desirable behaviour and task commitment of the recipients. Giving formal achievement awards is a symbolic act that communicates the school manager's value and appreciation of people in the organisation. Typical incentives to be awarded to deserving recipients include floating trophies, medals, plaques, letters of commendation and certificates of merit. Recognition awards should be based on meaningful criteria such as outstanding academic performance, good school attendance, good conduct and any other job well done (Masitsa 1995:168;

Yukl 1994:130). In agreement Meyer et al (1990:358) and Pather (1995:2) mentioned that learners' behaviour that has been reinforced by desirable awards tends to be repeated thereby allowing the behaviour to be shaped in the desired direction.

3.2.1.2 Educational excursions

Mention was made that educational excursions that learners undertake on an annual basis can attribute to creating a positive culture of teaching and learning at school. Excursions afford learners opportunities to go to different places of interest that they may not have gone before. At the places of interest, learners are able to engage in hands-on activities. Such an approach to learning is intended to foster a significant relationship between the work studied at school and the actuality of real life.

In this regard a school manager remarked:

The school programme makes provision for annual educational excursions for the learners. Learners are very fond of educational trips.

In agreement, Degenaar (1985:182; 239) claimed that educational exhibitions promote learners' understanding and interest in their subjects. It creates a favourable opportunity for effective development of interest in physical science, biology and other disciplines. Learners must experience the phenomenon of life in all its dimensions and manifestations and where applicable, they must be able to feel, see, hear and smell it. Thus learners must experience the world with all their senses. Classroom demonstrations and simulated experiments must be identified, verified, and confirmed in the bio- physical environment that is discovered through exploration. An approach to learning such as mentioned above enhances learners' innovative minds to push further the frontiers of science and technology.

3.2.1.3 Goal setting

Interviews disclosed that the school managers assisted learners to set high but achievable goals for themselves as learners. Goal setting can create a sense of purpose and direction and calls for commitment. Setting goals and objectives unveil and generate guidelines for further actions.

One educator said:

The institution aims very high for the learners and educators attempt every possible way to set relatively high yet realistic academic standards, and strive to maintain them. For grade 11 and 12 in particular, we hope to achieve 100 percent pass rate.

Another educator stated:

The school always develops a strategy called goal setting programme, in which learners, prior to writing tests and assignments, set a mark that they wish to attain. After writing the tests, the actual marks obtained and the ideal marks are compared. Learners are encouraged to put more effort to their work until they are able to attain and exceed the ideal scores.

Not only the learners, but also the institution (educators) should set goals. In support of this, Sallis (1996:50) argued that goals that the institutions set for themselves should be specific and measurable. Masitsa (1995:155) mentioned that the school's prosperity depends on a spirit of high expectations and a focus on excellence. A culture of teaching and learning depends on the maintenance of high standards of achievement and diligence.

To achieve a positive culture of teaching and learning, Masitsa (1995:155) recommended that schools should have a well-rounded and coordinated academic programme which is adhered to throughout the school year. In agreement, Mhlambo (1993:58; 123) said that the school's academic excellence must be the main purpose and focus of proficient leadership. Learners feel motivated and derive a sense of pride when they belong to a school that has a good reputation, a good track record and a tradition of excellence. Thus, Naidoo (1999:123) encouraged education managers to maintain high academic standards. Yukl (1994:59) advised proficient managers to guide their colleagues in setting performance goals, since a goal setting programme is the key to effective planning of the school.

3.2.1.4 Motivational talks

Interviews disclosed that motivational talks could induce inspiration and curiosity in learners. Educators said that school schedules allow guest speakers such as social workers, psychologists, health officials and other community leaders to address learners on topics that relates to career orientation, substance abuse and preparation for examinations, among others.

One manager of a school stated:

The school year planner makes provision for invited guest speakers to come and talk to learners about issues that directly affect them. This ensures that the youth are empowered with life skills so that they can be able to cope with real life.

A second manager of a school explained:

This school is fortunate enough to have previous learners who studied here and who are now qualified engineers, psychologists, educators, medical practitioners and lawyers. These people are supportive and they are willing to help their brothers and sisters. They are invited during achievement award ceremonies to come and address the learners, parents and educators on school related issues. Besides these people, we invite motivational speakers to address learners. Particularly on substance abuse such as drugs and alcohol do these speakers advise learners. Learners are advised to abstain from substance abuse in order that they pursue their studies first. Speakers would outline the dangers associated with drugs and alcohol such as losing weight, hyperactivity, headaches, kidney and liver damage, brain damage and ultimately death.

The emphasis here is on confronting and combating substance abuse and crime at community level and as such is in accordance with statements by De Villiers, Majatladi, Prusent and Reich (1998:343).

3.2.1.5 Representative Council of Learners

The school managers mentioned that the Representative Council of Learners (RCL) is contributing towards creating a culture of teaching and learning. In school a RCL is an official body that represents all learners in the secondary school. Every public school that enrolls learners in grade 8 and higher must establish a RCL in terms of section 3 of the South African Schools Act No 84 of 1996. The establishment of this body is in accordance with the ethos of the Constitution and it should meet the minimum requirements established by the members of the executive council, by a notice in the Provincial Gazette (Northern Province Department of Education 1999:87).

One educator observed:

Educators work very hard to maintain academic standards. This is helped by the way in which we liaise with learners through the RCL. This body plays a significant role because it is always willing to give us support in whatever we do.

The RCL aims at providing learners with an opportunity to participate in school governance and to participate in appropriate decision making and enables learners to contribute towards the improvement of the culture of teaching and learning in their school.

3.2.1.6 Sports

In the interviews, mention was made of how sports and competitions motivate learners to create a positive culture at school.

A school manager said:

The school programme provides for sports and extra mural activities for learners. Facilities such as a sports ground and the necessary sportswear and some equipment such as soccer balls, rackets and javelins, to mention just a few, are readily available.

Besides engaging in schoolwork, learners participate in varied sport activities such as soccer, volleyball, tennis, hockey, tshikona, tshigombela, netball, malende and tshifasi. Participating in diverse sport activities by learners implies that they make use of advantages that are offered to them. Numerous empirical research findings have supported a positive relationship between sports and improved physical and psychological well being. Sports have been found to decrease anxiety and depression

and improve self-esteem, mood profiles and sleep patterns (Kerr 1997:133). Thus, this may enhance a positive culture of learning at school.

Another significant reason why people engage in sports is the rewarding feelings of excitement. Team contact sports like parachuting, gliding and downhill ski-racing provide the participants with the opportunity to experience high levels of felt arousal as pleasant excitement (Kerr 1997:118).

In agreement, Catchet (1997:28) stated that physical education and sports are important because movements form an integral part of the development of the child. For the optimal physical and personality development, learners need a variety of experience in bodily movements and this can be achieved through sports.

The emphasis of sport is on enjoyment, recreation, self-realisation and social contact. Sport provides opportunities for learners to release stress and tension and let go of worries. Sport can be demanding and a healthy alternative to anti-social behaviour (Jackson 1999:146-147).

Kasser (1995:6) is of the opinion that learners can attain increased activity level through participating in sport. Sport can improve cardiovascular endurance, muscular agility and body composition. Through sport, learners are able to form positive relationships among themselves and they can decide as to whom to accept into the circle of friends based on physical skills as demonstrated in sport.

According to Jowsey (1992:3), the significance of sport and physical education is to:

- improve psycho motor skills, develop body and spatial awareness and enhance the body image;
- provide an opportunity for social development;

- develop recreational and leisure time pursuits; and
- optimise physical development, growth and fitness and to foster a sense of well being.

3.2.1.7 Competitions

School managers further indicated that learners also take part in educational competitions such as the Olympiad, science exposition, young communicators awards, technology Olympiad, mathematics Olympiad and debates. Learners displaying significant achievement become the recipients of the recognition awards.

Thus, a school manager declared:

The school has established a tradition to register learners from grade 9 to 12 in Olympiad competitions. Educators and learners perceive competitions to be a challenge that they have to meet head-on.

In support, Barnard (2002:92) reported the events where Eskom engaged learners in positive competitions in an attempt to enhance their motivation. Eskom is attempting to attract learners to the subjects of mathematics, physical science and technology through Eskom Expo for young scientists. It serves to encourage the youth of South Africa to develop their mathematical and science skills and by so doing it harnesses learners' innovative talents. It also encourages the creation of a culture of teaching and learning.

3.2.2 Motivated educators

3.2.2.1 Teaching methods

Educators mentioned that they use creative methods to facilitate the development of knowledge, skills as well as positive values and attitudes in learners. Educators said they are always well prepared for their lessons and they ensure that they master their subject matter well. They use innovative teaching methods and keep learners' interest aroused. Educators use techniques such as creative arts, drama, poetry and debate and they cover every topic in the syllabi according to the allotted time.

Regarding teaching methods, Pager (1996:97) suggested that school managers should encourage educators to experiment with new methods, materials and new subjects or learning areas. He encouraged the use of innovative teaching methods to arouse learners' interest. Educators should try everything in their power to liven up the lessons and make learning interesting.

Lemaheiu, Foss and Roy (1997:594) agreed that educators need to use a wide variety of instructional methods to meet the diverse needs of learners. Learners need hands-on experiments in which they can be engaged in discussion and manipulation of the contents being studied.

In this regard one educator said:

Educators complete the syllabi around June and July and they handle topics in the syllabi to the maximum. Thereafter we treat and drill all the previous examination question papers and then provide learners with memoranda and hand-outs. When learners write year-end examinations, they do not encounter difficulties with the examination question papers.

Besides utilising innovative teaching methods, educators said that they give learners plenty of written work in the form of assignments, homework, tests and projects on a regular basis. This is another way in which learners are evaluated to determine the extent of their understanding of the essence of the lessons.

In confirmation, Naidoo (1999:87) said that continuous assessment of learners' achievement can help them attain good results. Pager (1996:88) agreed that when educators give learners regular written work, it can help them enhance their academic performance. Maivha (1991:17) also cited written work as one of the most crucial factors that can play a significant role in the effective teaching and learning of mathematics. Giving learners sufficient written work provides them with the necessary practice to answer questions. Thus, it gives learners preparation for the year-end examinations. When learners are familiar with writing tests, classwork, assignments and homework, confidence to face the examination is instilled in them. Consequently they are likely to perform well during examinations.

One of the managers remarked:

As educators, we place a high premium on good lesson planning and preparations. In principle, educators are required to thoroughly prepare lessons for their classes.

In accordance Masitsa (1995:485) and Lethoko (1999:80) mentioned that educators should prepare their lessons well because good lesson preparation can improve the quality of instruction. A well-prepared lesson enhances learners' love for the educator and his/her subject. Good classroom practice such as thorough lesson planning and preparation and curricular pacing can encourage learners to engage themselves in a worthwhile manner in their education. Pather (1995:2) confirmed that thorough lesson planning and preparation obviate the need for discipline since learners are

meaningfully occupied. In this way a positive culture of teaching and learning prevails.

School managers boasted a vibrant learners' exchange programme where the learners are sent to attend classes in adjacent or distant, well performing schools. In this regard, one manager of a school remarked:

The school has initiated a learners' exchange programme in which four to five learners are sent to attend classes in well performing schools for one week or two weeks. During their stay in those schools, learners are required to observe inter alia, the school discipline, interaction of educators and learners during instructional activities, the general behaviour of learners and the tone of the school.

Similarly, Barnard (2002:16) advised the school management team to employ a learners' exchange programme to help improve the academic performance of learners. In this way a culture of teaching and learning can be improved.

3.2.2.2 Attitudes towards learners

School managers indicated that the good rapport that has been established and fostered between educators and learners had a profound effect on the lives of learners. One manager of the school stated:

One significant factor behind learners' motivation in our school is that educators have the love and welfare of learners at heart and they regard learners with courtesy and respect.

In agreement, Stock (1991:3,152) indicated that educators are *in loco parentis* as far as learners in their charge are concerned. They should exercise their care of the learners as a responsible parent in similar circumstances would do. Louw (1991:340) and Campbell (1999:5) contended that treating learners with love and respect is an essential factor that can attribute to the development of a positive self-concept. Kniveton (1991:363) also mentioned that love for learners is the cornerstone of education. Educators should truly care about the well-being of learners entrusted to their care. Educators should help learners feel secure and safe.

3.2.3 School context/setting

3.2.3.1 Facilities and resources

Interviews revealed that providing sufficient resources in the school can contribute towards educators' and learners' motivation. One education manager said:

Our school is in possession of adequate resources such as stationery, enough textbooks, computers, photocopying facilities and plenty of facilities like decent classrooms, furniture, laboratories, a library, toilets, tapwater and electricity, to mention just a few. Libraries serve learners and educators as a source of information and a laboratory afford learners opportunities to practice science in its finest form.

Another school manager stated:

The school is able to provide educators with adequate teaching materials such as textbooks and stationery. The school has enough classrooms, toilets, furniture and computers. Our school does not lack anything concerning resources.

To confirm the importance of adequate facilities, Pager (1996:51,97) stated that resources are undoubtedly the most important factor that influences overall school performance. Resources can create opportunities for school improvement. Therefore, better resources and facilities should be made available in schools. In agreement, Mothata, Potgieter, Squelch, Van der Bank and Visser (1997:5) advised that the state and the communities should provide learners with resources such as libraries, health and sport facilities.

Pather (1995:65) mentioned that facilities and resource provision such as classrooms, furniture, textbooks and stationery can impact and sustain positive educators' performance and accordingly advised school managers to mobilise the supply of requisite resources in their schools.

In this regard, De Clerq (1997:140) cautioned that educators with limited resources and working in difficult environments find it extremely difficult to improve their performance. Accordingly, Nxumalo (1993:55) warned school managers not to under-estimate the influence of adequate material provision in schools. Lack of textbooks, electricity, laboratories, libraries, sport facilities, toilets and furniture can be detrimental to the culture of teaching and learning in school. Mukhovha (1995:20) indicated that lack of essential facilities such as libraries, laboratories and electricity, not to mention late or no delivery of stationery by the Education Department, aggravates the learning situation of poor schools. In conclusion, Mwamwenda (1989:223) encouraged the community to facilitate and improve learners' capabilities by making resources such as libraries, health services and sports facilities available to learners. In accordance to section 36 of the South African Schools Act No 84 of 1996, the School Governing Body must plan to raise funds and acquire facilities to improve the quality of education at school.

The value of resource provisioning as mentioned by Sobahle (1987:17) is as follows.

Resources:

- stimulate learners' interest and enable educators to make lesson presentation lively;
- help create the atmosphere and set the tone of a particular subject/learning area;
- contribute to the acquisition of skills such as listening, observing, evaluating; and
- make learning effective and real because such learning involves more than one aspect of sense perception.

3.2.3.2 *Discipline*

School managers attributed the positive culture of teaching and learning at their schools to the maintenance of order and discipline. The school management has a duty to maintain order and discipline at school. Pager (1996:65) and Naidoo (1999:90) said that good discipline is a pre-requisite for the success of school curricular and extra-curricular programmes. Therefore, educators must enforce strict standards of discipline to counter the laxity with which many learners approach their studies, and to ensure that the education of learners proceeds without disruptive behaviour.

To achieve good discipline in schools, a code of conduct should be drafted in terms of section 7 of the South Africa Schools Act No 84 of 1996.

The purpose of a code of conduct, according to Mothata et al (1997:8) is to:

- create a well organised and good school so that effective teaching and learning can take place;
- promote self-discipline;

- encourage good behaviour; and
- regulate conduct.

One school manager stated:

Maintaining order and discipline has never been an easy task. It is fortunate that we have disciplined learners, though the possibility of learners who are ill-disciplined and unruly cannot be excluded. To achieve discipline, the school adopted a code of conduct for learners.

Another school manager said:

The process of drafting a code of conduct for learners involves consulting with educators, parents and the RCL. It is judicial that rules governing behaviour of learners at school be done in consultation. Learners are involved to deliberate on the making of school rules, and this encourages them to cooperate because they participated in the making of rules.

A third school manager remarked:

The draft code of conduct will be taken to the School Governing Body for consideration, after consultation with the learners, parents and educators. The code of conduct can be implemented after the School Governing Body has approved it.

To ensure that the policy is the result of a democratic process, rules that govern learners in the school should be compiled in consultation with all stakeholders. In accordance, Section 8 (1) of the South African Schools Act No 84 of 1996 mandates

the School Governing Body of a public school to adopt a code of conduct after the educators, learners and parents have been consulted.

A school manager declared:

If a learner is not dressed in school uniform, he/she will not be allowed in through the gate. Learners may not be allowed to go out of the school during school hours unless there is a permission slip from the register educator or the school manager.

In terms of Section 8 of the South African Schools Act No 84 of 1996, rules and regulations embodied in the code of conduct can promote appropriate learner behaviour at school. This prepares learners for courteous conduct in a civil society.

According to Mothata et al (1997:8), a code of conduct contains rules and regulations, which compel every learner to:

- attend school regularly;
- dress in a school uniform;
- participate in school work and sport activities during school hours;
- come to school on time;
- protect the school property; and
- respect every member of the school community.

Smith (in Naidoo 1999:90) indicated that school discipline should aim at guiding and directing learners towards:

- self discipline;
- a good moral character;
- responsible behaviour in accordance with personal and interpersonal convictions and practices.

To maintain order and discipline, Kruger (1996:223) suggested that educators should apply the following measures:

- lay down rules and procedures for the classroom and apply them;
- guide learners towards self-discipline;
- exercise strong leadership to ensure good behaviour;
- set a personal example in all respects;
- know the subject matter and prepare well for lessons; and
- apply the appropriate disciplinary measures to correct unruly behavior.

3.2.3.3 *Teamwork*

Teamwork is the term that describes a group of people who effectively tackle any task which it has set up to do (Bush & West-Burnham 1994:266). The contribution that can be drawn from each member is of the highest possible quality, and it is one which could not have been called into play other than in the context of a support team. The managers interviewed, mentioned that they work within a context of teamwork and that this enhanced the positive culture of teaching and learning at their school.

◆ *Teamwork among educators*

Teachers attributed their success to teamwork. They worked together to accomplish the objectives that were set for the organisation.

One educator remarked:

The school community in our school, work as a team and everyone at school has the right to participate in decision making in all school related issues.

One other educator stated:

Educators are working as a team to inspire and encourage one another. There is no educator who can be confined to one subject. Whenever one educator finds a difficult aspect in his/her subject, he/she consults with colleagues and thus they help one another.

Ellis and Bernhardt (1992:179-82) advised school managers to use team teaching or differentiated staffing to provide educators with time to pursue enriching experience. Educators should have opportunities to develop curricular and instructional materials together, time to work on staff development and time to develop new methodologies. To confirm this, Sergiovanni (1990:43) advocated collegiality among educators. Collegiality refers to the commitment to the concept of collective practice. It is a concept which emphasises working together as a team in the organisation, including debating goals and purposes, co-ordinating lessons and critiquing each other's work. In agreement, Lemaheiu et al (1997:604) stated that when educators collaborate, they are able to share common instructional practices and assist one another in becoming better educators. This happens through developing new sets of teaching methodologies for effective teaching and learning. In the same vein, Sallis (1996:81) and Southworth (1990:7) mentioned that quality improvement in schools comes from people working together in harmony.

◆ *Teamwork among educators and parents*

School managers contended that nothing can beat teamwork. Through teamwork, parents and educators succeed in fostering links between the school and the community. In this regard, a school manager stated:

At school, we involve parents fully in the affairs of the school. For example, parents are expected to check the schoolwork of their children, to find out if

learners are dressed in their school uniforms and to determine if their children attend school on time and on a regular basis.

To confirm the above mentioned, Mothata et al (1997: 8) said that there must be a partnership between parents and educators in order to attain organisational goals successfully. Mertsens and Vass (1993:67) confirmed that parent involvement can foster engagement links between the school and the home. This parental engagement in the school can take various forms such as organising sports for learners, transporting learners to the sportsfield, accompanying school excursions and assisting their children with school work. Through these activities parents begin to realise the home as an extension of the school. Therefore, it can be argued that this system can foster better home school relations among those who participate. The school can benefit materially from such a contribution and parents may gain insight into what is going on in the school. Masalesa (1996:69) regarded parent involvement as an activity that should be a continuous process whereby the educators incorporate in the duties, how to involve parents in workshops, seminars and follow up programmes to encourage parents' participation.

Through school involvement, parents can be kept informed of events at school as well as with regard to learners' behaviour (Campbell 1994:74). Moreover, Nxumalo (1993:58) advised parents to assume their roles as disciplinarians at home. Parents should ensure that their children attend school on time and on a daily basis and check whether their children have done their schoolwork as expected of them (Lethoko 1999:44).

In terms of the Guide to Public School Policy (1996:7) parents have responsibilities to:

- assist with the discipline of their children;
- monitor their children's educational progress;

- ensure that children complete their homework; and
- ensure that they attend school regularly.

Accordingly, Section 6 of the South African Schools Act No 84 of 1996 maintained that parents should support the school and require learners to observe school rules and regulations. Parents should take an active interest in their children's schoolwork and make it possible for their children to complete assigned homework. They should attend meetings that the School Governing Body convenes for them in order to deliberate on issues that affect their school.

School managers interviewed contended that they involve all stakeholders, including the School Governing Body, parents, educators and learners, to participate in appropriate decision making in the issues that affect them. Educators do this to establish a working partnership with concerned parties.

One school manager stated:

The school has adopted a collegial organisational structure, because it is not a matter of one person making a decision. We make decisions as a group. When a decision has been taken, there is hardly any one who says this is the imposition of the school manager or it is the decision of the management. Rather they would say it is our decision.

Kruger (1996:34) contended that schools cannot afford to perform their educational tasks without the full participation of parents, School Governing Bodies and learners. These stakeholders should be involved as partners in the actuality of teaching. This encompasses curricular or extra-curricular activities and the management task of the school. In accordance, Mothata et al (1997:8) declared that all the stakeholders, such as the School Governing Body, educators, learners and non-educating members of

staff must accept and share responsibilities for the governance of the school. Sallis (1996:78) encouraged the school management to involve educators, the School Governing Body and learners in problem solving activities.

3.2.3.4 Support from outside organisations

In the interviews, the managers of the schools revealed that they have incentives in the form of trophies, medals, letters of commendation and merit certificates awarded for outstanding achievements and efforts in the grade 11 and 12 examinations. They claimed that their school has a track record of excellence and a reputation of maintaining good academic standards for more than thirty years. School managers mentioned some organisations like the Limpopo Department of Education, Department of Labour, education district offices, the Tshikondeni Coal Mine and other financial institutions as their supporters for many years. These organisations have donated, inter alia, medals, trophies, computers and many certificates of merit thus far. Referring to this aspect one school manager said:

There are several prizes and awards presented to our school in recognition of the outstanding performance and efforts in the 2000 grade 12 examination results. Our school was awarded five certificates by the Limpopo department of education for the excellent performance and effort and having featured the sixth best school in the province and having featured as the third best school in the region and being the best school in the district. Three other certificates of merit were awarded for the excellent achievement in the 1999 grade 12 examination results. Two certificates of merit were presented in recognition for the brilliant performance for grade 12 results in the 1998 academic year. Besides these awards there are many more incentives that deserve mentioning.

Another school manager remarked:

We work as a team to encourage the efforts of educators. Educators are motivated verbally and their efforts and achievements are acknowledged and supported by organisations with interest in education. Educators are praised, given incentives such as medals, gifts, trophies, monies and certificates of merit. The school management often prepares special banquets for educators, learners and parents.

In acknowledging this good practice of support from outside organisations, Masitsa (1995:197) stated that principals and members of staff need recognition and whole hearted support from organisational structures with an interest in education. Blasé and Kirby (1992:71) said that school managers who praised their educators' accomplishments, promoted their confidence and satisfaction. School managers together with outside organizations should employ a variety of tangible incentives to recognise educators' accomplishments. For example, school managers can serve refreshments, breakfast or lunch at faculty meetings or during in-service days. For such special moments, educators could be recognised with logo shirts, buttons, pins or ribbons. According to Blasé and Kirby (1992:71), administrators can recognise educators for their work by:

- a television appearance by the superintendent stressing the contribution of classroom educators;
- selecting an educator as personality of the day on the local broadcast media;
- a proclamation by the mayor honoring educators, billboards showing what learners wrote about their educators, flowers, free tickets to sporting events or movies and free lunches in local restaurants.

Pather (1995:20) recommended that schools should employ achievement recognition awards by outside organisations to help improve educators' performance.

Achievement recognition awards is a system designed to increase the effectiveness of professionally qualified educators by publicly recognising above average achievement.

3.2.3.5 Security services

In the interviews, the managers of the schools mentioned that security services play a positive role in the welfare of the school. This enables the school to create a positive culture of teaching and learning at the school. One educator said:

There is a greater need for security in schools than there has ever been before because every day brings fresh news of crime related activities such as vandalism, violence, assault, sometimes death and the list is almost endless.

One other educator stated:

The security officers within our school premises are intended for safeguarding the school and school property. There was a lot of vandalism in the school before the security officers worked here. The security officers are here to help advance the aims of the school through controlling late coming and checking school uniforms that learners wear.

According to Stock (1991:3,152), the school management has a duty of care towards the school property and the personnel is required by law to take reasonable measures to protect learners from imminent dangers. Squelch and Bray (1997:188) advocated that school managers and educators should take extra care and provide safe facilities and adequate supervision to ensure safety of learners, because it is assumed that learners are exposed to various dangers at school.

In agreement Karpicke and Murphy (1996:27) stated that learners learn and perform best in a healthy school setting which is free from vandalism. This learning environment should be attractive and orderly. Learners have the right to education which is free from fear and violence where educators can provide quality education in an atmosphere which is free from harassment and intimidation.

3.2.3.6 *Christian values*

School managers revealed that the Christian values they uphold in the school contribute towards the creation of a positive culture of teaching and learning. They contended that when learners internalise Christian values, they develop positive attitudes towards the school, are likely to assume more responsibility and become more co-operative. These managers said that they regard the dignity of every learner at school with respect. They promote Christian values among learners by making provision for it in material resources and spiritual requirements.

One education manager disclosed:

We help learners realise and practice their hope and love in their fellowship with one another and the whole mankind as well as the things God has created and entrusted to them.

One other educator said:

The Christian point of view is that learners' characters can be formed through the teaching of values in the Bible... such values as orderliness, neatness, obedience and respect for authority and elderly people. The Bible advised that young people should be taught and grow in wisdom and knowledge from the Holy scriptures.

3.2.3.7 School vision

Educators mentioned that the positive culture of teaching and learning at school is attributable to the strong school vision they cherish. A vision of the school is a picture towards which all stakeholders can aspire and with which they can identify. A vision is a flame that gives members of the school community a sense of pride; it entails the views and expectations about where the school is going (Davidoff & Lazarus 1997:46). Sallis (1996:100) said that a vision statement helps to indicate the ultimate aim or purpose of the institution and what it stands for.

Interviews revealed that school managers spelled out the vision statement of the school clearly. This enables them to sustain focus and have direction and a sense of purpose. In this regard one educator stated:

The vision statement of our school entails the following:

Our primary aim is to enhance learners' quality learning through resource provisioning. We hold high expectations for our learners and match this with quality teaching. We will consistently create and sustain a decent and safe environment for our learners. We are committed to honesty and accountability in all our relationships and respect the right of individuals. We will create opportunities for every individual in the school community to develop his/her maximum potential.

Another educator said:

Our school focuses on the following aspects as its objectives: To attain 100% pass in mathematics, biology and physical science. To introduce swimming as a new sport activity at school. To erect a high razor-wired fence in the school.

To introduce computer aided mathematics and biology from grade 9. To introduce information technology into the school curriculum.

In addition to the above-mentioned, the managers stated that they wanted to:

- recruit part time educators for mathematics, biology, physical science and technology education;
- secure more instructional resources and facilities for the school;
- build a swimming pool within the school premises; and
- raise school fees from R800-R900 per annum.

Some of the managers indicated that their success is indebted to their strategic planning. This is a managerial process of deciding in advance what is to be done and how it is to be done (West-Burnham, Osborne, Ellison & Davies 1990:31). Bateman et al (1996:6) perceived planning to be specifying goals to be achieved and deciding in advance the appropriate action taken to achieve those goals. Loewen (1997:24) outlined the significance of strategic planning as follows:

- to control the future of the institution;
- to focus on the personnel;
- to develop leadership within an organization; and
- to focus on the client and how to improve services.

3.3 SUMMARY

In this chapter the findings of the interviews were presented and discussed. The findings were also compared to previous findings published in the literature in a literature control. In the next chapter the conclusions, recommendations and limitations of the study will be delineated.

Chapter 4

Conclusions, recommendations and limitations

4.1 INTRODUCTION

The aim of this investigation was to identify the management system prevalent in selected well performing schools, and to describe how such a management system can create a positive culture of teaching and learning. This chapter provides conclusions, the limitations of the investigation and recommendations arising from the research findings.

4.2 CONCLUSIONS

4.2.1 Conclusions regarding the motivation of learners

♦ *Competition and awards*

Awarding academic achievements of learners by means of, for example, gifts or trophies are incentives that motivate learners. This improves a culture of learning. These awards should be based on meaningful criteria.

◆ *Goal setting*

The performance goals that learners set for themselves can be short term and long term. These goals can help learners improve the quality of learning in a school.

◆ *Motivational talks*

Conducting motivational talks to learners by educators and invited speakers can inspire learners' interest for learning. Such motivational talks can help improve the culture of learning at school.

◆ *RCL*

As a legitimate stakeholder in a school an RCL provides learners with an opportunity to participate in school governance and to participate in appropriate decision making. In this regard the RCL contributes to the improvement of the culture of learning at school.

◆ *Sports and competitions*

Sports and competitions can constitute the integral components of learning in a school curriculum and this can impact positively on the culture of learning.

◆ *Educational excursions*

Excursions undertaken by learners at school help to fill the school programme with fun and adventure. Such trips enable learners to venture into new environments that can enhance understanding of social interaction and geographical reliefs.

◆ *Learners' exchange programme*

The learners' exchange programme affords learners an opportunity to attend effective schools. On their return from the host schools, learners are able to share their experiences and observations from the host schools. This can help to motivate learners.

4.2.2 Conclusions regarding the motivation of educators

◆ *Teaching methods*

Learners are better able to understand the essence of the lessons presented in the classroom when educators employ a broad repertoire of instructional methods. Such acts of educators using a variety of teaching methods to teach learners can affect the culture of learning in a positive manner.

◆ *Attitudes towards learners*

Educators teaching learners with courtesy and respect do so to assist learners to develop positive self-concepts and positive self-images. Learners with positive self-concepts are likely to approach studies in a positive way.

4.2.3 Conclusions regarding the school setting

◆ *Facilities and resources*

Adequate facilities and resources such as libraries, furniture, classrooms and stationery can contribute towards the improvement of the culture of learning at school.

◆ *Discipline*

Discipline is necessary to maintain certain standards of social conformity. Learners that uphold the code of conduct are in a better position to develop positive attitudes towards learning in a school.

◆ *Teamwork*

Working together of educators within the context of teamwork can have a positive effect on the culture of teaching.

◆ *Support from outside organisations*

It is important to remember that education at school does not happen in isolation per se. There are many aspects of community life that affect education such as poverty, unemployment and health problems, for example. In this respect, schools need every support including financial assistance from outside organizations. Such financial assistance from outside organisations can contribute towards the development of the school.

◆ *Security services*

Security services are imperative at school in the face of the ever-increasing counts of crimes such as vandalism, theft, assault and murder. Preventing and combating crime related acts at school provide learners opportunities to learn in a safe haven which is free from intimidation and fear. An atmosphere which is free from harassment can promote learning at school.

◆ *Christian values*

The integration of Christian values in the school curriculum can have positive effects on the formation of learners' moral characters.

◆ *School vision*

The school management that cherishes positive values and ideals about the school encourage the culture of teaching.

4.3 RECOMMENDATIONS

4.3.1 Recommendations to establish a positive culture of teaching and learning at school

This list of recommendations is not in any order of priority nor does it claim to be exhaustive. Rather, these recommendations are the researcher's personal interpretations based on the available empirical evidence.

4.3.1.1 *Recommendations regarding the motivation of learners*

◆ *Achievement recognition awards for learners*

Educators should put an achievement recognition programme into place at school. An achievement recognition programme is the plan in which the best-achieving learners are recipients of awards such as medals, trophies and certificates of merit. Incentives such as those mentioned above can help arouse learners' motivation for study. However, this should be done simultaneously with a programme of goal setting where schools and learners set achievable goals for themselves.

◆ *Encouraging sports and competitions*

For the sake of a sporting spirit and the fun of it, learners must participate in different sport activities appropriate to their needs and interest.

◆ *Enrichment of learning*

When educators offer extra lessons to learners, learners can complete syllabi on time and this provide learners ample time for revision. To conduct extra classes, educators should develop the extra lessons plan that facilitates teaching during weekends and during holidays. In this regard the culture of teaching and learning will prevail at school. However, learners should also be taken on educational excursions to aid their understanding of academic issues. In addition, learners should participate in exchange programmes with neighbouring schools. This can be followed by discussions focusing on the culture of teaching and learning at that school.

◆ *Health and safety plan for learners*

The security services at school should create a safe environment for learners. In addition, every school must secure well-equipped first aid kits for learners' emergencies at school. In order to empower educators to carry out health related duties effectively, educators should register for courses or certificates in auxiliary first aid services. All serious incidents of injuries and ailments should be referred to the health centres. In fact educators should work in collaboration with professional medical practitioners. Injuries and ailments of learners should be registered in the injury register book. The safety plan provided at school can ensure the health and safety of learners, and thus can promote the emotional and bodily stability of learners.

4.3.1.2 *Recommendations regarding the motivation of educators*

◆ *Implementing innovative instructional methods*

Educators should employ integrated instructional methods when offering lessons to learners. Innovative teaching methods and approaches can be acquired at seminars about teaching practices conducted by specialists. Moreover educators must be familiar with assessment methods and assessment techniques embodied in teaching practice. Such expertise of educators on teaching methods ensures that they offer better lessons to learners and improve the quality of learning at school.

◆ *Achievement recognition awards for educators*

The good work that educators perform at school must not go unnoticed. It is the duty of the school managers to acknowledge the good work that educators do at school. Awarding prizes and awards to educators for outstanding achievements can motivate them to work harder. In this way the culture of teaching at school is enhanced.

◆ *Educators to set personal examples*

Educators should always set a personal example in terms of dress, behaviour, speech and personal grooming. The school managers in particular should act to unify members of staff, because a divided staff sends a negative signal about the leadership of the school. Collaborative members of staff can work to the common good of the school thereby contributing to the development of a culture of teaching. Moreover, educators should be encouraged to handle learners with respect and courtesy.

◆ *Developing teamwork spirit amongst educators*

Though the school manager can choose along the ranges of management styles that are open to their choice, they can still adopt a participative management style. A participative management style enables managers to adopt a consultative approach to decision making (Bennet, Glattere & Levacic 1994:166). In this regard, educators can be engaged in the affairs that concern the school through serving in various committees such as disciplinary committees, examinations committee and development committee. In this way educators participate and contribute to the management of the school. They can also address issues that may arise regarding excursions, safety and security or rewards.

4.3.1.3 *Recommendations regarding the school setting*

◆ *Laboratories as school facilities*

School laboratories are specialized learning environments that are designed and equipped to conduct scientific experiments and educational research. Such centres as laboratories can arouse learners' motivation towards learning, because learners are engaged hands-on equipments and apparatus – thus improving the quality of learning at school.

◆ *A library as a facility*

A library is a valuable source of information for learners. It is imperative that every school should secure its own library. With time, a school library can be transformed into a resource centre that hosts educational materials such as microscopes, micro-projectors, sound and slides programmes and models.

◆ *A school telephone*

Every school should install a telephone to enable educators to communicate with outside people and in particular departmental officials. Telephones enable schools to subscribe to the Internet. According to Shelly, Cashman and Vermaat (2001:7,26,27) the Internet can benefit schools educationally, because it can:

- access information, research and educational materials; and
- connect computers to access databases and library catalogues.

Accordingly, Van der Westhuizen (2000:27) outlined the instructional capabilities of computers as follows: The application of computers such as computer managed instruction (CMI) or integrated learning system (ILS) can track the progress of learners. The engaging capabilities of information systems such as digital versatile discs and multi media CD-Roms allow educators to set complex tasks for learners. Computers can facilitate instructional approaches demanded by outcomes-based education. Moreover, schools can utilize electronic resource centres which are technologies that allow learners access to world class education. In this respect, a culture of learning is encouraged at school.

◆ *Developing a discipline policy*

In order to achieve school discipline, school managers must see to it that they develop a school policy with stakeholders and make rules and regulations that govern the behaviour of learners. Effective school discipline positively impacts on the culture of teaching and learning at school.

◆ *Parent involvement plan*

It is necessary for every school to involve parents in all essential issues pertaining to a school. Educators working closely with parents can benefit the learners, the school and the family. In order to improve parent involvement, schools should develop a plan in this regard. The parent plan should be developed in consultation with the School Governing Body, parents and educators. Thus parents can be motivated to enforce discipline at home and ensure that learners attend school and complete their homework.

◆ *School publicity and marketing*

Every school should create its own publicity through creating logos, mottos and letterheads because such practices are educationally inviting. School logos should entail visual symbols and statements of values cherished by the school. The school logos can be displayed on school uniforms, prospectuses and on the entrance signposts of the school. When schools market themselves to outside organizations with an interest in education, they can make use of, for example, media, newsletters and school journals. The aim of a school marketing itself to the outside organisations is to publicize itself to potential funders and donors. Funders and donors that raise funds for the treasury of the school contribute towards the school's development and improvement. Such outside organisations can improve the resources of a school or present awards for outstanding achievements.

◆ *Security*

For the safety and security of learners and for the school property's sake, every school should erect a security fence. Whenever possible security officials can be appointed to look after the school property.

◆ *Integrating Christian values in the school curriculum*

Integrating Christian values in the school curriculum can help build a strong support base for the formation of learners' moral character. Learners with good moral character are inclined to self-discipline and this can contribute towards the culture of learning.

4.3.2 Recommendations for future research

Since teaching and learning is of continuing interest to researchers and education practitioners, and due to the need for further empirical investigations necessitated by the knowledge explosion in education management, the following topics are suggested for further research:

- the socio-economic conditions of parents in rural secondary schools and their relationship to the level of academic performance of learners;
- qualifications of secondary school managers and the culture of teaching and learning in the schools; and
- factors influencing the culture of teaching and learning at a poorly performing school as contrast to this study.

4.4 LIMITATIONS OF THE STUDY

This investigation was conducted in the Limpopo Province. At the time of research, there were 1 200 secondary schools with 674 228 registered learners. Two secondary schools were selected on the basis of good grade 12 examination results. From the above-mentioned secondary schools, only six practising school managers were chosen for the research sample. Thus no generalisations can be made. However, the aim was to describe a phenomenon in depth.

4.5 CONCLUSION

Within the limits of this investigation and from the empirical evidence presented in it, the following general conclusion can be drawn:

A culture of teaching and learning at school can be developed or enhanced by considering all factors that relate to the learners, the educators and the physical school setting.

Bibliography

Aroskar, M.A., Davis, A.J. & Liaschen, J. 1997. *Ethical dilemmas and nursing practice*. (4th edition.) Stamford, Connecticut: Appleton & Lange.

Babbie, E. & Mouton, J. 2001. *The practice of social research*: Belmont, California: Oxford University Press.

Badenhorst, D.C., Calitz, L.P., Kruger, A.G., Schalkwyk, O.J. & Van Wyk, A.G. 1987. *School management: The task and role of the teacher*. Pretoria: Kagiso Publishers.

Barnard, L. 2002. *Careers in engineering, science and technology*. Durbanville: Beyond 2000 Publishers.

Bateman, T., Scott, A. & Snell, 1996. *Management building competitive advantage*. (3rd edition.) Chicago: Irwin.

Bennet, N., Glatte, A. & Levacic, R. 1994. *Improving educational management through research and consultancy*. London: Chapman.

Blasé, J. & Kirby, P.C. 1992. *Bringing out the best in teachers: what effective principals do*. Newbury Park: Corwin Press.

Blauw, W.A. 1998. Strategic planning for the implementation of a culture of teaching and learning in a school. Unpublished M.Ed dissertation. Stellenbosch: University of Stellenbosch.

Bowling, A. 1997. *Research methods in health: Investigating health and health services*. London: Open University Press.

Bosch, D.J. 2000 *Technology for all: Learners' book grade 9*. Swaziland: MacMillan Boleswa.

Bush, T. & West-Burnham, J. 1994. *The principles of educational management*. Harlow: Longman.

Campbell, J. 1999. *Discipline and classroom management: Preventing and managing discipline problems in the classroom*. New York: Charles C. Thomas.

Catchet, S.L. 1997. Physical education and school sport within the post apartheid educational dispensation of South Africa. Unpublished D.Ed thesis. Pretoria: University of South Africa.

Creswell, J.W. 1994. *Research design: Qualitative and quantitative approaches*. Thousand Oaks: Sage.

Davidof, S. & Lazarus, S. 1997. *The learning school: An organisation development approach*. Cape Town: Juta.

Davies, B. Ellison, L. Osborne, A. & West-Burnham, J. 1990. *Education management for the 1990's*. Harlow: Longman.

De Clerq, F. 1997. Policy intervention and power shift: An evaluation of South Africa's education restructuring policies. *Journal of education policy*, 12(3): 127-146.

Degenaar, J.P. 1985. *Didactics: Biology for the secondary school*. Pretoria: De Jager-Haum.

Denzin, N.K. & Lincoln, Y.S. 1998. *Collecting and interpreting qualitative materials*. Newbury Park. CA: Sage.

De Villiers, F.J., Majatladi, K.J., Prusent, N.E. & Reich, P.W. 1998. *My career*. Cape Town: CTP.

De Vos, A.S., Strydom, N., Fouché C.B., Poggenpoel, M., Schurink, E. & Schurink, W. 1998. *Research at grass roots: A primer for the caring profession*. Pretoria: Van Schaik.

Ellis, N.H. & Bernhardt, R. 1992. The newsletter for the on-line practitioner: Motivational strategies useful in enhancing teacher performance. *NASSP Bulletin*, 22(2):1-6.

Ferreira, M., Mouton, I., Schurink, E. & Schurink, W. 1988. *Introduction to qualitative research methods*. Pretoria: HSRC.

Fowler, F.G. & Fowler, H.W. 1995. *The concise Oxford dictionary of current English*. Oxford: Clarendon Press.

Griffin, R.W. 1990. *Management*. Boston: Houghton Mifflin.

Guide to Public School Policy, 1996. Pretoria: Department of Education.

Guy, R.F. 1987. *Social research methods: Puzzles and solutions*. Boston: Allyn and Bacon.

Hall, D. & Hall, I. 1996. *Practical social research: Project work in the community*. Basingstoke: McMillan Hampshire.

Hill, M.S. & Hill, F.W. 1994. *Creating safe schools: What principals can do*. Thousand Oaks, CA: Sage.

Hoberg, M.S. 1999. Research methodology, study guide II. Pretoria: University of South Africa.

Homan, R. 1991. *The ethics of social research*. London: Longman.

Jackson, S. 1999. *Flow in sport: The keys to optimal experiences and performance*. United States of America: Human Kinetics.

Jowsey, S.E. 1992. *Can I play too?: Physical education for physically disabled children in mainstream schools*. London: Fulton.

Karpicke, H. & Murphy, M.E. 1996. Productive school culture: Principals working from the inside. *NASSP Bulletin*, 80 (576):27-34.

Kasser, S.L. 1995. *Inclusive games: Movement fun for everyone*. Oregon: Human Kinetics.

Kerr, J.H. 1997. *Motivation and emotion in sport: Reversal theory*. London: Lawrence Erlbaum.

Kniveton, B.H. 1991. An investigation of factors contributing to teacher's job satisfaction. *School Psychology International*, November, 12: 361-371.

- Kruger, A.G. 1996. Education management: school management, study manual II (ONB453-H). Pretoria: University of South Africa.
- Lalumbe, D.T. 1997. The culture of teaching and learning in Dzata Secondary School. Unpublished M.Ed dissertation. Johannesburg: Rand Afrikaans University.
- Lemaheiu, P.G., Foss, H.K. & Roy, P.A. 1997. Through a lens clearly: A model to guide the instructional leadership of principals. *Urban Education*, 31(5):582-608.
- Lethoko, M.X. 1999. Restoring the culture of teaching and learning in secondary schools in the Pretoria area. Unpublished M.Ed dissertation. Pretoria: University of Pretoria.
- Loewen, J. 1997. *The power of strategy*. Wynberg: Zebra.
- Louw, D.A. 1991. *Human development*. Pretoria: Haum.
- Lowan, W.R. 1988. School attendance and dropouts. Unpublished BEd research report. Thohoyandou: University of Venda.
- Maivha, J.M. 1991. A study of school achievement in mathematics and causes of poor performance amongst students of standard 10 in Nzhelele inspection area. Unpublished B.Ed research report. Thohoyandou: University of Venda.
- Maja, B.I. 1995. The culture of learning. A case survey of Soweto secondary schools. Unpublished MEd dissertation. Johannesburg: University of the Witwatersrand.

- Makhwathana, N.E. 1996. A critical analysis to viable actions for developing the culture of teaching and learning in South African schools with particular reference to schools in Venda. Unpublished B.Ed research report. Thohoyandou: University of Venda.
- Marshall, C. & Rossman, B.G. 1995. *Designing qualitative research*. Thousand Oaks, CA: Sage.
- Masalesa, M.C. 1996. Parental involvement as the responsibility of the teacher. Unpublished M.Ed dissertation. Johannesburg: Rand Afrikaans University.
- Masitsa, M.G. 1995. The establishment of a learning culture: A prerequisite for academic achievement. Unpublished D.Ed thesis. Pretoria: University of South Africa.
- Maykut, P. & Morehouse, R. 1994. *Beginning qualitative research: A philosophic and practical guide*. Washington, D.C: The Falmer Press.
- McBurney, D.H. 1998. *Research methods*. Pacific Grove, CA: Brooks/Cole.
- McNeill, P. 1990. *Research methods*. (2nd edition.) London: Routledge.
- Merttens, R. & Vass, J. 1993. *Partnership in maths: Parents and schools*. Washington, DC: Falmer Press.
- Meyer, W.F., Moore, C, & Viljoen, H.G. 1990. *Personality theories from Freud to Frankl*. Johannesburg: Lexicon Publishers.

- Mhlambo, F.G. 1993. The role of the principal in motivating his staff and pupils. Unpublished M.Ed dissertation. Empangeni: University of Zululand.
- Mothata, M.S. Potgieter, J.M. & Squelch, J.M., Van der Bank, A.J. & Visser, P.J. 1997. *Understanding the South African School's Act*. Pretoria: Department of Education.
- Mukhovha, N.T. 1995. How can the culture of teaching and learning be restored in the new South Africa, with special emphasis on the Northern Transvaal. Unpublished B.Ed research report. Thohoyandou: University of Venda.
- Mwamwenda, T.S. 1989. *Educational psychology: An African perspective*. Durban: Butterworth.
- Naidoo, I. 1999. The role of the school management team in promoting a culture of teaching and learning. Unpublished M.Ed dissertation. Empangeni: University of Zululand.
- Northern Province Department of Education. 1999. Managing a self-reliant school: A manual for principals and school management teams. Pietersburg: Sacred Heart College R. & D.
- Nxumalo, B. 1993. The culture of learning: A case survey of Kwamashu schools. *Indicator*, South Africa: Autumn, 18(2):55-60.
- Pager, D.I. 1996. The culture of learning in Khayelitsha schools: Teachers' perspectives. Unpublished M.Ed dissertation. Johannesburg: Rand Afrikaans University.

Pather, M.R. 1995. Achievement recognition and its impact on teacher performance. Unpublished M.Ed dissertation. Johannesburg: Rand Afrikaans University.

Sallis, E. 1996. *Total quality management in education*. London: Kogan Page.

Schumacher, S. & McMillan, J.H. 1993. *Research in education: A conceptual introduction*. (3rd edition). New York: Harper Collins.

Schnetler, J. 1989. *Survey methods and practice*. Pretoria: HSRC.

Sergiovanni, T.J. 1990. *Value added leadership: How to get extra ordinary performance in schools*. San Diego: Harcourt Brace Javanovich.

Shelly, G.B. Cashman, J.J. & Vermaat, M.E. 2001. *Discovering computer: Concepts for a connected world*. New York: Thompson Learning.

Sobahle, W.W. 1987. The lack of resources, a contributing factor to the high failure rate in standard 10 history examination in the Alice circuit in Grahamstown. Unpublished M.Ed dissertation. Grahamstown: Rhodes University.

South Africa. Constitution Act of 1996. Cape Town: Government Printers.

South Africa. 1994. Public Service Act (proclamation 103). Pretoria: Government Printers.

South Africa. 1996. South African School's Act 84 of 1996. Pretoria: Government Printers.

Southworth, G. 1990. Leadership-headship and effective primary schools. *School Organisational Journal Article*, 10(1): 25-37.

Squelch, J.M. & Bray, E. 1997. Education management and the law. Study manual, (ONB454J), Pretoria: University of South Africa.

Statistics South Africa. 2000. *Stats in brief*. Pretoria: Statistics South Africa.

Stock, B. 1991. *Health and safety in schools*. Kingston upon Thames: Corner Publications.

Van den Aardweg, E.M. & Van den Aardweg, E.D. 1988. *Dictionary of empirical education*. Pretoria. E & E. Enterprises.

Van der Westhuizen, D. 2000. *Information and technological systems* (study guide 8137). Johannesburg: Rand Afrikaans University.

West-Burnham, J. Osborne, A. Ellison, L. & Davies, B. 1990. *Education management for the 1990's*. Harlow: Longman.

Yeni, L.J.T. 1998. Perception of the Ezakheni college of Education community on the culture of teaching and learning at the institution. Unpublished MEd dissertation. Johannesburg: Rand Afrikaans University.

Yukl, G. 1994. *Leadership in organisations*. New York: McGraw-Hill.

AN EXTRACT OF AN INTERVIEW TRANSCRIPT

How do you create a positive culture of teaching and learning in the school?

Educators are working as a team to inspire and to encourage one another. There is no educator who can be confined to one subject. Whenever one educator finds a difficult aspect in his/her subject, she/he consults with colleagues and helps one another.

Learners write tests every month, after which quarterly schedules are compiled. Learners who attain outstanding achievement above all, in a particular subject are awarded gifts such as books, diaries, pens and floating trophies for that particular month and those learners who displayed a significant improvement in a particular subject, also receive the floating trophies.

The school year planner makes provision for the invited guest speakers to come and talk to learners about issues that affect learners. This ensures that the youth are empowered with life skills so that they can cope with real life.

How do you create and sustain school discipline?

Maintaining order and discipline has never been an easy task. It is fortunate enough that we have disciplined learners. Though the possibility of learners who are ill disciplined and unruly cannot be excluded. We encourage learners to resort to self-discipline. Learners are told to come to school on time, dress in school uniform and to attend all lessons. Moreover educators have adopted a code of conduct for learners. This code of conduct directs activities and regulates behaviour of learners.

How does the management encourage parental involvement at school?

At school, we involve parents fully in the affairs of the school. For example parents are expected to check the schoolwork of their children and to find if learners are dressed in school uniform and to determine if their children attend school on time and on a regular basis.

We involve parents in the issue of the school in many ways (with raised voice). Parents can be assigned to check the work of their children, check the school uniform and determine if learners attend school regularly.

How do you guide learners to abstain from substance abuse?

This institution is fortunate enough to have former learners who studied here. Some of these learners are amongst others, qualified engineers, psychologists, educators, and medical practitioners. These people are supportive and they are willing to help their brothers and sisters. These people are invited during achievement award ceremonies to come and address learners on school related issues. Besides these people we invited motivational speakers to come and address learners particularly on the issue of substance abuse such as drugs and alcohol. Motivational speakers advise learners to abstain from substance abuse in order to pursue education. Such motivational speakers would outline the dangers associated with drugs and alcohol such as losing weight, hyperactivity, headache, kidney and liver damage, brain damage and ultimately death.

The issue of substance abuse is difficult because it is social problem because parents and other community members are abusing substances like dagga, cocaine, beer, mahafhe, mukumbi and mutomboti in the presence of their children, so it is difficult to spell it out completely, but we try and invite social workers,

psychologists and members of South African police service to come and workshop the learners in substance abuse.

What instructional approach and methodologies do educators apply in the classroom?

Educators engage learners in learning activities through creative arts, poetry and drama. Learners dramatize the things that they are learning in order to learn the easy way.

Educators employ a wide variety of teaching methodologies such as question and answer, group discussion, demonstration and self-activity amongst others.

What organisational structure do you adopt at school?

We adopt a collegial organisational structure because it is not a matter of one member of staff taking decision. We involve the School Governing Body, educators, learners and parents to decide on issues that affect the school (raised voice).

How does the school management motivate educators?

There are several prizes and awards presented to our school in recognition of the outstanding performance and effort in grade 12 examination results. Prizes take the form of trophies, medals money, letters of approval and certificates of merit.

We work as a team to encourage the efforts of educators. Educators are motivated verbally. Their efforts and achievements are acknowledged and supported by organisations with interest in education. Educators are praised, given incentives

such as medals, gifts, trophies, money and certificates of merit. The school management personnel often prepare special banquets for the educators, learners and parents.

What measures does the disciplinary committee apply to foster learners' discipline?

Our disciplinary measures have bit been affected by the abolition of corporal punishment (groaning) not to say the abolition of corporal punishment has significantly led to a decline in discipline. It is only that corporal punishment is swift in act, if a learner commits an offence the punishment is meted out summarily. We have developed the alternatives for corporal punishment, like learners would be sent out to clean the surrounding, scrub the floors or he/she will be sent to take care of the books in the library.

In the event of a learners committing serious crime, we call the parents and until after the parent has come to school and the problem has been finalised, the learner will not be allowed into the class, and after the agreement has been reached with the parent in the presence of the learner and after a particular punishment has been decided upon and meted out, the learner may go back to the class.

What role do the security officials play in the school?

The security officials protect the school and the school property especially after school hours. There was much vandalism in the school before the security officers worked here. We have lost a lot of school property.

The security officer within the school premises is intended for safe guarding the school and the school property. They are here to advance the aim of the school

through controlling late coming and checking school uniform. Moreover the security officials keep the intruders away from the school premises.

What subjects are offered in grade 12?

There are three groupings of subjects that constitute grade 12 curriculum, namely commercial grouping, where such subjects as economics, accounting, business economics and home economics are offered. Science stream comprises biology, mathematics, physical science and technology education and the other stream offers agriculture, geography and biology. Regarding languages we offer English, Afrikaans and Tshivenda.

How frequently do learners undertake educational excursions?

Learners undertake educational trips on a yearly basis to many different places of interest.

What significant ceremonies do you hold at school?

Several ceremonies are held at school such as parents' evenings, graduation ceremonies, achievement recognition award, and the matric dance which is a farewell function.

What is the credo of your school?

The credo of our school is "vhasa ndi fhise". "Vhasa ndi fhise" is a Venda phrase. Its literal meaning is to kindle fire and inflaming it. In the school context "vhasa ndi fhise" implies that educators initiate and facilitate learning at school and learners engage in learning.

Our credo reads thus “festi lente” which is a Greek word. In this context, “festi lente” implies that educators and learners work steadily and gradually, yet they are sure to reach the destiny.