A MULTI-DIMENSIONAL PERSPECTIVE ON THE CULTURE OF TEACHING AND LEARNING IN SCHOOLS IN THE NORTHERN PROVINCE
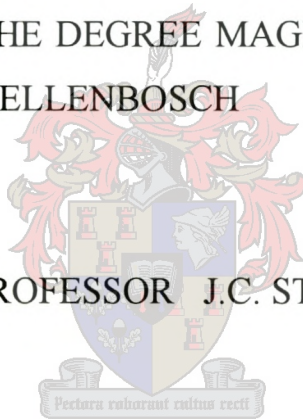
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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE MAGISTER EDUCATIONIS AT THE UNIVERSITY OF STELLENBOSCH

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STELLENBOSCH

SEPTEMBER 2000

DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted at any university for a degree.

Signature   :

Date   :

SUMMARY

Schools in the Northern Province are faced with a serious problem concerning the lack of a culture of teaching and learning. Such problems are caused by the lack of physical facilities, shortage of textbooks, underqualified educators etc. This makes it impossible for the government and teachers to create a conducive environment for the culture of teaching and learning. This investigation explored the factors behind the lack of a culture of teaching and learning.

A literature study investigated learner and teacher's problems on the lack of teaching and learning culture as well as strategies to improve the situation. Moreover, historical, philosophical as well as political and psychological perspective on the culture of teaching and learning were discussed. A study on the culture of teaching and learning in secondary and primary schools in the rural areas of the Northern Province was conducted. Data was analysed, discussed and synthesised.

Major findings that emerged were the following:
- Many schools are dysfunctional
- Learners are uninterested in learning and lacks motivation
- teachers are demotivated and unwilling to carry duties entrusted to them.
- Parents are also negative towards education of their children.
- Lack of physical facilities

For this reason, teachers, parents and learners need to work hand in hand to restore the culture of teaching and learning. It is the government's responsibility to create a conducive learning and teaching climate.

OPSOMMING

Skole in die Noordelike Provinsie het te kampe met 'n groot probleem weens die gebrek aan 'n leer-en onderrig kultuur. Hierdie gebrek is die gevolg van tekort aan fisiese fasiliteite, aan handboeke, ondergekwalifiseerd opvoeders, ens. Dit is dus moeilik vir die owerheid en onderwyser om 'n klimaat te skep wat bevordelik is vir 'n leer-en onderrigkultuur. Die doel van die ondersoek is om te probeer vasstel wat die faktore is wat hierdie gebrekkige kultuur veroorsaak.

'n Literatuurstudie is gedoen na die leerder sowel as die opvoeders se probleme rakende die gebrek aan 'n leerkultuur sowel as maniere hoe om die situasie te verbeter. Historiese, filosofiese, politiese asook psigologiese perspektiewe met betrekking tot die onderrig en leerkultuur is bespreek. 'n Ondersoek na die leer en onderwys kultuur in sekondere skole in die landelike gebiede van die Noordelike Provinsie is gedoen. Inligting is geanaliseer, bespreek en gesintetiseer. Die belangrikste bevindinge wat na vore gekom het, is:

- Baie skole funksioneer nie soos dit veronderstel is nie.
- Leerders is nie geinteresseerd in opvoeding nie en toon 'n gebrek aan motivering
- Opvoeders is nie gemotiveerd nie en is in sommige gevalle onwillig om take wat aan hule opgedra word uit te voer.
- Ouers is negatief teenoor hulle kinders se opvoeding.
- Daar is 'n gebrek aan fisiese fasiliteite.

As gevolg van bogenoemde redes moet opvoeders, ouers en leerders saamwerk om sodoende die kultuur van onderrig en leer te herstel. Dit is die regering se verantwoordelikheid om 'n klimaat te skep wat bevordelik is vir onderrig en leer.

DEDICATED TO MY WIFE MASINDI AND OUR DAUGHTER TSHILISANANI AND SON, THANYANI. AS WELL AS MY LATE FATHER THANYANI AND MY MOTHER TSHINAKAHO.

TABLE OF CONTENTS   PAGE

CHAPTER 1

ORIENTATION, PROBLEM FORMULATION AND CONCEPTUALISATION

CHAPTER 2

A PHILOSOPHICAL PERSPECTIVE ON THE CULTURE OF TEACHING AND
LEARNING

CHAPTER THREE

HISTORICAL PERSPECTIVE ON THE CULTURE OF TEACHING AND
LEARNING (Focus on problems in traditional black education)

CHAPTER FOUR

A MULTI-DIMENSIONAL PERSPECTIVE ON FACTORS CONTRIBUTING
TOWARDS THE DECLINING OF A CULTURE OF TEACHING AND LEARNING

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA

ACKNOWLEDGEMENTS

I dedicate this achievement to **Almighty God**, to my supervisor **Prof. J.C. Steyn** for his advice and guidance throughout this research, to my family, colleagues and lecturers in the Department of Educational Policy Studies at theUniversity of Stellenbosch.

I would also like to express my sincere gratitude to the following persons:

My mother, **Tshinakaho** my uncle **MR A.A. Makungo** who made me what I am today. **Mr and Mrs Tshitovha** for their encouragement and support during my years of studies. **Mrs Ndivhuwo Ramuntshi** for the typing of this script. **Mr Van Rooyen Lithole** for editing language of this script.

I am indebted to my wife **Masindi** for her understanding and patience. Without her support and encouragement, this research would have never been completed.

TABLE OF CONTENTS   PAGE

CHAPTER 1

ORIENTATION, PROBLEM FORMULATION AND CONCEPTUALISATION

CHAPTER 1

ORIENTATION, PROBLEM FORMULATION AND CONCEPTUALIZATION

1.1   INTRODUCTION AND BACKGROUND TO THE STUDY

According to the Department of Education Northern Province (1997: 1) education in the province has hit an all time low standard and the fact that education has reached catastrophic proportions in the province is undeniable. The 31,8 percent in 1997 matric pass rate in the province are an indictment on all stakeholders in the province.   The province was declared an education disaster area by the president of South Africa Nelson Mandela as it registered the lowest pass rate of any of the provinces.

Since 1995 grade 12 results have been declining at the most disheartening rate. Despite its slight improvement from 31,8 percent to 35,1 percent in 1998 the province has retained its unevitable position of producing the worst results in South Africa (Sowetan January 6 : 1999). To make matters worse only 6,9 percent of matriculates got university entrance. The province has distinguished itself as the province with the worst results of all nine provinces in South Africa. The future of many learners has been condemned to a doom. The culture of teaching and leaning in most schools leaves much to be desired.

Since the advent of democratic order in South Africa, the Northern Province Department of Education has convened numerous meetings; conferences; seminars and bosberaads to try to restore this culture of teaching and learning but non-of them yielded anything positive. On the other hand the situation is deteriorating at an alarming rate. In 1996 there was a meeting in Pietersburg, which adopted an Education Reconstruction Declaration in a solemn pledge to bring about educational reconstruction in the province.

This was followed by the adoption of twelve-point plan program of action in May 1997 in which all schools and stakeholders pledged to implement the program. This also failed.

1

1.2   MOTIVATION

The poor grade 12 results for the past four years can be regarded as an example of the collapse of the culture of teaching and learning whereon teachers have been accused of being lazy, underqualified, irresponsible and uncaring; learners have been accused of not paying enough attention to their studies and of general indiscipline and parents on the contrary have been accused of no showing enough interest in the education of their children and also the government for not providing the necessary educational facilities in schools (Legistalk 1998 : 13).

By taking the previous grade 12 pass rate as a norm we can ascertain what the nature of the culture of teaching and learning was. The erosion in a culture of teaching and learning is illustrated in Figure 1 on the basis of annual grade 12 results for the past four years in the Northern Province. Figure 2 will illustrate the erosion of culture of teaching and learning on the basis of annual grade 12 results in the Northern Province compared to other provinces of South Africa for 1998 academic year

FIG   1: GRADE 12 PASS RATES IN PERCENTAGE OF LEARNERS OF THE NORTHERN PROVINCE FOR THE YEARS 1995, 1996, 1997 AND 1998.

SUNDAY TIMES 1998: 10
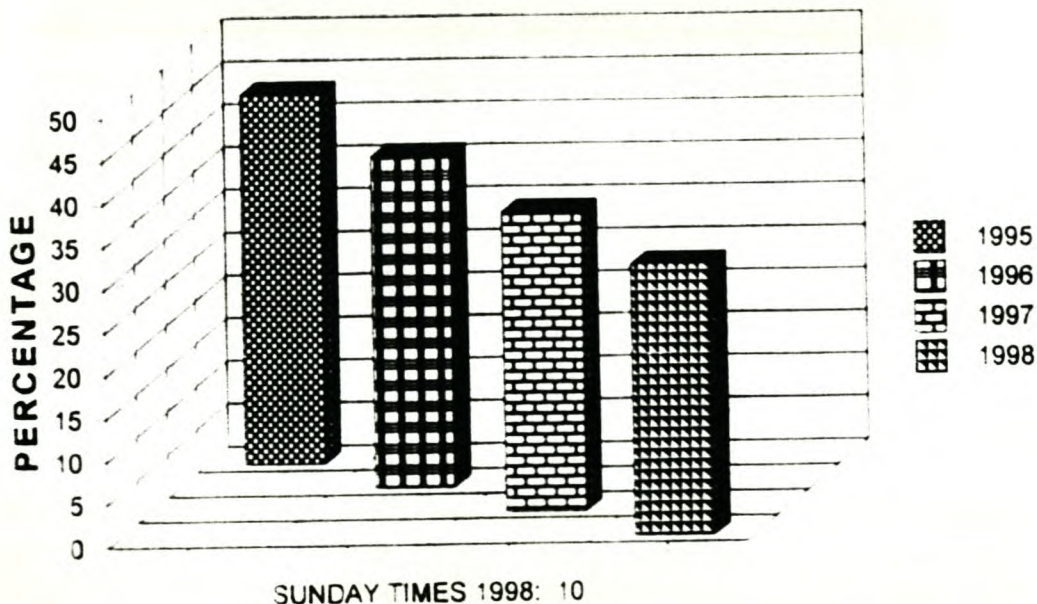
FIG 2: GRADE 12 PASS RATES IN PERCENTAGE OF LEARNERS OF THE NORTHERN PROVINCE COMPARED WITH OTHER PROVINCES OF SOUTH AFRICA FOR 1997 ACADEMIC YEAR

Legend:
- Western Cape
- Kwazulu Natal
- Gauteng
- Northern Cape
- Eastern Cape
- North West
- Mpumalanga
- Free State
- Northern province

Values: 54.2, 52.3, 82.1, 51.4, 31.2, 49.3, 41.2, 48.2, 47.1
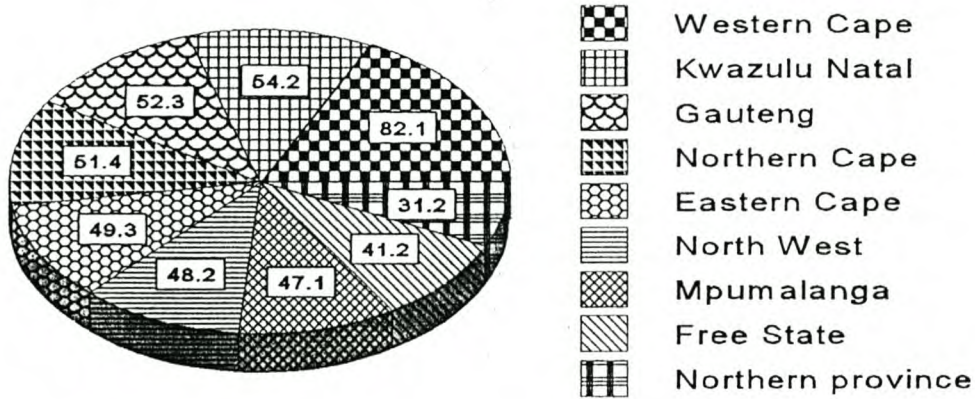
SUNDAY TIMES 1998: 10

FIG 3: GRADE 12 PASS RATES IN PERCENTAGE OF LEARNERS OF THE NORTHEN PROVINCE COMPARED WITH OTHER PROVINCES OF SOUTH FOR 1998 ACDEMIC YEAR

Legend:
- Western Cape
- Mpumalanga
- Eastern Cape
- Gauteng
- North West
- Northern Cape
- Kwazulu Natal
- Free State
- Northern Province

X-axis: W. Cape Mpum E. Cape Gauteng N. West N. Cape K. Natal F. State N.Prov
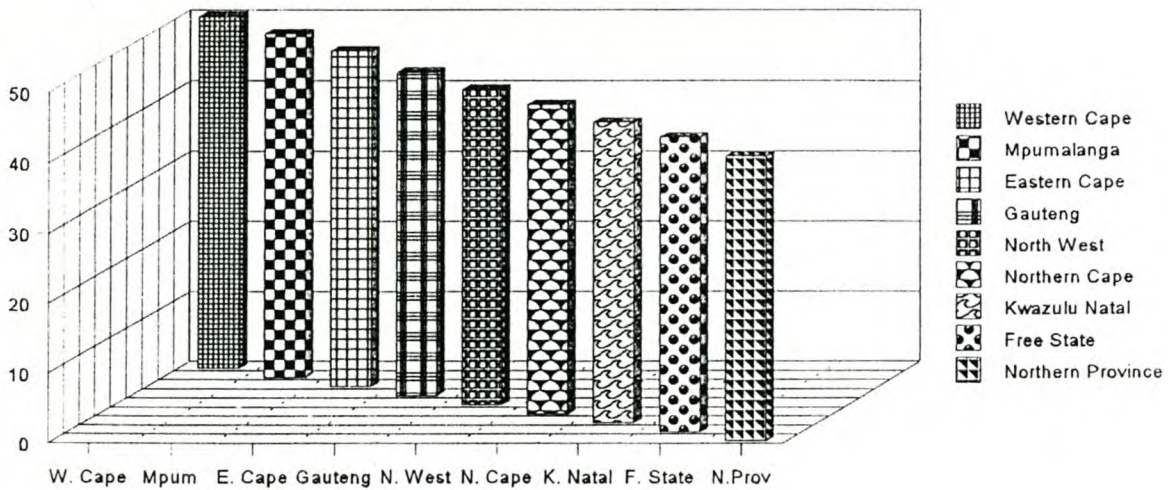
Sunday Times 1998: 10

In view of the above discussion and diagrams, it is evident that there is a serious problem in the Northern Province. Extra-ordinary measures are required to deal with this extra-ordinary situation.

3

Unless such measures are taken, the province will continue to ruin the future of its children. The seriousness of the issue can also be illustrated by the performance of each school in the Vuwani Inspection Area for 1998 academic year.

VUWANI INSPECTION AREA

FIG.4: GRADE 12 EXAMINATION STATISTICS

SCHOOL	NO. WROTE	M	%	S	%	TOTAL PASSED	PASS %	FAIL	FAIL %
RAMAUBA	167	5	2,99	39	23,35	44	26,3	123	73,65
TSHIPAKONI	152	2	1,32	27	17,76	29	19,1	123	80,92
VHUDZANI	44	1	2,27	4	9,09	5	11,4	39	88,64
SHONDONI	174	6	3,45	48	27,59	54	31,1	120	68,97
LWANDANI	130	2	1,54	44	33,85	46	35,4	84	64,62
RAMAANO	114	0	0,0	15	13,16	15	13,16	99	86,84

GRADE 12 EXAMINATION STATISTICS

	NO. WROTE	PASSED						FAILED	
		M	%	S	%	TOTAL	%	NUMBER	%
MALAMULELE	5386	364	6,8	1872	34,8	2236	41,5	3150	58,8
SEKGOSESE	3991	263	6,6	949	23,38	1212	30,4	2779	69,6
VUWANI	3679	329	8,9	1256	34,1	1585	43,1	2094	56,9

Legistalk 1999:14

4

Lemmer and Pretorius (1998: 39) further argue that this phenomena known as the collapse of the culture of teaching and learning is most striking in secondary schools. This collapse is characterised by:

- An absence of school going habits and values
- Loss of faith in the benefits and legitimacy of education on the part of the school community
- These schools are further characterised by:
  - a high failure rate
  - early school drop-out
  - lack of discipline
  - absenteeism
  - a low morale
  - anti-academic attitude among learners

Engle (1998: 2) pointed out that many of these schools are characterised by:

- an observable steady decline in the quality of educational standards and performance - the situation if left unchecked could have a devastating results for the education of our children.

- absence of general school discipline among learners and educators alike.
- General apathy by learners and educators.

1.3 AIMS AND OBJECTIVES OF THE RESEARCH

Research is a scientific and disciplined inquiry designed to produce knowledge and to improve educational practice (Schumacher and MacMillan 1993 : 2-4). This research will attempt to address the following issues:

- The identification of those elements in our education system in the Northern Province that have collapsed with a view of driving them deep into popular consciousness so that the society as a whole rallied around these elements i.e. discipline; hardwork; determination to succeed; mutual support and community

5

ownership.

- To conduct a literature study on the culture of teaching and learning.

- To examine school based factors that might impede the culture of teaching and learning

- To examine family based factors that might contribute towards the declining of the culture of teaching and learning.

- To provide guidelines for the restoration of the culture of teaching and learning.

- To examine the role of environmental factors in the erosion of the culture of teaching and learning.

- To give possible solutions to the problems. Special attention will be given to the role of the school, home and environment.

- To identify innovations that have been introduced to solve these problems and assess the degree of success and failure.

- To seek ways to transform dysfunctional schools to one that provide quality learning and teaching.

- To help education administrators in the Northern Province i.e. MEC's inspectors; teacher organisation, school managers; educators and parents to establish an effective program of action to restore the culture of teaching.

1.4   LIMITATION OF STUDY

The researcher wants to investigate factors that are contributing towards the lack of the culture of teaching and learning in schools in the Northern Province and also strategies for restoring this culture of teaching and learning. This is a broad topic to research. In order to make this research manageable to the researcher only the matters that are fundamentally connected with the problem will be taken into account. The researcher will also establish limits of the problem area within which the researcher will carry out his investigations.

The problem of the lack of the culture of teaching and learning in black schools is countrywide and to conduct investigations in the whole country would be impossible. For that reason, the researcher has selected "black schools" of the former Department of Education in the Northern

Province of South Africa. The area includes former Venda, Lebowa and Gazankulu.

Only secondary schools in these areas will be included in the research. Although the research will be taken from the above-mentioned areas only; it should be of great importance to all black schools throughout South Africa.

1.5   RESEARCH METHODOLOGY AND LIMITATIONS

1.5.1   LITERATURE STUDY

Because literature serves as a major resource to researchers as they plan, implement, interpret and reporting their research; a literature study from primary and secondary sources will be undertaken in order to determine the main problems behind the lack of the culture of teaching and learning; methods and techniques that can be used to solve educational problems in schools in the Northern Province. The aims of literature study according to Mertens and Mclaughlin (1995 : 9) is to:

- Help the researcher to construct a theoretical or conceptual framework.
- Get the information of what is known about the subject.
- Enable the researcher to know which procedures and instruments have proved useful and which seem less promising i.e. both the success and failures of the past work provide insight for designing one's own study (Ary et. al. 1979: 57).

From the findings of the literature study a standardised questionnaire will be structured to determine methods and techniques which may be used to try to solve educational problems in schools in the Northern Province.

1.5.2   STRUCTURED INTERVIEWS

According to Gordon (1989: 61) the procedure for structured interview is determined before hand. This type of interview may be compared to verbal questionnaires though it is more flexible,

7

except that the interviewer adheres to the working, questions and instructions. This approach eliminates to some extent the researcher's subjective judgement.

1.5.3 HERMENEUTIC METHOD

Hermeneutic method is a traditional scientific method of studying texts. The term "hermeneutic" is derived from the Greek work hermeneutic techno (expository art) from hermeneuin meaning to express; interpret or translate (Borg et al 1989 : 742. In the development of science, this method has grown into a theory of the understanding of main structure of meaning and eventually into a theory that regards "understanding" as a mode of being in human existence (ibid). Hermeneutic has therefore become a philosophical method of understanding reality. Methodologically, hermeneutic method concerns meanings and understanding and interpretation of meaning and also all that proceeds interpretation.

1.5.4 HISTORICAL RESEARCH METHOD

Historical research method involves a systematic collection and criticism of documents that describe past events (Borg et. al. 1989: 806).

Booyse (1989: 22) states that the past of education can only be laid bare by seeking answers to the questions arising from actual educational problems i.e. educational past examined with a view to finding solutions offered in the past of similar problems. By studying the past, historians hope to achieve a better understanding of the present institutions, practices and educational issues. The researcher will rely heavily on other researcher's, books, articles, journals and newspapers to get information on the origin and erosion of the culture of teaching and learning.

1.5.5 QUESTIONNAIRES

Questionnaires with structured questions will be drawn. The aim will be to elicit pertinent information from teachers, parents, learners and all stakeholders alike with a view of using such

information for the solution of the problem under investigation. A questionnaire with unstructured questions will also be drawn. These will be administered to the principals, teachers, learners and parent during interviews and survey.

1.5.6 QUALITATIVE AND QUANTITATIVE RESEARCH METHODS

According to Cook and Reinhardt (1979: 10) qualitative research method is concerned with understanding human behaviour from the actor's own frame of reference. In order to understand the people understudy, it would be necessary for the researcher to be immersed in that which is being investigated.

Because this study involves people, the researcher needs to be subjective; he will be closer to the data and therefore has an insider perspective. Quantitative research method on the other hand seeks the facts or causes of a social phenomenon under investigation with little or no regard for the subjective states of the individuals involved.

1.5.7 CASE STUDY METHOD

Case study research should represent fairly, the differing and conflicting viewpoints of the subjects involved in the research. Bearing this in mind, data analysis attempts to reflect the viewpoints of all actors in order to reveal a detailed and critical picture. Although this study focuses on specific schools the data was interpreted within a broader social, political and educational context. (EDU Report 1998: 17). The primary data-gathering instrument was a semi-structured interview questionnaire. This allowed the researcher to probe responses and re-order the questions to suit the interviewee. The data was recorded and the verbatim transcript analysed.

The educational endeavour of the school involves all sectors of the school community. These include parents, the principal and management staff and learners as well as the wider community that the school serves. All these stakeholders and role players affect one another and jointly shape the education discourse. Therefore interviews at schools were conducted with principals, teachers and learners. Unfortunately, the same questionnaire was used for all interviews regardless of

whether the respondent was a principal, teacher or learner and this limited the extent to which the data could be used to answer the research questions. Interviews were selected for a spread across gender and race. A content method of data analysis was used to analyse the transcript and this refers to summarising.

1.5.8 SURVEY RESEARCH METHOD

A survey is a structural questionnaire designed to elicit information about a specific aspect of a subject's behaviour. This is another method by which data on human behaviour is collected. In a survey, questions may be administered to participants by mail, telephone, or through a person-to-person interaction known as interview. Both questionnaires and interviews are commonly used as a means of collecting data. A questionnaire consists of written questions covering a number of questions related to the topic of interest. Some of the questions asked may be based on:

- facts - e.g. Are you a teacher by profession?
- past and present event - e.g. Have you ever considered becoming a teacher?
- feelings - e.g. How do you feel about the use of corporal punishment?
- attitudes - e.g. What is your attitude towards poverty?

The questions used in a questionnaire may be either open - or closed ended. In an open-ended questions, participants are free to respond to questions in any way they choose. For example, participants were asked for their views on the declining culture of teaching and learning in schools in the Northern Province. Answers to such questions were not uniform, and therefore differ from one person to another. In case of a close-ended questionnaire, answers are provided. For example, participants could be asked to answer 'Yes or 'No' to the question. Such answers also reflect facts and opinions accurately, but make no provision for divergent responses as open-ended questions do.

In an interview, as part of the survey method, the researcher talks directly to the person being interviewed by soliciting the kind of data required from participants. It is less uniform than a

questionnaire given that it is interactive, and new questions and clarifications may emerge from the interaction. Establishing a report in an interview is an important factor, as this will contribute towards trust and free expression of interviewee's views on the topic in question. Answers given in an interview have to be analysed carefully to determine their accuracy and truthfulness.

The researcher used this method because the advantages of survey as a research method are that the sample can be used as a basis for generalising and predicting what is likely to be observed in future on the basis of the current findings. In other words the sample also holds true for a larger populations. Another advantage is that it is less expensive than using entire populations for study.

1.6   CONCEPTUALISATION

1.6.1   Restore

According to Oxford Advanced Dictionary (1998:1001) to restore means to bring back into or reintroduce old customs i.e. to make will or normal again or to bring to a former conditions.

1.6.2   Culture of teaching and learning

The culture of teaching and learning refers to the attitude teachers and students have towards teaching and learning and the spirit of dedication and commitment in school which arises through the joint effort of school management; the input of teachers; the personal characteristics of learners, factors in the family life of learner; school related factors as well as societal factors (Smith and Schalekamp 1998 : 4).

1.7.   SEQUENCE OF THE STUDY

1.7.1   CHAPTER TWO

In this chapter the researcher focused the attention on a philosophical perspective on the culture

11

of teaching and learning. It is in this chapter that the broader view or conceptual analysis of the concepts "culture", 'teaching' and learning as they are used in various social and academic contexts are defined. Existing studies on the culture of teaching and learning are also provided. Moreover, attention was also drawn on modern and post-modern paradigms on teaching and learning. Thus is, new perspectives on teaching and learning in accordance with outcome based education are also dealt with.

1.7.2   CHAPTER THREE

This chapter focuses briefly on the historical perspective on the culture of teaching and learning with special reference to problems in traditional "black education". Various perception advances in the explanation of the gradual erosion of the culture of teaching and learning is examined. It has concentrated particularly on what led to the cultivation of the negative and disruptive culture that prevailed in a considerable number of schools. It has attempted to establish why and how the culture of teaching and learning was eroded in many schools. The implications of black resistance to Bantu education as the culture of teaching and learning were also examined. Comparison was also made between the culture of learning and teaching during pre-democratic era and the post-democratic era's culture of teaching and learning.

1.7.3   CHAPTER FOUR

Chapter four deals with multi-dimensional perspectives on factors contributing to the breakdown in a culture of teaching and learning. Here, the role of family as a unit in the promotion of a culture of learning and teaching was put under close scrutiny. Factors within the school as dysfunctional organisations are dealt with in this chapter. This chapter also focuses on the political impact on learning and teaching culture towards the erosion of a culture of teaching and learning.

1.7.4   CHAPTER FIVE

This Chapter focuses on the interpretation of data collected from different respondents.

1.7.5 CHAPTER SIX

Chapter six provides an evaluation of the research findings. Some solutions suggested by the Northern Province Department of Education were analysed. Recommendations for improving the culture of teaching and learning as well as suggestions for further research are listed under this chapter.

CHAPTER 2

A PHILOSOPHICAL PERSPECTIVE ON THE CULTURE OF TEACHING AND
LEARNING

CHAPTER TWO

A PHILOSOPHICAL PERSPECTIVE ON THE CULTURE OF TEACHING AND LEARNING

2.1   INTRODUCTION

The term "culture of learning and teaching" has entered South African popular discourse with an ease that belies its theoretical complexity. It accords well with common sense about what is going wrong in dysfunctional schools, perhaps because its meaning are so malleable (Christie, 1998: 285).

Geertz (1937: 17) argues that cultural analysis is primarily an interpretative activity best approached through thick description. Its subject's matter is social discourse and the informal logic of actual life and its principal task is gaining access to the conceptual world in which our subjects live.

Talking of the breakdown of the culture of learning and teaching should not in any sense be taken to mean the absence of a culture of learning and teaching in these school, what is implied, rather, is the development of a schools culture which is inimical to learning and teaching. It is also necessary to recognise that learning and teaching were of doubtful quality, particularly in black schools, under apartheid, well before the notion of a breakdown emerged; thus the restoration of a culture of learning and teaching, means, in fact, its transformation (Kallaway 1984:78).

In this chapter, a broader view or conceptual analysis of these concepts as they are used in various social and academic contexts will be used. Moreover, an attempt will also be made to provide existing studies on the culture of learning and teaching. On his formal launching of the culture of learning; teaching and service campaign, the former State President Mandela stated that it is the duty of teachers to teach; of pupils to learn and of public servants in the employment of the department to serve (Sowetan, January 1994: 4).

14

Professor Bhengu further said that it is now the joint responsibilities of all South Africans who have a stake in the education and training system to help build a just, equitable and quality system for all citizens with a common culture of discipline and commitment to teaching and learning because a culture of learning is a pre-condition for successful education and training (ibid).

2.2   Analysis of the concept "culture of learning and teaching".

2.2.1   The concept "culture"

According to Lemmer and Squelch (1993 : 23) the concept "culture" is frequently taken for granted and tend to be used in a very general and loose way - often merely associated with material goods and artefacts or with obvious visual aspects such as food and dress and is also defined in terms of a particular group's art, music and literature.

Earliest definitions of culture by Edward Taylor (1977: 17) define culture as "that complex whole which includes knowledge, beliefs, art, morals, law, custom and other capabilities acquired by men as a member of society".

Kluckhon further define culture as "the distinctive way of life of a group of people, their complete design of living". On the other hand Goodman et al define culture as a learned, socially transmitted heritage of artefacts, knowledge, beliefs and normative expectations that provides the members of a particular society with tools of coping with recurrent problems.

Geertz (1973: 14) argues that culture itself is not a social force with casual attributes ... culture is not a power, something to which social events, behaviours, institutions, or process can be causally attributed, it is a context, something within which they can be intelligibly - that is, thickly described.

"Culture" is a more complex phenomenon' it expresses the totality of what has been learnt, conceptually and experientially and how this processed and reproduced in society as a result of man-to-man and man-to-nature relationships. This totality includes a way of life, a worldview and

15

particular forms of social practices and sentiments. It includes the totality of behaviour acquired by society; its language, values and customs (Cross 1992: 181).

One of the strengths of examining "the breakdown of the culture of learning and teaching" in this approach is that attention is drawn to the complex texture of daily life in schools. To analyse this means to go beyond the general descriptors of the "list approach" to school failure. It means to work towards an account of the symbols and actions - the social discourse and informal logic that constitute the breakdown of the culture of learning and teaching and their meanings for those involved in the collective life of schools. Importantly, it is to recognise that culture is not the course of the problems inherent in dysfunctional schools, rather, it is the lived experience of them (Christie 1998: 285). Lemmer (1993: 11) further said that "culture" is a very complex human phenomenon, which does have a profound influence on teaching and learning.

From the above definitions, culture can be viewed as a composite of significant and interrelated factors, all of which have the significance for learning and teaching.

That is:

- cultures are processes of social and human interactions
- cultures embrace a body of knowledge
- cultures are dynamic, creative and continuos processes
- cultures are created by people
- cultures are continually modified with time
- cultures are shared and learned
- cultures influence the way people think, feel and behave (Christie 1998: 285)

There are cultural factors that influence teaching and learning, namely socialisation and social values

- **Socialisation** refers to the process whereby learner acquires the knowledge, values, language and social skills that enables him to become integrated to the society.
- **Social values** are abstract constraints - they are beliefs or ideals about how

16

individuals ought or ought not to behave (ibid)

2.2.2   The concept "learning"

According to Gagne et al. (1988: 46) learning is a change in human disposition or capabilities that persist over a period of time and is not simply ascribed to the process of growth. The kind of change called learning exhibits itself as a change in behaviour, and the inference of learning is made by comparing what behaviour was possible before the individual was placed in a learning situation and what behaviour can be exhibited after such treatment. The change may be, and often is, an increased capability for some type of performance. It may also be an altered disposition of the sort called attitude or interest or value (Brown 1991: 164).

Moreover, learning can be defined as a process by means of which knowledge, skills, ideals, habits are acquired, retained and utilised leading to the progressive modification of the learner's behaviour, conduct, ideals and attitude (The Free State Teacher 1997. Vol 87 No. 9).

According to McCaleb (1994: 25) learning may be defined as an interchange of ideas and experience that are to be shared. Gagne et al. (1988: 6) and Gerdes (1988: 71) described learning in terms of changes in behaviour brought about by experience. Learning is more effective when the learner is actively and intentionally involved with the learning process. Moreover, learning is more effective when there is willingness to become involved, cognitively, effectively and cursively. The greater the scope of involvement, the stronger the influence of the learning activity upon the self-concept. Interest, attitude and motivation are important to successful learning (Vrey 1984: 22).

Clarke (1996: 84) refers to learning as a process of discovery involving commitment and responsibilities and viewed it as a partnership between all those involved. Dalin et al. (1993 : 99) on the other hand described learning as the acquisition of social skills as well as cognitive development.

2.2.3   The concept "Teaching"

The concept "teaching" comprises the activities of the person who transmit the content (knowledge) as well as the active participation of the one who is learning (Stuart et al 1985: 4) Stuart further defines teaching as an activity which aims at presenting certain learning content to somebody else in such a way that person will learn something from it. Teaching does not occur incidentally in the vacuum. Teaching is dynamic, systematic, intentional and well founded. It is dynamic because it yield learning results; intentional in that it has educational aims; systematic in that it does not happen randomly and it is well founded because it is based upon definite guidelines and point of departure.

Teaching culture is the set of shared, taken-for-granted implicit assumptions that teachers holds and that determines how they perceives, thinks about and reacts to its organisational culture (Kreitner & Kinicki 1997 : 65). Creating a teaching culture means that:

-   teachers encourage the learners to learn and to present each one of them with the opportunity to develop his aptitude and talent to the full.

-   teachers must be responsible for engaging learners in formal curriculum activity as well as the policing of morals and values (Ingersoll 1993 : 99).

-   teachers must show a whole hearted commitment to their work.
    (Moodley 1987 : 7)

-   teachers must maintain discipline in and out of classes.

2.2.4   Modern and post-modern paradigm on learning and teaching

According to Sawada & Caley (1985 : 17) a post-modern paradigm provides the frame of reference for new ways of learning which depends on information:

-   representing a network of truth, beliefs and values.

-   based on a holistic scientific and technological approach

18

- resulting in a perception of the universe as a dynamic organism
- acknowledging sustainable development and progress
- emanating from a perception that humans are rational reconceived rational beings

New ideas emerge as the influence of the post-modernistic paradigm grows. Accordingly, the school is to be regarded as a dynamic institution; a living organism as expressed by new relations between teacher and learner and between school and society. The role of teachers as transmitters of knowledge should change to allow them to be facilitators or catalysts, thus providing scope for learners to involve themselves, as individuals and as part of a group, in actively advancing learning in general and also social objectives actively. In addition, as learners become more tolerant of one another, they are transformed in the process. Sawada and Caley (1985 : 18) explains:

"No longer can classroom be the scene of orderly "progress". All semblance of an assembly line will disappear. For educators who like a neat and tidy classroom, the price may be too high. For those who like to live as epistemologists sharing wonders of children becoming, the price will constitute a new lease on teaching".

- Ferguson's depiction of the modern and post-modern paradigms on teaching and learning (Sawada and Caley 1985:18).

MODERN PARADIGM	POST-MODERN PARADIGM

1. **Education**
   - A specific period (fixed time order)
2. **Learning**
   - Focus on product, a fixed destination
   - Priority on performance
3. **Teacher**
   - Imparts knowledge; transmission
4. **Thought**
   - Linear, left-brain thinking
   - Divergent thinking discouraged
5. **Classroom**
   - designed for efficiency
	1. **Education**
	   - A life-long process
	2. **Learning**
	   - Focus on process
	   - Priority, self-image generate performance
	3. **Teacher**
	   - Teacher is learner too, learning from students
	4. **Thought**
	   - Whole-brain education
	   - Divergent thinking encouraged
	5. **Classroom**
	   - dynamic learning environment

2.2.4.1 Learning and Outcome Based Education

Outcome Based Education is an approach that specifies the desired products of a learning programme, according to which planning has to be undertaken in order to realise these outcomes (Department of Education 1997: 4). Outcomes based learning implies that the learner should be able to know, to understand, to do and to become. This means that:

- Learners not only have to gain knowledge, but have to understand what they learn and must be able to develop appropriate skills, attitude and values during the learning process

- Learners become active participants in the learning process and have to take more responsibility for their own learning.

- Learners are given the opportunity to work at their own pace and in different ways according to their individual abilities and levels of development.

Teachers and learners focus on certain predetermined results or outcomes, which are to be achieved by the end of each learning process. These outcomes are determined by relevant real-life needs and ensure an integration of knowledge, competencies and orientations needed by learners to become thinking, competent and responsible future citizens.

2.2.4.2 The changing role of teachers and learners in outcome-based learning

The introduction of Outcome-Based Education and the new curriculum will have an influence on how teachers teach and how they should be trained. The question is, how this new system differ from the old one and what implications the change will have on teaching and learning.

The learner is recognised as a unique person with own capabilities and an own background, which might differ from others. Teachers should be aware that all learners could succeed with the correct guidance and support given by their teachers. Learners will have to be assisted to succeed at their individual pace. Moreover, learners are to become more active participants in the classroom. A more democratic atmosphere in the classroom and in the school will be needed to facilitate this. Learners will have to be given the opportunity to be creative and critical and to discover things for themselves. The aim of learning process will be to develop people who can communicate effectively, can solve problems with confidence and who are able to work with others. The focus will therefore be on the acquisition of skills.

The teacher's role is that of facilitating the learning process. Instead of just implementing centrally designed curricula, teachers will have the freedom to develop their own learning programmes based on guidelines provided by the education department. It will be expected of teachers to be nurturing and supporting and to be able to work in a team, as team teaching will become necessary. The teacher makes it possible for the learner to become aware of his potentials and his own relation to knowledge formation (Bushnell 1996: 4).

2.3   The concept of "Culture of teaching and learning"

According to Smith and Schalekamp (1997: 4) the term culture of teaching and learning refers

21

to the attitude teachers and learners have towards teaching and learning and the spirit of dedication and commitment in a school which arises through the joint effort of the school management; the input of teachers; the personal characteristics of learners; factors within the family life of the learners; school related factors as well as societal factors.

Engle (1998: 24) define the culture of learning and teaching as a systematic, managed and sustained joint effort by all stake holders in education (i.e. educators, learners, parents, community, teacher unions, business and the government) aimed at creating conditions for an environment conducive to teaching and learning, taking into account the context of that community. This involves the promotion of mutual trust and co-operation, commitment, interest, positive attitudes and self-discipline by all stakeholders.

2.3.1   Attitude towards learning and teaching

This refers to the attitude educators and learners have towards, or interest they show in the teaching and learning task in a school. Attitude towards learning and teaching can also be described as the teaching and learning climate in the classroom. Attitude towards learning and teaching climate also points to the "mood", aura, commitment or dedication with regard to the teaching and learning task in the school (Smith & Schalekamp 1997 : 4).

In the light of the above "a culture of learning and teaching" can be described as a teaching and learning climate, attitude and commitment towards learning in a school which inhibits or facilitates teaching and learning. The spirit of dedication and commitment of educators and learners refers to a personal pledge, engagement or undertaking of those involved, to the task at hand, i.e. for educators to educate in a competent professional manner and for learners to devote their time and energy to their schoolwork (ibid).

2.3.2   Personal characteristics of learners

According to Boya (1998 : 12) personal characteristics of learners refers to the intrinsic characteristics of a learner as his attitude and motivation to study, his value that influence learning,

his intellectual abilities as well as emotional make up including things such as self-discipline and willpower to study regularly.

2.3.3 Family factors

This refers to factors in the home environment of the learner, for example, poverty, poor living conditions, literacy of parents, family values and composition of the family. These factors have a direct influence on the learner and influence the culture of learning (Smith & Schalekamp 1997: 5.)

2.3.4 School-related factors

School related factors with an influence on the culture of teaching and learning include aspects such as classroom climate and management, the professional conduct of the educators, leadership of the principal, discipline and general school climate (ibid).

2.3.5 Societal factors

Societal factors refers to the macro-factors namely economic, demographic, socio-cultural, technological and political factors which have a direct or indirect influence on the community, the school, the learner, the family and the educator.

2.3.6 Restoring a culture of teaching and learning

Restoring a culture of teaching and learning is bringing back the conditions and discipline of compulsory schooling to bear on educators and learners - conditions like regular attendance, punctuality and the acceptance of authority. In short, a culture that promotes collaboration, trust, the taking of risks and a focus on continuous learning for learners and adults (Engle 1998 : 24).

Thus the restoration of a culture of teaching and learning involves the creation of a culture of accountability. This means the development of a common purpose or mission among learners,

educators, principals and governing bodies, with clear, mutually agreed and understood responsibilities, and lines of co-operation and accountability

2.4 South Africa's perception of the culture of teaching and learning.

The former President Nelson Mandela formally launched the culture of learning, teaching and service campaign in February 1997. The project became known as COLTS. The government has recognised that the legacy of the past has created a climate in schools and other centres of learning, which is not conducive to effective learning and teaching. To address this the Ministry of Education launched the Culture of Learning, Teaching and Service campaign. The campaign is aimed at improving the culture and ethos in all centres of learning by building a positive perception of education and by improving conditions in schools (Department of Education 1997: 40).

Goals of COLTS include among others the fact that all teachers and pupils component, which requires that teachers teach a full day, a full five day week and a full term; that they prepare for their classes and mark all their students' work; that learners attend school for a full day, a five day week and full term and that they complete all their homeworks and assignments. Secondly schools must be made to work for the community and must allow governing bodies to be elected-and be working, receive help in building capacity, dedicate themselves to the improvement of learning, actively support the all teachers and all learners principle and that governing bodies commit themselves to care for and improve their schools. (Sowetan January 1994: 4).

President Thabo Mbeki supported his ex-president by saying that his government wanted to restore the culture of learning and teaching through the provision of an education system that is safe, creative; innovative and disciplined, with the aim of developing a healthy society. COLTS is based on five pillars affecting all members of school communities; encouraging all teachers and learners to commit themselves to teaching and learning. Other pillars feature the governments commitment to provide essential resources to make meaningful learning possible; the democratic elections and proper training of school governing bodies who should work in association with their communities, and banning of dangerous weapons, drugs and violent behaviour in schools.

The Minister of Education Professor Kader Asmal in an article South African education in crisis'(Sowetan September 1999:2) says:" "To say there is a crisis at every level of South Africa's education is no exaggeration". According to him poor communities, particularly rural black communities continues to bear the brunt of rampant inequalities. Teacher morale is dangerously and unacceptable low .... there are obvious and inexcusable failures of governance and management ... many of our learning site is plagued by a constant threat of violence. Many incidents provided grim testimony to fear of violence. Young girls, particularly and lady teachers faces harassment of the worst kind and the human rights and dignity of learners are being undermined. Their right to learning to nurturing and development is being compromised. It is therefore our non-negotiable intention to make our schools the centres of community life, havens of peace and not places of violence and conflict

2.5   CONCLUSION

A conceptual analysis of the concept "culture of teaching and learning" has revealed many factors, which has an influence on learning and teaching process. Example of such factors includes among other things: personal characteristics of learners; school-related factors, family factors, societal factors and attitude towards teaching and learning. All these factors are interrelated and have a strong influence on the culture of teaching and learning.

The culture of teaching and learning in our schools need to be promoted as the creation of culture of learning and teaching has become the government's priority. The COLT campaign initiated by the government aims at stimulating the interest of teachers and learners to take education as serious and helpful. It is the responsibility of the teacher to develop confidence of learners in the classroom so that they could have faith in their ability to engage themselves in purposeful learning activities (Chalkline 1997: 2).

CHAPTER THREE

HISTORICAL PERSPECTIVE ON THE CULTURE OF TEACHING AND
LEARNING (Focus on problems in traditional black education)

CHAPTER THREE

HISTORICAL PERSPECTIVE ON THE CULTURE OF TEACHING AND LEARNING

3.1   INTRODUCTION

A prominent and problematical legacy of pre-democratic education, which requires transformation, is the poor functioning of a large number of previously black schools. These schools, generally secondary schools located in rural and disrupted communities, share a number of common features which include:

- disputed and disrupted authority relations between principals, teachers and learners
- sporadic and broken attendance by learners and educators
- poor school results
- conflict and often violence in and around schools
- vandalism, criminality, gangsterism and substance abuse
- school facilities in a generally poor state of repair (Christie 1998: 283).

Masitsa (1995: 94) further argues that the political and social instability that existed in our country led to a crisis in education. Historically, this crisis has been characterised and intensified by widespread political unrest, which in turn eroded the culture of teaching and learning. Such political unrest were expressed through learners, educators, parents, civics, political organisations and the educator's struggle against the so-called Bantu education, as Christie (1992: 48) said: "The rejection of the inferior state of education system has brought with it, in many instances, an alienation from learning and education in general and a generation of learners with little and poor employment prospect".

This alienation manifests itself in learners blaming themselves for poor school performance, (Simon 1991: 588) unstained school attendance, dropping out due to pregnancy, drug abuse, gang formation, (Christie 1992: 4) breaking and burning of schools and a high failure rate. He further

26

states that, schools are dirty defaced and school property is being looted by the very learners these schools are meant for. The language, dress and general behaviour of the learners is appalling. Schoolwork is poorly executed or not done at all (Mungazi 1991: 88).

This chapter will focus on the influence of Apartheid education; People's Education and black resistance has on the current culture of teaching and learning.

3.2   Concepts' clarification

3.2.1   Bantu Education

According to Cosser (1991: 13) Bantu Education refers to an inferior and oppressive system of formal education designed for Africans by the National Party government and was introduced in 1953. The ideology upon which it was based stressed white supremacy.

In 1948 the National Party came to power. The new government was confronted by the growing need for black education and appointed the Eiselen commission to investigate the situation. The commission made a thorough, scientific study of the condition and problems of black education (Van der Walt et al 1987: 28) and the Eiselen report appeared in 1951. The report formed the basis for a new education system for blacks-a system providing for culturally based education, which would at the same time, is identical with that of whites. The commission recommended that black education be centralised and the status of blacks enhanced, not by replacing black culture with a western culture, but by allowing black communities to flourish in their own way, each with its own culture. The recommendations of the Eiselen commissions became to a considerable extent the blueprint for the government's subsequent black education policy, and on October 1953 the Bantu Education Act was promulgated (Leonie 1965 : 164).

In accordance with the provisions of the Bantu Education Act a separate government department headed by a minister was established; it would control and administer black education throughout the country. In terms of the recommendations of the Eiselen commission six ethnically homogenous regions were delimited to facilitate effective organisation and administration, and a regional director was appointed. The Department of Bantu Education included among its stated

27

aims:

- to make every black school an integral part of the community it was to serve.
- not to alienate black people from their own cultures and values.
- to introduce blacks to Christian doctrine and values.
- to teach all blacks to read and write (Coetzee 1983 : 478).

At the same time blacks were expected to take the initiative themselves and erect new schools; they should also accept ever more responsibility for the financing, administration, maintenance, and expansion of their own schools. Great emphasis was laid on the training of satisfactory black teachers who would be able to teach children in their mother tongue (Ibid).

From 1954 onwards, black education in South Africa has been primarily controlled by the government in terms of the policy of apartheid (ethnic segregation or separate development) (Rose 1980: 41). The aims of this policy were the maintenance of the whites' cultural and social way of life and the protection or entrenchment of their national integrity in the face of a common mass of numerically stronger and genuinely varied black people without excluding these people's rightful national aspirations. For that reason the objectives were separate, systematic and balanced development of whites and blacks in their respective national groups of equal dignity, each one based in its own geographical homeland (Rhoodie 1988 : 59). Although some opponents of the 1953 education policy claim that the government's aim was to provide black with an inferior sort of education which would equip them only to be "hewers of wood and drawers of water". Jones (Rhoodie 1970 : 41) is of the opinion that historical date indicate that this can be dismissed as a gross and erroneous generalisation.

In order to achieve the objectives of the Bantu Education Act, the government concentrated on four issues throughout:

- the elimination (or at least the regulation) of all contact situations between whites and black which might disturb race relations.
- the prevention of any form of racial integration
- the institution of preventive measures directed at any extra parliamentary and/or revolutionary movement which had as its objectives the overthrow or

28

subversion of white sovereignty.

-       the socio-economic and political upliftment of black people.

In view of this one can understand why the government proceeded to promulgate and implement the Bantu Education Act in spite of dissatisfaction. The government was committed to promoting the material and spiritual welfare of blacks, amongst other things by means of formal education (Rhoodie 1988 : 56). Furthermore even opponents of black education admit that the Bantu Education Act of 1953 brought about far-reaching changes in the theory and practice of education for blacks which were largely to their advantage. More black children were for instance enabled to receive education, more schools were built and various black universities were founded. Black increasingly enjoyed more responsibility for and says in their own education, especially in the independent and self-governing regions, and more and more blacks were appointed to top management positions in education (Msomi 1978 : 136).

3.2.2   People's Education

This is a popular system of formal and informal education based on the principles of equality, democracy and black liberation. This education movement and the educational content it espouses have been shaped by resistance politics in South Africa and by an attempt to restructure the existing education system (ibid). On the 28th and 29th December 1985 the First National Consultative Conference NFCC) was held of which the official theme was "People's Education for People's Power" (Unterhalter & Pampallis 1990 : 31)

The FNCC aroused great interest among blacks and the conference was attended by representatives of some 160 different organisations, some concerned with education and others simply taking an interest (City Press, 15 June 1986). The conference officially distanced itself from the school boycotts and considered ways in which black schools could be transformed into vehicles for political liberation. The FNCC was therefore characterised by a shift from the politics of protest to the politics of confrontation in education (Maphai 1988 : 8). A very interesting point is that the term "People's Education" was used for the first time during the FNCC. The speeches made at the conference provide a good idea of what People's Education involves.

29

The opening address was given by Smangaliso Mkatshwa who was by then the general secretary of the South African Catholic Bishop's Conference. His position was that South Africa, like other capitalist countries, is characterised by those who possess everything - the oppressors - and those who serve them - the workers, the labourers, the oppressed. In his opinion however South Africa differs from other countries in that the workers, especially the "African majority" have been the victims of "national political oppression"(Soweto Parents' Crisis Committee 1986: 5). Blacks must therefore be incited to strive for a national democratic society; this means a struggle for socialism. According to Mkatshwa the forces of democracy in South Africa had already achieved considerable success in that the country was in many respects ungovernable by 1985. He concluded that over a period black resistance had taken the form of a national democratic struggle and that the FNCC would have to take a democratic decision about how the struggle should be continued after the conference. He ended by calling on delegates to consider a strategy for changes to education in 1986 (Ibid).

The second main speaker, Lulu Johnson (President of the Congress of South African Students) took the position that education in South Africa was being abused by the government in order to keep the bosses and the workers in their respective positions and to promote capitalist values. He assured black parents that the resistance action by learners were part of the struggle to oppose this malapplication of education. He envisaged the activities of the democratic alternatives increasing to such an extent that there would shortly be a delicate balance of power between the government and the alternative resistance organisations, and that then the balance would soon swing in the favour of the oppressed.

Johnson saw education as primarily an ideological issue, and the sort of education system, which the people were striving for, could not be realised in an apartheid system. It was therefore the long-term objective of the people to destroy the existing system entirely and replace it with another. He saw black education as already beyond the control of the government; this was a concrete example of People's Power. Johnson ended with an appeal to delegates to consider ways in which the facilities of the existing education structure could be used to promote the aims of the democratic forces (South African Institute of Race Relations 1988: 395).

The last of the main speakers at the FNCC was Desmond Tutu, Anglican Archbishop of the Cape Town. He opposed the continuation of a pupils and students boycotts and pointed out that education renewal strategies should not be so rigid and enjoy so much attention that the objectives would later to be lost sight of. Archbishop Tutu proposed that the government should be confronted with a list of demands and given three months to comply with them. Furthermore, a committee should be appointed to plan and compile new curricula for New South African education system, and means should be considered of putting more pressure on the government to move away from the policy of providing education on an ethnic basis (Soweto Parents' Crisis Committee 1986: 20). During discussion time considerable attention was given to the concept of People's Education (University of Western Cape 1987b). People's Education was announced as a totally new kind of education, which should be offered to all inhabitants of South Africa. It was described as education enabling the oppressed to identify the evils of separate development and preparing them for participation in a non-racial, democratic political system (South African Institute of Race Relations 1988: 395).

By the end of the conference eleven resolutions connected with People's Education for People's Power had been formulated and emphasised the particular importance of co-operation between parents, teachers and learners and restoring the culture of teaching and learning (De Waal 1989: 517).

According to Resolution 9 (University of Western Cape 1987a: 29), People's Education is: education that

- enables the oppressed to understand the evils of the Apartheid system and prepare them for participation in a non-racial, democratic system
- eliminates capitalist norms of competition, individualism and stunted intellectual development and replaces it with one that encourages collective input and active participation by all, as well as stimulating critical thinking and analysis.
- eliminates illiteracy, ignorance and exploitation of one person by another.
- equips and trains all sectors of our people to participate actively and creatively in the struggle to attain people's power in order to establish a non-racial

31

democratic South Africa.

- allows students, parents, teachers and workers to be mobilised into appropriate organisational structures which enable them to enhance the struggle for people's power and to participate actively in the initiation and management of people's education in all its forms.

- enables workers to resist exploitation and oppression at their work place".

Resolution 10 was intended to make this a reality; its final section (University of the Western Cape 1987a: 29) says:

- that the recommendations of the commission on people's education be referred to the incoming committee for use as a guideline for the formulation of programs to promote people's education at all levels.

- that all-local, regional and national structures mobilise the necessary human and material resources in the first instance from within the communities and regions and then from other sources.

Although the most important objectives of People's Education were formulated in the ninth resolution and strategy to make it a reality in the tenth, the FNCC failed to define People's Education clearly and completely. However, what is clear from the resolutions is that People's Education was a resistance action opposing the existing political and education system and that it was intended to be used deliberately and systematically as an instrument of change (Van der Walt et al 1987 : 46).

On 2 February 1990 the State President F.W. de Klerk announced at the opening of parliament that the ban, in effect since the early sixties on the African National Congress; Pan African Congress and the South African Communist Party would be lifted, that the current media and education emergency regulations would be completely scrapped.

The political breakthroughs which were made on and after 2 February did not however defuse the conflict situation in black education (South African, October/November 1990 : 4) Black Youths took an increasing part in protest marches, boycotts and sit-ins and the discipline in black

education took on disconcerting proportions (South African 1991 : 7). A particular feature of the renewed schools unrest was the extent to which teachers became the targets of resistance actions. These conflicts were not however a repeat of the earlier ones. Before 2 February 1990 two immovable power blocks were involved in confrontation - the "people" and the state. The sense of cohesion which had arisen over the years among resistance organisations consequently began to crumble and new internal conflicts arose with particular implications for the People's Education (South African October/November 1990:4).

To conclude, People's Education means different things to different people, but all the definitions of it have two things in common: it represents a radical break with the provision of segregated or so-called 'apartheid education" (Kruss 1988: 19) and it serves as an emotional symbol and a motivational force for everyone opposed to the existing political and education system (Education for affirmation 1988: 55). People's education starts from the premise that education and politics are inseparable and that the struggle for an alternative education system cannot therefore be separated from the struggle for a non-racial, democratic South Africa (University of Western Cape 1988: 1). People's Education for People's Power therefore simultaneously points to a political strategy and an educational strategy. By means of People's Education the masses are mobilised and organised in the interests of the political objectives (Kruss 1988 : 19), and the educational aspects of People's Education are largely observed by its political, revolutionary and propagandistic aspects (Van der Walt 1988 : 6).

3.3   Resistance to Black Education

The promulgation and implementation of the Bantu Education Act was greeted on one hand with approbation and on the other with varying degrees of oppositions and protest actions (Mothlabi 1986 : 20; Davis 1972 : 23; Lodge 1985 : 114). The strongest and most significant opposition to Bantu Education Act came from certain black interest groups. Some put their personal misgivings into writing in order to incite other blacks to protest. Others organized congress to win support for their condemnation of black education (Kallaway 1984 : 270). The most serious forms of protest were the school boycotts and learner's riots, which some black political organisations organised in various areas.

In South Africa, education has become a highly political activity. Education was formally politicised with the introduction of Bantu Education Act of 1953; a system designed to exclude the black population from mainstream of political, social and economic life. According to Mcgregor (1992: 30) the absence of adequate constitutional structures made education a political and ideological battlefield. Blacks wanted to use education as a political tool of defeating the unwanted government. Education was regarded as part of the social structure that should cooperate in fighting the enemy.

The 1976 uprisings aimed at resisting Afrikaans, as a medium of instruction became a turning point in the history of South Africa's education. Although the government tried to quell the protests with all resources at disposal, all was not well in black education; that is, black education was in a serious crisis. According to Sonn (1994: 4) educational institutions such as secondary schools; colleges and universities were caught in the middle of raging political battles. Vigorous campaigns launched by the progressive organisations urging pupils to go back to school were interpreted by the government as a return to normality. This was a real misconception on the part of the government because deep-seated problems which have ravaged education throughout history such as the lack of resources; high failure rate, lack of discipline among learners remained unsolved.

Teachers and learners who were once politically inactive especially before the 1976 uprisings started to be exposed to different political ideologies. Effective teaching and learning was totally affected by the ideological differences in existence. According to Hirson (1979 : 185) an unprecedented wave of violence resistance and unrest broke out and rapidly covering the country. Strikes, school boycotts and consumer boycotts were the order of the day (Grobler 1988: 172). Since then Black education has been one of the focal points of unrest and disruptions. It culminated into nearly a total collapse of a culture of teaching and learning (Masitsa 1995 : 92).

Radical organisations selected Black education as one of their battles grounds in their attempt to disrupt the existing political order in South Africa (Bureau for information 1998: 502). Politicisation of education resulted in school boycotts often for reasons, which had no relation to education whatsoever (Schoeman 1984 : 6). Many secondary schools were turned into centres

for political indoctrination and in the mean time the education of learners was suffering. Louw (1992: 15) further said that the conditions in these schools were exploited by means of shortsighted slogans like "liberation now and education later" (Ibid). There was a serious disruption of teaching and learning in schools. Each group of persons submitted its own demands although the demands were similar in any case and intimidation was a serious lever in the disruption of education (Bureau for Information 1988: 503).

The infallible slogan of "liberation before education" was criticised by teacher organisations. Tuata perceived the boycott tactic as self-defeating strategy on the part of the learners. Teachers on the other hand regarded boycotts and strikes as measures adopted to force the government to address their demands. Although teachers employed the boycott tactics, they also agreed that they would "catch up" for time lost. Protest actions by teachers are not bad if teachers organise extra-evening classes during the week or on Saturdays (Learn and Teach May 1993: 9). The breakdown in a culture of teaching and learning was worsened with the declaration of schools as "no go areas" for education officials. Communication between schools and the department was through the use of impersonal circulars. Youth participation in the struggle for liberation harmed the culture of learning. Learners, through their political organisations and associations started to fight the classroom authority. According to Alexander (1990: 26) education and liberation were seen to be clearly related. Learners became political tools, because they were being used and when they have served their purpose, are thrown to the wolves.

3.4 The implications of black resistance to Bantu education on the culture of teaching and learning

3.4.1 Influence on learners

As a results of class boycotts and disruptions, Masitsa (1995: 94) pointed out that a profound disrespect prevailed amongst learners in many schools. Learners became unruly, aggressive, disobedient and rude towards their teachers and parents. This disrespect created barriers between learners and parents in the community. Learners arrive late at school and left for home before the end of school day. Some would go to school and not attend lessons. Absenteeism and truancy

were rife and many pupils often refused to do exercises and to write tests; learners also took part in repeated protest marches, stay away, boycotts and sit-ins at any time of the school day. Under such conditions, the culture of teaching and learning could hardly take place.

Nxumalo (1993: 55) also pointed out that lack of discipline and moral are severe barriers to effective learning and teaching. It was evident that the system of values that presupposes order, discipline and acceptance of authority had been widely destroyed. A new system of licentiousness had obviously taken hold (Louw 1991: 23). Notable in many schools was that the culture of teaching and learning was missing.

The disruption of black education had a very serious and sometimes lasting repercussions. Because of continued disruptions, learners could not complete the syllabuses of the subjects they did at school and this led to the deterioration of the culture of teaching learning. That is, learners were promoted easily to the next classes each year and this resulted in pupil's findings it difficult to pass final matric examinations (Louw 1990 : 56).

Serious and incalculable damage was done to the personality development of learners. The fact that some teachers were bad role models for learners to identify with aggravated matters. The learner's potentials were not properly developed and utilised. Learners were often discouraged to actualise their potentials to the full. Consequently, many of them became pessimistic about their future and left school. The school lost respect in the eyes of the learners and community as its moral tone and performance declined; and most importantly, the culture of learning was seriously eroded (Louw 1990 : 56; Louw 1991; 21-23; Nxumalo 199 : 56).

Gaddy (1998: 497) further stated that the incidents such as chasing away of teachers and principals; damaging of school buildings and equipment's, defying teachers prove conclusively that there was no culture of learning in schools.

3.4.2 Influence on educators

Discipline among educators deteriorated since the inception of the South African Democratic

36

Teachers' Union (SADTU) in 1990 (Louw 1991: 19). Teachers took part in numerous defiance campaigns against the department, which were organised by SADTU. The defiance campaign was in the form of "chalk-downs, stay-away, boycotts, demonstrations, protest marches and sit-ins".

Many teachers were guilty of absenteeism, late coming; irregular attendance; lack of commitment in doing their work and going to school not fully prepared for their work (Nxumalo 1993: 55). Any disciplinary step taken by the department against the teacher was followed by a "stay away" action of teachers and learners. This made it highly difficult for the department to take any punitive action against teachers. Moreover, teachers prevented inspectors, subject advisors and other officials of the department from visiting schools (Louw 1991: 23).

The continuing unrest in many schools created a climate, which led to the disruption of already limited facilities on large scales. School buildings were destroyed and equipment's damaged. Learners grievances sometimes resulted in the burning of schools, books and stationery (Fourie (1986: 68).

3.5 Government's efforts to restore the culture of teaching and learning

The government did not allow the disruptive situation in schools to prevail indefinitely. Although the restoration of the culture of learning and teaching demanded the wholehearted co-operation of the entire educational leadership, learners, parents and community, it was first and foremost the department's responsibilities. The department spent much time and energy attempting to reduce unrest (Louw 1990: 6).

The department strove for the achievement of having the teacher's dedication towards their profession, a positive attitude towards attendance and study on the part of the learners, parental involvement in education, guidance and the development of learners. Furthermore, the department demonstrated its willingness to discuss matters, to listen to grievances and complains and to accede to reasonable and realistic requests (Louw 1990: 62; Louw 1991: 191; Olivier 1991: 28).

37

Fourie (1986: 68) further stated that the department increased, promoted and maintained communication with parents, community structures and political organisations with a view to get their co-operation and support.

3.6 The culture of teaching and learning in the Northern Province: Historical review

According to Brown (1991: 215) the general problems of education identified by Soweto residents - of discrimination, inequality and under funding were also evident amongst residents living under the homeland government of the Northern Province. The banning of student representatives had caused strikes and disruptions in schools.

Brown (1991:215) further states that the physical state of schools, especially community schools, was said to be very poor. Classes are overcrowded which makes it difficult for teachers to teach and for learners to concentrate.

The lack of a culture of teaching and learning was attributed to much the same factors as in Soweto, including political exclusions though not violence and threats of violence. (Ibid). Some of the problems experienced include the following:

- Lack of resources
- Overcrowded classrooms
- Demoralised teachers
- Lack of discipline amongst learners and educators
- High matriculation failure rates (The Teacher, January 1995: 4).

3.6.1 Educational crisis and matriculation results

Matric examination results as from 1990 indicated that the teacher's strikes had a considerable impact on learner's performance. Results showed a low pass rate at schools where disruptions were high (Olivier 1991a: 4).

Other factors that had influence on the matric results according to Olivier (1991a:5) were the following:

- Many teachers had not covered the entire syllabus
- The rapid increase in the number of learners which placed enormous pressure on the resources of the education system.
- Continuous disruption over several years at many schools had seriously hampered the provision of proper education.
- At many schools the culture of hard work and study had ceased to exist.

Van der Walt & Kruger (1991 : 19-20) further stated that the followings as reasons for poor matric results

- * learners preoccupation with politics and the problem of intimidation
- * insurbodination of learners
- * unsatisfactory teacher-pupil ratio
- * condoning occurs from grade 1 to grade 12
- * irresponsible actions by heads of schools
- * lack of completion of relevant syllabi for the school-leaving certificate
- * poor facilities, furniture and textbooks
- * questionable competence and qualification of some teachers
- * non-punctuality and absenteeism of both learners and educators
- * attitude and commitment of educators

The above indicates that there is an element of irresponsibility on the part of school principal, learners and parents in black schools as Lungu (1983) said that a big problem in black schools is the total lack of responsibility on the part of school managers (DET 1990 : 16).

3.6.2 The culture of teaching and learning after 1994

According to Boya (1998 : 2) the culture of teaching and learning in the Northern Province continued to decline year after year since 1994(see figure 2 and 3 in paragraph 1.2 for statistics). He further stated the following aspects as contributing factor towards the declining of the culture

39

of teaching and learning:

- school rules are constantly undermined by educators, learners and even parents

- learners and educators come and go as they please.

- Absenteeism is the order of the day among learners and educators.

- Educators visit their classes only when they feel like.

- Learners display rudeness and abusive language to educators and show little interest in learning.

- There are educators who do not prepare their lessons - they go to classes unprepared and say nothing useful to learners.

- Educators and learners boycott classes in the name of freedom and democracy go hand in hand with accountability and responsibility.

- Some educators care less that their learners are failing - that their learners could not even express themselves, either in writing or orally.

- Principal is also fearful of learners, educators and parents.

- Parents are unwilling and uninterested in participating in school activities and in their childrens work.

- School governing bodies are occupied with factional fights and political agendas etc.

- According to Legistalk (1998: 10) there are some significant problems, which affect the culture of teaching and learning in the province. These include among others:

  - late delivery of textbooks

  - poorly equipped schools

  - lack of qualified educators

  - high pupil-teacher ratio

  - shortage of educators

  - shortage of textbooks.

The decline in matric exemption over the past four years is a disturbing indicator that the quality of education delivery across the board is dropping. The rate of learners who obtain matric exemption has dropped from 18% to 12% in the past five years and possibilities are high that the

trend may continue (The Teacher, October 1999: 8). The rationalisation of teachers and redeployment process are viewed as partly responsible for the drop in pass rate in schools. Redeployment has led some of these schools losing experienced teachers at the most senior level. This has a direct affect on the culture of teaching and learning.

3.6.3 Government's efforts to restore the culture of teaching and learning

The Northern Province Department of Education took some steps in an effort to restore the culture of teaching and learning. This include:

- to change the quarterly system for a semester programme. This means schools will close in June and December only as from the year 2000.
- the identification of schools that performed badly in previous year's examinations and paying special attention to improving teaching and learning in such schools.
- trial examinations at provincial; district and school level to test learners's level of preparedness ahead of the final examinations.
- the introduction of common examination for grade nine and grade eleven learners.
- the training of matric teachers to know what is expected of them.
- more realism among learners about the grades in which they should write their subjects.
- special provision in the calculation of marks of learners who had to answer papers in a non-language subjects in their second or third language.
- Extra-lessons for learners during school holidays and on Saturdays.
- Improved stability and discipline in schools.

3.7 CONCLUSION

In conclusion, there is no doubt that the learner's poor performance and general behaviour was a true reflection of the situation that prevailed in schools. Their results were undoubtedly indicative of the culture that prevailed and had taken root at their schools. As a results of massive

matric failure, many learners developed a negative attitude towards school.

Black education was characterised by serious inadequacies and inequalities of resources and facilities. This situation developed as results of insufficient funding of black education. The shortage of resources and facilities was aggravated by the fact that learners used to damage or destroy school buildings during school unrest, and many textbooks loaned to them were not returned at the end of each year.

From the mid-eighties up to the nineties, the black secondary schools became a cause for grave concern - not only to the department, but also to all who had interest in education. Many schools were characterised by the lack of discipline, disorder, disrespect for authority and lawlessness and in this process, proper teaching and learning were hampered.

It is, however, of the utmost importance to note that no one single factor can be identified as the major or sole reason for the problems in the lack of a culture of teaching and learning in black schools, and that apartheid is being used as a scapegoat for all wrongs. It is perhaps time for South Africans to stop the popular "blame apartheid" bandwagon, and heed the words of the Nobel peace prize winner, Desmond Tutu, who stated that apartheid cannot be held as an alibi for every wrong in South Africa (Annon 1991b:2).

CHAPTER FOUR

A MULTI-DIMENSIONAL PERSPECTIVE ON FACTORS CONTRIBUTING
TOWARDS THE DECLINING OF A CULTURE OF TEACHING AND LEARNING

CHAPTER 4

A MULTI-DIMENSIONAL PERSPECTIVE ON FACTORS CONTRIBUTING TOWARDS THE DECLINING OF A CULTURE OF TEACHING AND LEARNING

4.1.   INTRODUCTION

It has been asserted that there are certain factors within the learner, and within the centre of learning, within the education system and within the broader social, economic and political context which negatively influence the breakdown of the culture of teaching and learning. These barriers manifest themselves in different ways and only become obvious when learning breakdown occurs, when learners "drop out" of the system or when the excluded become visible. Sometimes it is possible to identify permanent barriers in the learner or the system, which can be addressed through enabling mechanisms and processes. However, barriers may also arise during the learning process and are seen as transitory in nature (Department of Education 1997:12).

The relationship between provision of education and socio-economic conditions in any society must be recognized. Effective learning is fundamentally influenced by the availability of educational resources to meet the needs of any society. It is only by focusing on the nature of these causes, what causes them and how they manifest themselves, that we can begin to address problems of learning and teaching breakdown. Most importantly, it is only by focusing on them in this way that we can begin to identify the components of the education system which must be present and supported if quality education is to be equally provided, promoted and sustained for learners with different needs (Ibid).

It is indicated by Mungazi (1991:88), that political, social and economic conditions have a profound impact on the culture of teaching and learning. This chapter will therefore focus on the causes of the lack of the culture of teaching and learning in schools with

special reference to factors within the homes of learners, factors from the school environment as well as factors within the learner.

4.2.   FACTORS CONTRIBUTING TO THE DECLINE IN A CULTURE OF TEACHING AND LEARNING

4.2.1. FACTORS THAT STEM FROM THE FAMILY

Debate has long been waged over the relationship between a broken home and the culture of learning.   According to Bynum and Thompson (1989:235) broken homes usually refers to any family situation in which both parents are not present on a permanent basis. Intact home is used to describe a family situation in which both parents are physically present.   Robinson (1986:109) pointed out that the effect of broken home by death of a loved parent is not likely to be the same as that of home deserted by one parent, or one which may be formally intact but is daily and nightly rent asunder by quarrelling parents.

With regard to the culture of learning, such homes are not supportive and conducive to preparing the child for the requirements of the school.   Most learners are not ready for school when they enroll.   They therefore start with a backlog with which they never catch up (Christie 1991:284).

Smith and Pacheco (1997: 8-9) further argues that such broken homes are often characterized by:

- Absent parents and nobody to look after the children
- No father figure
- Lack of resources such as electricity, space to study and running water
- Lack of parental care and control.   Parents are unable to check or help with homework due to their absence from home; illiteracy and in some cases ignorance.

- Lack of intellectual stimulation of children at home and apparent limited constructive communication.

- A different in, and often contradicting values and language codes between those at home and school. Home is the place where the child should develop:

  - values conductive to scholastic achievement

  - a mindset or frame of reference that prepares children to cope in an academic orientated climate

  - a language codes those enable children to express them verbally or writing.

According to Macbeth (1989:10) there is a strong relationship between the home of the learner and his learning culture. Learning outcomes, according to Dalin (1993:6) is attributed to the home i.e. parental interest and attitude.

Most of the learners in black schools come from environmentally deprived backgrounds where poverty, crime, disharmonious family life, inadequate parenting and many other socio-economic ills militate strongly against their learning culture (Annon 1995:38).

4.2.2. FACTORS WITHIN SCHOOL ENVIRONMENT AND THE TEACHERS

The school is usually the first social institution beyond the family to be entrusted as a major agent of socialization. Basically, the school's responsibilities in regard to socialization are two fold: namely transmission of skill and of normative culture (Bynum and Thompson 1989:316).

As institutions, schools may be understood minimally in terms of regularized and sanctioned social practices, which persist and change through human activity. More precisely, schools provide the organizational environment for systematic, formalized learning and teaching (Rosenholtz 1991:67, Aspin and Chapman 1994, Morrow, 1995).

A broad statement that social organization may be defined as a structure which relates people to each other in the general process of managing nature and themselves (Cooper 1990:172) applies also to schools and concepts of formal organization, division of labour, administrative forms and forms of standardization.

Teachers, according to Ingersoll (1993:99) are responsible for engaging learners in formal curriculum activity as well as policing morals, values and general behavior. However, teachers are subject to a range of formal and unobtrusive control. They commonly have no discretion over the subject they teach they rely on the school hierarchy to back them up in disciplinary matters, since they have limited authority and are often subject to personal control of principals. All these negatively affect the culture of teaching and learning.

4.2.2.1. LACK OF AUTHORITY, DISCIPLINE AND RESPECT

According to Smith and Schalekamp (1997:8) lack of authority, discipline and respect are severe barriers to an affective culture of teaching and learning. Learners show no respect for their teachers and parents and on the other hand teachers show no respect for their principals and as results of this situation, the culture of teaching and learning leaves much to be desired. There are several factors, which led to the lack of order, and discipline in schools namely:

_ Over accentualizing freedom and rights and an understatement of responsibilities and obligations

_ Marginalization of the authority of the principal

_ Intimidation/fear factor

_ Poor example/role models set by teachers and parents

_ Lack of resources such as textbooks, chairs and desks

_ Hesitancy on the part of principals and teachers to discipline learners because corporal punishment has been abolished.

4.2.2.2. LACK OF PROFESSIONAL WORK ETHOS

Smith and Schalekamp (1997:9) also identified the lack of a professional work ethos in a large number of teachers. Some teachers lack commitment - they do not acknowledge their teaching responsibilities. Their bodies are engaged in teaching not their souls. Their culture of hardwork is zero. Some teachers lack punctuality i.e. they arrive late for classes and for school.

4.2.2.3. LACK OF PROPER ROLE MODELS

Moreover, there is a lack of proper role models. Teachers do not fulfil this role, as one would expect them to. They misuse alcohol in front of their learners, come to school heavily drunk. Male teachers went to an extent of fighting with his learner over a girlfriend who is also a learner. There is also a high incident of teachers dodging classes and come to classes being unprepared, which forced them to fall back on the textbook method (Ibid).

4.2.2.4. LACK OF SCHOOL GUIDANCE AND COUNSELLING

Furthermore, there is a lack of school guidance and counseling and unrealistic guidance and personal counseling have no ideas of career opportunities. They lack knowledge and support of where and how to apply to tertiary and other institutions. Learners also need special guidance about work ethos and how to study (study methods). Another serious problem is that of unrealistic expectations of most of learners. Many of them aspire to top level occupations for which strict entrance requirements exist. Almost without exemption these learners hardly manage to pass at school. Such learners are characterized by a negative self-concept, an aspect that should also be addressed by means of school guidance (Ricker 1996:24).

4.2.2.5.   **OVERCROWDED CLASSROOMS**

An overcrowded classroom has become a course for concern for the past years. A teacher-learner ration of 1:37 was found to be a norm. Many classes have up to eighty learners. Learners must often carry chairs and desks from class to class if they wish to sit down at all. In many occasions learners fight for chairs and the brave ones will use chair for the whole day while others standing. Because of this problem of overcrowding, there is a lack of individual attention such as:

- Checking of homework
- Motivating individual learners
- Helping individual learners with their schoolwork.
- Teachers find it difficult to evaluate learners tests
- It takes long time for teachers to return marked scripts to learners (In Focus Forum 1997:88-89).

Because of this overcrowded classroom, teachers also become lax in their discipline over learners or refrain from disciplining them at all. Learners do as they please.

4.2.2.6.   POLITICS

Smith and Schalekamp (1997:10) also identified politics in the school environment as having a strong influence on the culture of teaching and learning. The influence of politics as a factor in the culture of teaching and learning has shifted from a physical violent and radical to a more subtle force. The main focus of influential union such as the South African Democratic Teachers Union (SADTU) and the Congress of South African Students (COSAS) is to empower teacher and learners respectively to get things done their way. During this process the following occurs:

- The authority and influence of the principals are marginalised. They are left outside the process because they are alleged to be supporters of the old education

system. Only principals who are members of the so called "progressive" teacher organization are respected and supported.

- A professional approach to teaching is replaced by a unionist approach. Teaching is no longer viewed as a calling and a profession in which teachers commit themselves to the education of learners. In a unionist approach teaching is regarded as a job in which the workers rights receive priority.

- Unions such as SADTU and COSAS act as gate keepers through which all information and communication, either in or out must be channeled. Those who are not members of these organizations mostly refrain from voicing their opinion for fear of retaliation. The effect being a monopoly for union and a violation of true democracy (Ibid).

4.2.3.   FACTORS CONCERNING LEARNERS

Effective learning is directly related to and dependent on the social and emotional well being of the learner. It is important to recognize that particular conditions may arise within the social and emotional well being, thus placing the learner at risk of learning breakdown (Department of Education 1997:14).

Furthermore, a learner who is physically emotionally or sexually abused is not only physically and emotionally damaged but such abuse may also lead to the learners being forced to miss school or behave strangely and eventually to drop out of the school (Ibid).

Learners show an apparent lack of the ability to concentrate in class. Teachers are concerned about the inability of learners to express them orally or in writing. In examinations, most learners find it difficult to expand on a topic. Their examination papers are characterized by a restricted language ability and superficial acquaintance with the subject content (Chisholm and Valley 1996:74).

Moreover, learners also display a lack of self-discipline to study and to be punctual for the school and classes. Education is boring and meaningless to learners - they do not see

its worth in a society where crime does pay. Learners have a negative attitude towards schooling and their teachers. Because of this negative attitude they find it difficult to concentrate in their schoolwork. The result of such actions is high failure rate, drop out, playing truancy and undermining of teacher's authority. All these negatively affect the culture of teaching and learning in our schools (Smith and Schalekamp, 1997:12).

Sometimes learners are placed at risk by conditions arising in the wider society. In many countries, our own being a case in point, young learners have been subjected to civil wars and other forms of political violence which not only disrupt the learning environment, but also lead to trauma and emotional distress. High level of mobility of families resulting from the process such as urbanization, the establishment of informal settlement, and the eviction of farm workers also lead to the disruption of the learning process, and ultimately, to learning breakdown (Department of Education, 1997:14).

The nature of the centre of learning and its ability to provide a conducive teaching and learning environment is undermined when the surrounding environment is made unsafe by high level of crime and violence. When the safety of educators and learners cannot be guaranteed learners may be disrupted. In this way lack of safety in the learning environment becomes a barrier to learning and development. A lack of provision of basic emanates at centers of learning such as electricity and toilets creates an unhealthy environment which undermines learning and teaching and places learners at risk (Ibid).

In most schools, there are incidents of learners fighting their educators under the influence of drugs. Learners went to an extent of carrying guns to school. There is also a shortcoming in the work ethos of learners. A culture of doing the minimum to pass exists among learners. The majority of learner's do not know what it means to work hard over a prolonged period, partly because they lack a comparative example on how much study is needed to pass well. Their study input is fragmented, uncoordinated and uncommitted. They have never learned to study and lack effective study methods (Christie, 1992:216).

4.2.4. **Psychological factors**

4.2.4.1. **Low self-image**

During the acquisition of his own identity, the learner gains knowledge about himself and evaluates himself through that knowledge. This evaluation is based upon the existing social order. Learners who are treated with dignity and respect are less likely to cause problems in the classroom. But learners who think that teachers are out to embarrass them and that teachers want to convince them as worthless, unable and irresponsible will find ways to rebel, disrupt and seek revenge as humans have always done in their discontent and resentment (Purkey and Novak, 1984:51).

4.2.4.2. **Peer group pressure**

Man experiences himself in contact with his world. To be human, is to be in the world in relation to others. Sian and Ugwegbu (1983:51) pointed out that right from birth, the child is made to realize that his lot is tied on to that of the community which includes himself, his mates and others. The peer group offers a child the channel through which he become more independent from the family. If the peer group in which the child is finding himself is negative, the child's behavioural pattern will be unconventional. This will be the beginning of undisciplined behaviour which will become more pronounced in the school situation and if he does not conform to the group, he will be a source of distress to the group and thus will be attacked and isolated from others.

4.2.4.3. **Learning problems**

Learning problems can cause learners misbehavior. Learners with learning disabilities of one kind or another and who experience resultant failure in the classroom are more likely to feel frustrated, anger or boredom and then engage in misbehavior in order to vent their emotions (Gorton, 1982:361).

He further concluded that poor performance among learners is generally related to problems of alcohol, drug abuse and participation in anti-social activities. An undisciplined child's marks at school are usually low and thus contribute to the lack of learning culture. A violent learner can easily given up on school and feels no commitment in learning activities.

4.3. PRINCIPLES UNDERLYING THE RESTORATION OF A CULTURE OF TEACHING AND LEARNING

The revival of a culture of teaching and learning should depend on co-operation and total quality approach. This process should have a sound educational basis (Christie, 1998:210)

4.3.1 A TOTAL QUALITY MANAGEMENT APPROACH

In view of the problems in schools referred to in the previous discussions, the broad strategy and task in the rectification of a culture of teaching and learning will be to convey a quality message to schools. All core aspects of school management and activities will have to be addressed by means of a total quality approach (Smith and Schalekamp, 1997:11).

The main aim should be a quality change in disadvantaged schools. The essence of the message to be conveyed to education is a quality message. Principals, teachers and other stakeholders should be guided to see education as a joint community learning endeavor in which teacher should be seen as members of a key community profession. As such teachers should be encouraged to respect and demonstrate the professional code of conduct. Some of the key issues in disadvantaged schools that require urgent attention are:

- School management, school discipline and a school climate conducive to quality education.

- Teaching skills and the professional ethos of teachers including teacher morale and teacher attitude.

- Backlog of learners in terms of their ability to express themselves, a proper foundation of knowledge and study habits, work values, self-discipline and the ability to concentrate in class.

- Upgrading of parental involvement in, and support of their children. Homes of the majority of learners are not supportive and conducive to preparing the child for the requirements of the school.

- Career guidance, personal counseling, life skills such as entrepreneurial skills (Ibid).

According to Murgatroyd (1992:189) management for total quality organizations is in part linked to the need to improve performance on such things as attendance, academic achievements, social behavior, self-esteem and other variables commonly used in studies of school effectiveness. But outcomes such as these are a consequence of other more critical objectives. These critical objectives include:

- Establishing and sustaining a strong sense of vision about the school and its purposes and climate.

- Promoting personal mastery learning for all learners in the organization.

- Driving the schools' strategy by using stakeholder analysis and quality function deployment methodologies to bring the school as close to its customers as it can get.

- Creating challenge and outrageous goals that form part of what is known as "Hoshin planning" - planning dedicated to achieving steep-slope sustainable change within the organization.

- Working effectively through teams - both cross - functional teams and top-to-bottom teams as the basis for development.

- Improving the quality of daily management in the school.

4.3.2. EDUCATIONAL PRINCIPLES FOR THE RESTORATION OF a CULTURE OF TEACHING AND LEARNING

Ten universal principles of education are introduced to support the total quality school management approach (Smith and Schalekamp, 1997:14).

These principles are:

- The principle of the educator being the role model to the learner
- The principle of valuing and respecting the uniqueness of every learner.
- The principle of positive and realistic expectations
- The principle of love and care
- The principle of positive and constructive intervention
- The principle of positive discipline and respect
- The principle of empathetic listening and communication
- The principle of trust
- The principle of increasing response - ability by the learner
- The principle of adding value to the learners life.

4.4. CONCLUSION

From the foregoing discussions it is imperative that no single factor can be held responsible for the lack of the culture of teaching and learning in our schools.

If the education system is to promote effective teaching and learning and prevent the breakdown thereof, it is important that mechanisms are structured into the system to break down existing barriers. Such mechanism must develop the capacity of the system to overcome barriers, which may arise, prevent barriers from occurring, and promote the development of the culture of teaching and learning.

Central to the development of such capacity is the ability to identify and understand the nature of the factors, which cause learning and teaching breakdown. Over and above this, however, such capacity requires a commitment to using and learning from practices and processes which exist within the system itself and which have been used to break down barriers and meet the range of needs which are present.

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA
5.1.   INTRODUCTION

Much has been said about the negative repercussions of the educational deprivation of blacks during the decades of "Bantu Education". Instead of improving in recent years the culture of teaching and learning in many schools in the Northern Province has continued to break down. The anti-academic and destructive attitudes and behavior found amongst black youths are manifested in the chaos, lack of discipline and demoralization found in many rural schools.

The questionnaires and interviews on learners, parents and teachers in this chapter aims to provide some detailed insights into the erosion of a culture of teaching and learning in schools in the Northern Province and their perceptions will also attempts to make a practical contribution to efforts to reconstruct education in the Northern Province.

5.2.   Methods of investigation
5.2.1. Selection of sample

The problem of the lack of a culture of teaching and learning in black schools is countrywide and to conduct investigation in the whole country would be impossible. For this reason, the researcher has selected black schools of the former Department of Education and Training in the Northern Province Region 3. The area covers Venda, Lebowa and Gazankulu. Only six secondary schools in this area will be included in the research. The names of the schools are:

1.   Fhetani Secondary School
2.   Makuya Secondary School
3.   Vhudzani Secondary School
4.   Ongedacht Secondary School
5.   Radzambo Secondary School
6.   Tshipakoni Secondary School

56

5.2.2. Measuring instrument

The researcher conducted interviews and the respondents were mainly from the above-mentioned schools. The researcher also made use of questionnaires whereon three groups of questionnaires were prepared. The researcher distributed questionnaires to the teachers, learners and parents.

These questionnaires were based on literature study in Chapter 2 and three and also the factors, which cause the breakdown in a culture of teaching and learning in Chapter 4.

These questionnaires were aimed at the identification of factors, which contribute to the breakdown in a culture of teaching and learning and strategies to be implemented to solve these problems.

5.3. Perceptions of learners, teachers and parents on factors contributing to the breakdown in culture of teacher and learning.

5.3.1. Learner's Perceptions

The researcher conducted in-depth interviews with fifty youths (27 females and 23 males) from five different secondary schools in Malamulele and Vuwani areas, where the disintegration of learning and teaching is severe and conspicuous. There was a follow-up to these interviews with thirteen youth from schools in Region 3 of the Northern Province department of education.

The research reveals that many learners indicated that the break down of learning culture is due to poor discipline in schools. Most learners are not disciplined, both in - and - out of the school. Because of this lack of discipline such learners become uncontrollable and do everything as they wish. This brings to the collapse of learning culture in most of the schools, as it will affect other disciplined learners. The result of this lack of discipline is

that such learners have no respect for their educators and headmasters which ultimately lead to the following:

- late coming
- bullying
- absenteeism
- dodging classes
- high failure rate

Learners believed that under such circumstances no effective learning can takes place as one learner put it this way:

"This issue of discipline is our serious concern. Most learners are not disciplined and they show disrespect for educators and the educator is discouraged by such learners which negatively affects loyal learners."

The respondents also raised a serious concern on alcohol abuse as a contributing factor on the lack of a culture of learning. Learners dodge their classes for two to three hours and go to shebeens. When they come back the whole class will be disorganized and this makes it highly impossible for educators to teach. Some learners went to an extent of sitting learners went to an extent of sitting for their examination under the influence of alcohol.

Moreover, learners feel that there is a problem of hopelessness among learners. There are those learners who feel that schooling cannot address their plight of unemployment. This is because there are many people in the province with one or two degrees who are unemployed. So learners see no reason to concentrate on their education, as they will end up no where. To make matters worse there is high crime rate in the area and some learners say:

"There is no reason to continue with your studies as our brothers and sisters with higher education qualifications are unemployed. In our area it does not take one to be educated in order to become rich as there are many rich uneducated people".

From this statement it is clear that education is no longer important in a place where crime does pay.

5.3.1.1.Learners on educators

The research reveals that the majority of learners blame teachers on the erosion of a culture of teaching and learning. Learners say there is a lack of discipline among teachers. Educators are being accused by learners for late coming, absenteeism and abscondance as some learners put it:

"How do you expect learners to come to school early whereas educators come to school late everyday. If our educators are not disciplined then how can they convince us to be disciplined".

Moreover, learners accused educators for their unpreparedness to help them. According to learners educators come to classes unprepared and they always use textbook method. Some educators did not respect their classes and learners say:

"Educators expect us to remain in the class for two periods while they are bathing on the sun discussing matters of their own interest. This discourages us as learners."

Learners also voiced their concern about educators who are lazy. They pointed out that there are educators who fails to mark their written work as one learner remarked:

"It takes a month or two for some teachers to return our test books and this discourages us to do our homeworks properly as no effective corrections will be done. In some instances we only write two exercises per semester in a subject that requires regular written work. But at the end educators expect us to perform well in such subjects".

The majority of learners spoke strongly in favour of corporal punishment arguing that educators are unable to come up with disciplinary methods that replaces corporal punishment. They said the only thing that is required is that their educators be trained to apply corporal punishment with pedagogic love as some learners say:

"Educators have no authority over us as their only effective means to exercise their authority over us have been phased out. We now do as we wish knowing that educators will do nothing".

The research also reveals that learners put blame on headmasters. They pointed out that there are certain principals who are unable to control their educators. Such educators do as they wish and this ultimately lead to the erosion of a culture of teaching and learning.

5.3.1.2. Learners on parents

The study reveals that there is no link between the school and the community. Thus, there is a poor school-community relation. Because of this poor relationship, parents do not know what is actually taking place at school. Parents only provide money for school fees at the beginning of the year and thereafter leave everything in the hands of educators. Learners blame their parents for failing to provide them with facilities such as study guides, uniforms, food etc.

5.3.2. Teacher's perception

Another phase of research involved the handing of questionnaires and conducting interviews with educators to find out their perception on the erosion in a culture of teaching and learning. The main objective was to find out why the erosion of a culture of teaching and learning in these rural schools is so severe compared to other provinces of South Africa which are similarly deprived in education. Overall, educators expressed deep concern and distress over the problems in schools in the Northern Province of South Africa.

5.3.2.1. Teachers' on conditions

The majority of educators blame the unfavourable environment within which they are working. The environment is not conducive to effective teaching and learning. Their main problem is the educator learner ratio, which is very high. Because of this it becomes very difficult for educators to attend to individual learner's problem; the educator hardly knows his or her learners by name, it becomes difficult for the educator to maintain discipline in the classroom. All these are contributing to the decline in a culture of teaching and learning as one teacher said:

"We have many learners in one class and this has a negative impact on the performance of both learners and educators."

Educators also voiced their concern on lack of physical facilities, late delivery of textbooks and unprofessional way in which the education department is operating. Like learners, educators spoke strongly in favour of corporal punishment. They blamed the government for failing to provide them with effective alternative methods of punishing learners. Educators argued that corporal punishment was effective during pre-democratic era and can also be effective now if applied with

pedagogic love. Educators maintained that corporal punishment should be reinstated because learners are not motivated to learn and most of them are spoilt. Another burning issue disclosed by educators, which renders schools dysfunctional, is the problem of headmasters. Educators maintained that most of headmasters are autocratic. They are unable to manage changes. Such principals take unilateral decisions on matters that affect all stakeholders in education. One educator says:

"Some principals manage the schools as if they are their own shops…. Educators being their servants and they only give orders."

Moreover, principals lack proper knowledge on the new democratic management styles. They still use outdated methods. That is why educators are rejecting their managerial skills and this hinders effective teaching and learning. Educators further said that the situation is worsened by the appointment of principals without recent managerial skills.

Principals on the other hand blame educators for the decline in a culture of teaching and learning. Educators are accused of:

- late coming
- failure to mark learner's written work
- failure to honour their period
- failure to prepare for lessons
- lazy to teach

The principal's authority has been eroded by a number of factors in black communities. Some principals are unable to demand efficiency and commitment from some educators for fear of eviction from their schools by staff members who sometimes engage local political structures to deal with a principal who threatens the job security of a 'comrade' by demanding high level of efficiency. Some

educators with impunity often do this, as a result of the Provincial department's failure to act against such behaviour.

5.3.2.2.Teachers on community

Most of the respondents blamed the community within which the school is operating for the erosion of a culture of teaching and learning. Teachers felt that the communities are failing to provide a conducive learning environment in that they are not supportive to both learners and educators. They are not good role models to learners. Furthermore, these communities are characterized by a high level of alcohol and drug abuse, high crime rate characterizes these communities and unemployment is also high. All these factors hinder any attempt by educators to restore the culture of teaching and learning. Moreover, most of learners come from poverty stricken homes where they are not well provided for. Such learners are difficult to handle at school as one teacher said:

"It is very difficult for us to teach learners whose stomachs are empty because they will not concentrate".

Educators further maintained that parents often singularly lacking in their support and caring for their children. Many fathers and mothers work far from home and leave their children in the care of others who do not always assist the children, as they should.

"Homework is seldom done, learning is only done at school, messages sent home are often lost or ignored. We are often unable to contact parents in emergency situations because of incorrect information given on enrolments".

But educators further said that beyond all this there is also a group of caring and dedicated parents with children who have a passion for learning and are filled

with hope and faith in the future. There are also educators who have a passion for teaching and this no amount of money or facities can replace.

5.3.3. Parents perceptions

The researcher also attempted to find out what parent's perceptions are of the breakdown in a culture of teaching and learning and learning.

5.3.3.1. Parents on teachers

The study reveals that most parents are unable to be involved in their children's education because teachers regard themselves as more knowledgeable than parents. "If you make corrections on your child's exercise book, your child will be victimized by the teacher concerned".

Teachers regard parent's involvement in their children's homework as a direct challenge to the level of knowledge of the subject matter. Parents said that they are regarded as uneducated and therefore cannot make any contribution in education.

Parents also put blame on ineffective school governing bodies. They said that members are elected because they are good public speakers but at the end failed to fairly represent parents.

5.3.3.2. Parents on government

Like educators, learners and principals, parents also spoke strongly in favour of corporal punishment. They supported the reinstatement of corporal punishment.

Another aspect of serious concern to parents was that education in the Northern Province is in turmoil. Redeployment of educators, maladministration, corruption

and lack of resources are some factors that disturb the culture of learning and teaching. However, it becomes more frustrating and demoralising when senior education officials abuse their powers and fail to show their vigour and commitment expected from them. The rationalisation process process is viewed by parents as partly responsible for the drop in matric exemptions. This process has led to some of the schools losing experienced educators and wreaked havoc on schools, which has lost most of their educators.

5.3.3.3. Parents on learners

The study reveals that majority of parents blame those learners who come from lax families. They said such learners are uncontrollable at school and they also influence good learners to become disobedient. Parents maintained that their children spend most of their spare times playing as one parent said:

"I know of schools that are conducting winter and Saturday classes around Northern Province and I am happy about the positive strides educators made. The others were sleeping day in and day out while their books were lying somewhere. When the year ends we are all going to blame educators, forgetting that learners themselves did not attend extra-lessons. The culture of learning has become a virus to our children.

5.3.4. Government's perception

In an article "Teachers under fire" (Sowetan, September 1999:27) the Minister of education Kader Asmal complains about ill-discipline and lack of professionalism among teachers as one of the contributing factors towards the decline in a culture of teaching and learning. Education minister Kader Asmal said such unprofessionalism and lack of discipline have led to a wide public opinion that teachers are not worth the salaries the government was paying them. Asmal said lack of unprofessionalism and discipline is rife in townships and rural schools. He added those parents in the townships and rural areas

did not see teachers as defending public education. "They don't even think you are concerned with service delivery. They agues that the reason you down chalk at the slightest provocation is because many of you do not have children in schools you are said to be disrupting" Sadtu President Willie Madisha also launched a scatching attack on unprofessional and ill-disciplined teachers. He said that teachers who are acting unprofessionally include those sexually molesting learners and those coming to school late. "This is a new enemy to Sadtu, he said. It affects the profession, damages the image of Sadtu and is bound to leave us without learners to teach, leading eventually to retrenchments" (Sowetan, September 1999:27).

Furthermore, in an article from Drum Magazine (October 7, 1999:18-19) "Putting pride back into teaching," Willie Madisha said both teachers and parent carry equal blame for the decline of discipline is schools. Teachers' primary role may be to educate, but they are inclined to forget that in many cases they also carry the responsibility of parenting. He feels students don't have the respect because modern-day teachers prefer to be drinking buddies with their learners and some even going so far as to make sexual advances on them.

According to him, parents are too quick to dump difficult children on teachers without trying to sort the problem out at home first and they are also very quick to shift the blame if the child's behavior gets worse. Whenever there is a problem teacher should rise to the challenge and try to sort it out.

Madisha further pointed out the problems that schools have with regard to the criteria for appointing principals. Principals are often appointed only after five years of teaching. How do we know someone is capable of managing a school just because he is a good teacher. There is a need to train principals and prepare them for challenges ahead.

In his parliamentary address on the 27th July 1999, Professor Kader Asmal, the Minister of Education in South Africa said: (The Educators voice, August 1999:13).

"Education in South Africa is in a state of crisis. Large parts of the Education system are dysfunctional. We face a crisis. We have to do what amounts to a national emergency. There are nine critical areas that need to be addressed to get education back on track, such as low teacher morale, failure in governance and management and poor quality of learning".

The government identified areas where people are failing and this also fails education in general. Such areas include:

- **Rampant inequality**

There is a rampant inequality of access to educational opportunities of satisfactory standard. In particular, poor people in all communities, of whom the overwhelming majority are rural Africans, continue to attend decrepit schools, too often without water or sanitation, electricity or telephone, library, workshop or laboratory. Their teachers may never see their supervisors from one year to the next. Their parents remain illiterate, poor and powerless. They are unable to give practical and intellectual support to the educational aspirations of their children. For such children of democratic South Africa, the promises of the Bill of Rights remain a distant dream. Without a solid foundation of learning, their chances of educational and economic success in later years are dim (The educator's voice, August 1999:13).

- **Low teacher morale**

The morale of teachers in all communities is very low. This is more complex terrain, because the causes and the incidence may be different in different institutions. It is obvious that many teachers have been demoralized by the uncertainty and distress of rationalization and redeployment. Since 1995, protracted consultation, bargaining, legal and labour action, and a lot of sensational rumour mongering have accompanied this process. The cause of equitable and sustainable provision of teachers is just and necessary, but the cost has been high. Teachers have a reasonable expectation of stability

and job security. Another potent reason is the vulnerability of learners and teachers in many schools, colleges and other educational institutions to crimes of trespass, vandalism, carrying and using weapons, drug-dealing, rape, sexual abuse and other forms of physical assault or even murder. Such outrages create insecurity and fear, and destroy the basis of a learning community.

Indiscipline on the part of principals, teachers and learners was also cited repeatedly as a source of demoralization among those who want to work and succeed. Too many schools fail to start on time and close early, that too many learners absent themselves at will that too many teachers believe that their obligations close at 1 o'clock or 2 o'clock on a school day.

Many educators at all levels may suffer a more subtle and insidious form of demoralization if they are not professionally equipped or resumed to cope with the new demands that are being made on them, whether arising from racial integration, or new curricular and pedagogy (Dept. of Education 1999:4).

- **Failures of governance and management**

The third disturbing feature is the serious crisis of leadership, governance, management and administration in many parts of the system. This has many facets. The most serious, in terms of scale, is the incapacity of several provincial departments of education to set the agenda for their systems, perform their tasks in a business-like way, and give adequate professional support to their institutions of learning. Within institutions, from universities and technikons to small rural schools, such failures have a drastic effect. They open wide the gate to corruption, fraud and indiscipline. They sap the morale of conscientious staff. In the end, they undermine good teaching and learning, which depend on peace, order, stability and professional change. The situation is worsened if the governing authorities are ineffective, if they collude with management at the expense of other parties, or if they allow themselves to be subverted by factionalism. In such

circumstances, they are unable to fulfil their essential role of good governance and true stewardship of the interest of the institutions they have been appointed to serve (Ibid).

- **Poor quality learning**

Given the conditions described above, it should not be surprising that leaders of education are intensely concerned about the poor quality of learning in large parts of our system. The senior certificate examination at the end of Grade 12 is the first external check on performance in our school system, and the poor results, especially in six provinces, have shocked the nation. By comparison with other middle-income countries, our learners perform very badly in internationally standardized tests of mathematics and science. School levers become job seekers or enter higher education with serious gaps in fundamental knowledge, reasoning skills, and methods of study.

Overwhelming poor learning is associated with poverty, bad or absent facilities, under-prepared teachers, lack of learning resources, and a serious lack of purpose and discipline in many schools, or what is called a culture of learning, teaching and service (Department of Education 199:6).

President Thabo Mbeki expects that the essential functions of the education system will be carried out efficiently and speedily. As he remarked in his reply to the debate on his state of the Nation address to Parliament:

"Teachers must teach. Learners must learn. Managers must manage." That is a fundamentally reasonable expectation on which all other education success will depend. A national emergency requires an exceptional response from the national and provincial governments. The president announces a national mobilization for education and training under the slogan "Tirisano", working together. He further announced the theme of the second democratic government: *"a nation at work for a better life for all".* The government will determine priorities and within those priorities we will set targets. The

government will also work with other departments on the integrated, targeted projects for rural and urban regeneration.

After close study of the conditions of education and training, and an intense engagement with the leadership of the system in all its complexity, the Minister of Education Professor Kader Asmal has assessed the state of affairs and isolated nine areas for priority attention. Three themes predominate in this statement:

- The vital value of a fully functioning education and training system to the health and prosperity of the nation.
- The urgent need to remedy the injustice and assault on human dignity.
- The conviction that South Africans can mobilize untapped reserves of resourcefulness and determination to extend education opportunity and restore education to the center of community life. For the purpose of this research only four areas will be discussed, namely:

• **Schools must become centers of community life**

The crisis in primary and secondary schools must be dealt with by ensuring that schools become the centers of community life. The school will truly become a center of community and cultural life if its facilities are being put to use for youth and adult learning, community meetings, music and drama, sports and recreation. An idle school is a vulnerable place, inviting vandalism. A busy school is a place the community will protect, because it is theirs. There is a role in a community school for religious bodies, businesses, cultural groups, sports clubs, and civic associations, both serve their own requirements and to contribute to the school's learning program both in and out of school hours.

The school governing body, led by parents, exercises a trust on behalf of the parents of the community, and functions as the indispensable link between the school and community. Great effort should be put into ensuring that governing bodies, especially in

poor communities, are given the support they need to become strong and viable. The school principal, who represents the provincial department of education and is head of the school management team, has the crucial role of professional and administrative leadership, and is responsible for the standard of learning and teaching in the school. The principal needs to forge a working partnership with the governing body, so that they will jointly serve the vision and mission of the school in the community. Both parties require guidance in exercising their respective roles. It is therefore important that the school leadership team, headed by the principal and the governing body in each public school, is given the opportunity to create the sense of common purpose and mutual support.

A functioning school is a true community in its own right, and is an indispensable center for the wider community's social and cultural needs and interests. But for this to happen, we need peace and stability in schools and in the environment of schools. Schools must therefore be rendered safe for learners, teachers, staff and the public. There must be regulations to restrict access only to those who have legitimate business in the school. Schools must therefore be rendered safe for learners, teachers, staff and the public. There must be regulations to restrict access only to those who have legitimate business in the school. Schools need to forge links with police stations and join community police forums. Public schools must be reclaimed from those who are violent in word or deed. Only in conditions of peace can discipline flourish. The law and order approach may bring about pacification, but it will not bring peace. Peace must be internally generated. In a society that is prone to violence, the peaceful settlement of disputes must be taught and acted out in the society of the school. Values, morality and decency must be reinstated as the bedrock of school life, and self discipline as the basis of disciplinary codes in the school. Corporal punishment is contrary to the constitution and the South African Schools Act. In the past it has contributed to the culture of violence in the society. Parents, learners and teachers need help to understand why it has been prohibited, and find out more effective substitutes. A mobilization in support of the community-school idea will give boost to the culture of Learning, Teaching and Service (Colts) campaign; whole school development programs, and a new program launched by

President Mbeki to forge partnerships for school improvements with poorly functioning but well-motivated public schools (The educator's voice, August 1999:13).

- ### End conditions of physical degradation in South African Schools

Although the government has contributed more than R1 billion to the National School Building Program, it may require twelve times that amount to meet the backlogs identified in the School Register for Needs. This is well beyond the reach of the normal budgets of provincial education departments, which in recent years have suffered sharp decreases in the funds allocated to school building and services.

Nevertheless, millions of school children in democratic South Africa are required by circumstances to exercise their fundamental right to basic education in conditions of squatter and degradation. Thousand of schools have poor physical fabric, and many are dangerous and unfit for human habitation. Hundreds of schools have no water on site, no sanitation whatsoever, or rudimentary and insufficient toilets. Such conditions threaten the health of learners and teachers alike, and radically restrict the social and teaching activities of the school. It is impossible to contemplate this with complacency. This situation cries out for remedy. Priorities will therefore on public spending is on replacing dangerous and dilapidated schools, and providing water and sanitation services where they do not exist (The Educator's voice, August 1999:13).

- ### Developing the professional quality of teaching force

According to the Minister of Education Professor Kader Asmal, there is a real malaise in the teaching corps of this country, notwithstanding the high levels of professional service which teachers provide in schools all over the land. The provision of teachers in schools under apartheid resulted in two serious social distortions. One was the extreme inequality in learner-educator ratios that were sustained by unequal budget allocations based on racial and ethnic discrimination. It is bitterly unfortunate that teachers have borne the brunt of a process of rationalization that, for the first time, allocates teachers equitably to

schools according to curriculum needs. The second serious distortion was the racially defined qualification structure, linked to racially defined opportunities for training, which ensured that African teachers, taken as a whole, are less well qualified than other teachers. These less qualified also teach, predominantly, in schools with poor facilities, inadequate learning resources, greater isolation from urban centres and infrequent or no professional support services.

Professional development for teachers, combined with effective professional support services, the efficient provision of learning support materials, a mobilization campaign to make the school the center of community life, and the progressive elimination of inhuman physical conditions in schools, will make a major impact on teachers' morale and the quality of service they rendered. The Ministry of Education will give top priority to develop and implement a long-range plan for teacher development, both pre-service and in-service in support of outcomes based education and improved standards of teaching.

- **Ensure the success of active learning through outcomes based education**

The government and the Minister of Education give complete support to the new national curriculum framework based on the concept of outcomes based education. Curriculum 2005 represents the best hope of transforming the retrograde inheritance of apartheid era learning theories and absolute teaching practices. Outcome Based Education is an approach that embraces the capacity of learners to think for them, to learn from the environment, and to respond to wise guidance by teachers who value creativity and self-motivated learners.

The Department of Education undertake a speedy review of the implementation of outcomes based education, with a view to the phasing of the introduction of new grades (The Educator's voice, August 1999:13).

5.3.5. Schools as dysfunctional organizations

In failing schools in the rural areas in the Northern Province, organizational environments do not support the substantive work of systematized learning. One of the meanings of the breakdown of the culture of learning and teaching is a breakdown of disciplined learning and teaching, formally structured in time and space.

In these dysfunctional schools, four categories of problems were identified, namely: poor physical and social facilities; organizational problems; poor school community relationships between the education department and the schools (Clerq et al. 1995:5). Many of these aspects of the breakdown of teaching and learning were clearly observable, well documented and seemingly self-explanatory. Certainly the schools visited during survey research and interviewing process showed clear signs of organizational breakdown in both structures and processes. There were problems with the management and administration, including weak and unaccountable authority structures. For example, in one of the schools, the principal had not attended regularly for the past ten months and the school was run by a deputy who was reluctant to take full authority. In another school, the principal, who portrayed himself as a dynamic leader, was resented by staff for his lack of accountability.

In most of these schools, information was poorly communicated, disciplinary and grievance procedures were vague or non-existent, staff meetings were not held regularly and there was evidence that meetings procedures, record keeping and general administration were poor.

Furthermore, time boundaries were not maintained. Schools were unable to enforce a full working day or week for learners and staff, and learners, staff and principals themselves often come late to school and left early. A common practice was for numbers of learners to leave school premises at lunch break and not return for the rest of the day. And what happen when they come the next day or two? Nothing, because of lack of authority by both teachers and the principal. Some even went to an extent of absenting themselves for two months or three and come back during exam time. Teachers and principals in this

74

case are reluctant to take action because the government would say "Learners have rights to education and therefore their rights are extended to examination also".

Whole school days were cancelled for sporting activities and schools readily closed early for sporting events. Unnecessary timetable confusions accentuated the sense of unpredictability about the school day. Problems from local communities spilt over into schools; violence of all sorts threatened the safety of learners, teachers and principals; alcohol and drugs were peddled through fences and the authority of the principal and staff did not prevail over the symbolic or material space of the school. In short, organizational rituals, discipline and boundaries were simply not working and their dysfunction was part of the culture the 'informal logic' of daily life of these schools.

Other evidence of more complex organizational breakdown was the breakdown of formal relationships within schools. For example, interviews with stakeholders told of: the absence of school vision and purpose; demotivation of learners and their lack of interest in their studies; demotivation of teachers who felt underpaid, demotivation and lack of professional skills of management figures, who felt disempowered and unable to perform competently. All the interviews with the various stakeholders groups revealed the conflictual nature of relationships between management, teachers, learners and parents and the negative effects this had on the school. They pointed to the lack of respect, trust or co-operation among different stakeholders, with each group complaining about the others' lack of motivation, commitment and discipline.

However, the problems went further than this. What compounded them was what was identified as the reluctance of most school stakeholders to acknowledge their respective roles, responsibilities and agency in dealing with their institutional and structural problems. In a range of ways, schools seemed to have habituated to their conditions and done little about tackling problems that they could have addressed. For instance, schools did not undertake small repairs, such as fixing plugs on stoves in the home economics room; instead, they waited (in vain) for the department to arrive. Broken windows, chairs and desks were part of everyday realities of these schools. Litter often lay about in the

75

school grounds and classrooms and there were few attempts to cultivate gardens or playing fields around the school buildings.

It seems clear that the breakdown of management and leadership within schools is an important part of their dysfunction. For a culture of teaching and learning to operate, it will be necessary to establish proper and effective management systems and structures with clear procedures and clear lines of authority, powers, responsibilities and accountability. It is also clear that many problems stem from the general environment and cannot be resolved at the level of the single school.

In his analysis, Zaleznik (1989:60), suggests that 'real work' in organizations may easily be subordinated to the 'psychopolitics' of balancing the rational and irrational expectations of members. In this process, social relations and office politics get more attention than substantive work. He writes:

"This complexity in human nature-especially our conflicting tendencies to cooperate and to go it alone - leads managers to spend their time smoothing over conflict, greasing the wheels of human interaction and unconsciously avoiding aggression, especially aggression that centres on them and their role ... (P) sychopolitics drives out real work. People can focus their attention on only so many things. The more it lands on politics, the less energy-emotional and intellectual - is available to attend to the problems that fall under the heading of real work"

Instead of being able to focus on their substantive task of learning and teaching schools have become caught up in forms of conflict, aggression and uncertainty that cannot be contained within a weak organizational structure. Principal, teachers and learners have lost focus and have directed their energies towards malfunctioning of the institution, at the expense of substantive learning and teaching. The breakdown in schools is in part at least a breakdown of disciplined learning and teaching.

These aspects of the breakdown of social defenses and the predominance of unconscious group activity over substantive task in schools, go some way towards explaining the apathy, depression, impotence, anxiety about physical safety, lack of agency, disempowerment and projection of blame onto others that we encountered among stakeholders (particularly teachers in the dysfunctional schools visited.

5.4.   Conclusion

The findings of research indicated that there is a lot of finger pointing among stakeholders on factors that contributing to the lack of a culture of teaching and learning in schools in the Northern Province. The study also revealed that Grade 12 results will continue to be accursed until the Education Department in the Northern Province refrains from pointing an accusing finger at other stakeholders in education and instead get involved in the serious exercise of developing systems and procedures that will help all stakeholders attain high levels of efficiency and commitment to their responsibilities.

Each stakeholder has held the other responsible for the lack of a culture of teaching and learning in schools. Headmasters have been accused of:

- incompetency
- not being transparent
- being too autocratic
- inability to control staff members.

Educators have been accused of:

- late coming
- laziness
- underqualifications
- absenteeism

- unpreparedness

And learners have been accused of

- playing truancy
- disobeying educators
- not goal-orientated
- general lack of discipline

Parents were blamed for not paying enough attention to their children's schoolwork. Instead they leave everything in the hands of educators, who without parents participation find it difficult to discipline learners.

CHAPTER 6

EVALUATION, RECOMMENDATIONS AND CONCLUSION

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6.1   INTRODUCTION

Education is the most important gift a society can give its members. The future of any country can only be secured if the struggle to raise the nation's standard of living is fought first and foremost in the classroom. There is in this regard no choice, but to improve the conditions in our schools, encourage learners to work harder and strive for excellence; parents to become involved in the governance of our schools and teachers to display the highest levels of dedication and professionalism.

Because of its methodology, teaching is an involvement not only of teacher and learner but of parents as well. It is an educational trinity of parents, teachers and learners. The actions of one causes the other to react. Learners owe some explanations to their parents when they fail. Teachers owe an explanation to their learners as to why they do so little for them and parents too owe the school an explanation for their lack of support and interest in the school. They are all involved.

6.2   OVERVIEW OF THE INVESTIGATION

The first chapter of this research was on the motivation for research and the aims and objectives of the research. Research methodologies were also mentioned in this chapter and focus was specifically on methods such as hermeneutic, survey research method, structured interviews, case study method questionnaires as well as historical research method. Certain concepts like restore and culture of teaching and learning were analysed in this chapter.

Chapter two was on philosophical perspective on the culture of teaching and learning. Here, the researcher gave a broader view of the concepts culture, teaching and learning as

they are used in various social and academic contexts. Paradigm shifts on teaching and learning was also discussed. Chapter three focuses on the historical perspective on the culture of teaching and learning. The researcher tried to establish the relationship between apartheid education and the present situation on the culture of teaching and learning. In chapter four the researcher concentrate on the multi-dimensional perspective on the culture of teaching and learning. That is, factors such as family factors, factors within the learner, political factors as well as psychological factors were examined.

In chapter five the researcher interpreted the data collected from different respondents. All the data collected were interpreted and analysed.

In this last chapter, chapter 6, the researcher will focus his attention on the summary of findings from chapter five. Based on the collected data, the researcher will then make evaluation. Suggestions given during the process of collecting data will be given in this chapter. The researcher will also give his own recommendations on how to improve the culture of teaching and learning as well as recommendations for further research.

6.3 EVALUATION AND SUMMARY OF FINDINGS

The study reveals that no single factor is attributed to the decline in a culture of teaching and learning. The researcher concluded that all stakeholders in the education of learners are to be blamed for this ineffective culture of teaching and learning in our schools. This includes learners, teachers, principals and parents as well as the government.

Parents show apathy on the attitudes and interest in their children's work. They are failing in their parenting duties, especially with regard to discipline and co-operation with the school as one teacher pointed out. Parents are not doing enough to discipline their children because you spend too much time trying to bring order in the classroom. The study further reveals that learners are also contributing to this situation.

They are not paying enough attention to their studies and are not interested in learning. There is also disrespect of authority among learners, which is contributing to general

indiscipline. There is also a high level of absenteeism, truancy and these learners are also unruly, aggressive and rude towards teachers. All these actions by learners make learning meaningless and teaching impossible.

Teachers on the other hand are equally contributing to the decline in a culture of teaching and learning in that there are teachers who lacks professionalism, who are irresponsible, uncaring, underqualified, lazy, immoral and who absent themselves from school on a regular basis. Although these reasons were collectively understood, there was a strong feeling that teachers should always strive to uphold their responsibility, identity and morale. Some teachers were sharply critical of the irresponsible behaviour of many of their colleagues in the schools. They strongly felt that teachers could do much to help learners gain something positive despite the difficult conditions. They should not take advantage of the conditions, thus worsening the situation.

Headmasters are also held responsible for this disheartening situation because of their use of outdated management styles, which exclude stakeholders in decision making. They are contributing to school organisational failure and their schools become dysfunctional which is a breeding ground for ineffective teaching and learning.

6.4. SOME SOLUTIONS SUGGESTED FOR THE RESTORATION OF A CULTURE OF TEACHING AND LEARNING.

6.4.1. Learners on solutions

Learners were confident that the culture of teaching and learning could be restored in schools in the Northern Province. They come up with suggestions that could help restore the culture of teaching and learning. The majority of learners suggested that corporal punishment must be reinstated and maintained that this could help to solve problems like late coming, absenteeism and learners can regularly do their homeworks because of fear of punishment. Learners further

said that corporal punishment must be applied with love, as could have negative impact on learners. Some of the suggestions by learners include.

- Strict rules to control both learners and educators and must be agreed upon by learners, parents, governing body and the department of education.
- Discipline meted to learners and educators must be constant.
- Educators must be well prepared for each lesson.
- Parents must be actively involved in the education of their children.
- Compulsory Saturday and supplementary classes for learners and educators.
- Improvement of teacher training
- Early delivery of textbooks and other stationaries.
- Re-direct the role of Learners' Representative Council because they are more concerned with school finances than academic activities. This had negative impact on other learners as they sometimes spend three to four weeks without schooling demanding their money back.

Learners also come up with something practical and short-term goals that can help restore the culture of teaching and learning. They suggested the following:

- Learners to engage themselves in team learning
- They must stop win-lose approach to learning
- Formation of study groups with special emphasis on self-activities
- Career guidance from lower grades.
- Most of their times must be devoted to their schoolwork.

6.4.2. **Parents on solutions**

Parents are of the opinion that they need to be involved in their children's education to help restore the culture of teaching and learning. Parents stressed the

aspect of transparency on the side of school management. They also suggested consultativeness in matters that affects of all stakeholders.

Of the utmost importance, parents suggested that more funds should be allocated for Adult Basic Education and Training. Parents should then be encouraged to attend night classes so that they can be able to read and write. This will positively help parents to be involved in school matters through the school governing body. There must also be regular workshops for parents about their involvement in education through the school governing body.

Parents also suggested that each parent must take full responsibilities for his or her child. This means that each parent must provide his or her child with basic requirements for school. Parents must also check their children's work and also monitor their daily attendance. If anything goes wrong with their children they must not be afraid to contact educators at school. Parents must also discipline their children at home as this will ease the task of educators.

6.4.3. Educators on solutions

Many educators believed that for the culture of teaching and learning to be inculcated and promoted, educators and learners need to play their respective roles. Thus, teachers must prepare themselves when they come to work and teach seriously, learners need to submit themselves to the authority of educators and do as they are instructed. However, the authority of educators needs to be balanced against the freedom of learners. They should not humiliate learners in front of others; they should not treat them in a manner that dehumanises them. Educators should know that learners would respect them if they know their subjects.

Educators further emphasized that together with learners; they should aspire to achieve something worthwhile in their lives. They should set themselves new goals after achieving their previous goals. Today, failure is no longer regarded as

unacceptable. Learners fail and joke about it. Learners who excel in their studies are labelled as "sell-outs". Educators who produce good results are not encouraged by their colleagues but brought down. This must change.

There need to be participatory democracy at schools. Educators, school managers and learners should work collectively. Learners should not just be seen but also be heard. Everyone's views should be respected, but the view of the majority should be respected by all. Educators, learners, parents and the community at large need to sit together and identify some of the human values that can contribute to the promotion of the culture of teaching and learning.

Moreover, we need to invest time and energy in ensuring that there is discipline in our schools. Poor management begets poor discipline and good management begets good discipline. To achieve quality education there should be discipline in schools. Public relation officers may be needed to improve the image of education in communication, culture and relationships. If each district office is provided a public relations officer who is qualified to take over co-ordination of human relationships, home-school relationships, teacher-learner relationship, the discipline that is lacking in our schools will be slowly resuscitated.

6.4.4 Positive teacher-learner relationship

Effective teaching and learning depends largely on the establishment of a sound relationship between the teachers and the learner in a classroom. All teachers need to establish good personal relationships with their classes, ideally on an individual basis with each of the learners, as well as on a whole class or large group basis. That is, in all schools a relationship of trust and respect between teacher and learners should be encouraged, based on a clear code of school and classroom conduct developed by and in consultations with principals, teachers, learners and parents (Lemmer and Pretorius 1998 : 39).

84

There are views put forward by learners that according to them will improve positive relationship between them and their teachers and this will ultimately enhance the culture of learning. Thus, learners prefer :

- teachers who are warm, friendly, trustworthy and reliable. Learners who feel liked by their teachers shows higher academic achievements and more productive behaviour than learners who feel that their teachers hold them in low regard;

- teachers who respect them, their personal feelings, interest family lives and diverse cultures.

- safety from embarrassment or being threatened into learning; safety from sexual or any other verbal or physical harassment.

- clear classroom rules and procedures that make behavioural and learning expectations explicit it to them.

- extra-assistance from teachers given willingly when needed, including assistance after school hours.

- fair treatment, recognition and praise for effort and success.
- teachers with high but accurate expectations of learners.
  variety in teaching and learning; creative work; positive and challenging schoolwork and
- teachers who show by commitment example of their commitment to teaching (Barry & King 1990 : 273)

Teachers on the contrary have certain expectations of their learners so that effective teaching and learning can take place. According to Burden (1995 :221) teachers require:

- physically safe environment
- co-operation and mutual respect between learners and teachers.

85

- learner involvement in the class

- clear classroom organization and structures and fair rules

- positive personal relationships with learners parents and the school administration.

6.4.5 Improved home-school relations

Family conditions and practices as well as parent involvement in schools are important for learner development and achievement. Improved home school relations benefit all role players, namely learners, parents, teachers and school (Lemmer & Pretorius 1998 :32).

According to Dauber & Epstein 1993: 53, Swap 1993:3; Henderson 1987: 4 there are several advantages of improved home school relations, which can to large extent help improve the culture of teaching and learning. These include:

- Learners academic achievements improve if parents actively participate in the education of their learners, they are likely to be more successful. Parents must participate in school activities and encourage education and learning at home. Through this participation learners will obviously, regardless of educational background or social class of their parents succeed.

- Increased self-esteem and decreased behavioural problems. When there is collaboration among teachers, parents and the school, it has positive effects on learners' self-esteem, few behaviour problems and better school attendance.

- Improved attitude to school:

Attitudes to learning are formed at home and are the product of myriad interactions between parents, children and the surrounding community. In other words when parents show interest in their children's education and have high expectations for their performance, they promote positive attitudes that are key to achievement. Teachers can assist parents in promoting such attitudes in their children.

- Increased commitment to school work

Learners whose teachers and parents used frequent parent involvement practices showed more positive attitudes towards school; more regular homework habits; greater concurrence between the school and family practices; more familiarity between the teacher and their parents; and more homework completed on weekends.

In schools where there is an unacceptable high percentage of learners repeating a school year, have a poor school attendance record, drop out of school and score below average, these proven results for learners of effective home-school relations should do much to inspire teachers to seek new ways to work with parents.

6.4.6 GOVERNMENT'S PRINCIPLES FOR INTERVENTION

Using the analysis of this research, what is loosely termed "the breakdown of the culture of learning and teaching" in these schools may be understood in part at least in terms of organisational breakdown. This manifests itself in the collapse of social relations of authority in schools, the disruption of rituals and boundaries such as those of time and space, the malfunctioning of day-to-day administration and ultimately the disruption of disciplined learning and teaching. The accompanying emotions of apathy, depression, anxiety, disempowerment and projection are intimately related to this organisational breakdown. And all of this makes up the complex texture, social discourse and informal logic of everyday life in these schools, i.e. the culture of learning and teaching.

As a first step, government education department need to recognize the complex group and organisational dynamics crippling the work of these schools, as a basis for working with them. Ignoring these dynamics or assuming that introducing new policies will straightforwardly remedy them is not likely to improve conditions in dysfunctional schools. In addressing the manifestations of these problems, departments need to work from an understanding of the dynamics producing them. Secondly, in line with this, departments need to view as their major task the regeneration of these schools as functioning organisations. This involves a range of inter-related areas: administration and leadership; social and authority relations; predictable day-to-day practices (such as those of time and space) to frame learning and teaching; the substantive task of learning and teaching itself. Crucially, stakeholders in schools need a sense of continuity and purpose; the need clarification on roles and responsibilities, and they need to recognise that they are not completely without resources in tackling their problems. (Menzies : 1989 : 21).

To achieve this and to address the complex dynamics within dysfunctional schools, it is important for the department to work towards providing clear, dependable containing structures for these schools to enable them to work on changes. Nonetheless, department need to openly acknowledge the plight of these schools, who feel overlooked and unsupported, without blaming the schools and they need to be aware of the importance of dependability, consistency and containment in dealing with them.

Department need to be seen to be moving away from authoritarianism towards democracy, transparency and accountability which are catchwords of the new government. An example of unhelpful policy action was the introduction of a new policy forbidding corporal punishment in schools. While this policy is in line with the principle of human rights, it was introduced in a top-down manner, with no support to already collapsing schools and with no alternatives being suggested.

Not surprisingly, this policy caused a lot of anger in the schools the researcher visited and principals and teachers felt that their position had been weakened by this policy and the way it was introduced. Certainly, the new department gave little thought to the plight of

these particular schools in introducing the policy in this way. In a similar vein, the subsequent introduction and reversal of a continuous assessment policy was arguably more harmful to schools like these than developing new policies at all. A clear policy framework needs to be developed and communicated to school on: grievance and disciplinary procedures; minimum hours of duty for staff as well as minimum school hours per day; protection of school space; basic roles; responsibilities and powers of different role players. Interventions of this nature are necessary for guiding the actions of schools, but equally importantly, they are necessary for building up the social defences necessary for schools to operate. Much of this would need to be done in interactive ways, for example by workshops.

Moreover, the importance of the substantive task of learning and teaching needs to be bolstered, so that schools are encouraged to engage with 'real work' rather than psycho politics. Department needs to ensure that they are providing leadership in the areas of learning and teaching and that they keep this as an important focus of their own 'real work'.

It is also important to build a sense of agency and responsibility at the school level. While there are important steps for department to take, it is crucial for interventions to work from the basis that schools themselves need to take at least partial ownership of problems and work towards their resolution.

There may, however, be cases where the breakdown of schools cannot be addressed by the relatively unobtrusive measures suggested thus far. It may be necessary for the department to intervene more directly to change school personnel and particularly school leadership. Department may need to provide skilled group facilitators to work with a school staff, learners, parents and community members in group dynamics, conflict resolution and team building so that the school is able to reassert the key activities of teaching ad learning. Again, intervention should not be to rescue schools, but to assist them in tackling their problems and in redirecting their activities. In extreme cases, the

department may need to shut schools down and possibly re-open them with a different staffing configuration.

6.5. RECOMMENDATIONS FOR IMPROVING THE CULTURE OF TEACHING AND LEARNING

The process of creating the culture of teaching and learning is not mechanical. It is a social development process whose success mostly depends upon human factors such as the skills, the quality and the motivation feels of the people associated with it (learners, teachers, administrators and supporting staff). The culture of teaching and learning is best conceptualised as an outcome of a system in which the school ensures that it has the right kind of people and the right number of people at the right places, and at the right time, engaged in the right kind of teaching and learning activities voluntarily and with maximum efficiency.

The culture of learning and teaching is therefore comprehensive in nature, and like other forms of cultures, it must be acquired and applied collectively to be significant. One good teacher in a school is not enough - the culture of teaching and learning demands that all teachers be good. A few learners performing well do not constitute a high culture of learning - all learners must generally do well for any school to claim a high culture of learning and teaching.

The researcher recommended the following for the Northern Province Department of Education to improve the culture of teaching and learning:

6.5.1. COMPULSORY ATTENDANCE OF EVERY LESSON

It is not enough for learners and educators to be at school everyday. Lesson attendance by both learners and educators should be made compulsory. The school governing body must devise means like lesson attendance registers to ensure that learners and educators attend every lesson. Monthly reports on lesson attendance should be handed over to the

school governing body to take necessary steps against learners and educators who fail to abide by the rules. Learner's parents should also be informed of their children's truancy if any. With regard to educators the report on lesson attendance must be submitted to the Circuit office whereupon they will reach the regional office via the Area Manager. The School governing body is entitled to these reports as well as acquaints itself with the state of education. What should be of the most importance in this regard is that drastic measures should be taken against both the learner and his educator. Schools may share experiences and exchange idea on how best to address this issue.

6.5.2. ABSENTEEISM

Absenteeism remains one of the serious problems hindering the culture of teaching and learning by both learners and educators. Like the learner, an educator may absent himself from school without apparent reason. In order to promote sound schooling all stakeholders must strive to root out absenteeism in schools. The school policy must also pronounce clearly on absenteeism (e.g. that if the learner hasn't attended school for a prescribed number of days, such a learner would forfeit the right to sit for examinations) in the school.

Community organisation and leaders need to be informed about this problem. Parents of learners who habitually absent themselves from school should be invited to the school and/or visited and encouraged to ensure that their children attend school regularly. Absenteeism on the part of educators must be treated in terms of existing regulations. It must be emphasised that the entire community must take interest in this matter if schools are to work for the people.

6.5.3 SUFFICIENT WORK AND REGULAR ASSESSMENT

To ensure that sufficient work is given to learners and that there is regular assessment of learners, every school, circuit and area must reach consensus on policy with regard to control mechanisms to ensure that there is evidence that learners are given work and

assessed regularly. Subject advisors are central in this regard. They must see to it that learners are given sufficient written work by their educators. This could be done through checking learner's exercise books. The principal and the school management team are responsible, at school level, to ensuring those educators and learners play their part in this regard. Principals should report regularly to the school governing body and the circuit manager (depending on the policy used) on this matter.

Circuit managers must make regular visits to schools and may on their visit to a particular school request a sample of books to confirm the authenticity of reports submitted by principals. Interested community organisations and individuals may request access to these reports in a bonafide endeavour to assist the school in improving its performance.

6.5.4   COMMON ASSESSMENT

Common assessment at all levels (circuit, area and regional) should become the policy of the department of education in the Northern Province. Subject advisors, College lecturers and other senior teachers may serve as examiners and moderators for common examinations for all grades in an endeavour to maintain uniform and high standards in schools. Subject committees must be formed to serve as engine rooms for planning and implementation at individual subject level. Stakeholders should be involved in processes leading to consensus on this matter. This process must be closely monitored by the Regional Office as well as the Head Office because this has a direct bearing on the performance of learners and impacts on matric results.

6.5.5   AFTERNOON STUDIES

The Northern Province education department must make it a policy that all secondary schools conduct afternoon studies. Given the state of education in the province it is the the responsibility of the school management team and all educators at school level to exhort their learners to use their afternoons productively. Educators should supervise learners during studies and must also give them work to help them to be productively

engaged during study time. Every school should work out timetable for educators so that they can have some afternoons free from supervising. The Circuit Manager should receive monthly reports from the principal about the state of afternoon studies in each school.

6.5.6 REGULAR VISITS TO SCHOOLS BY CIRCUIT/AREA MANAGERS FOR WHOLE SCHOOL DEVELOPMENT

Circuit and Area managers are school development officers to visit schools regularly for purposes of whole school development. Every school should be visited at least once a quarter. These managers should approach the schools in a manner that inspires confidence. They should encourage teachers, help new ones in induction, and assist principals in sound school management. Every visit must be followed by a report, which must be submitted, to Regional Offices. Copies of these reports must also be made available to the schools visited.

6.5.7 ROLE OF SCHOOL GOVERNING BODIES

The governance of every pubic school is vested in its democratically elected governing body. The governing body must promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school. It is an undisputed fact that lack of discipline amongst the learners contributes to a large extent, the collapse of the culture of learning and teaching. It thus becomes imperative that school-governing bodies of all schools should as a matter of urgency adopt a code of conduct for learners after consultations with the learners, parents and educators. It should be the joint responsibility of the Learner Representative Council; School Management and the school. Any deviant behaviour displayed by learners should be promptly reported to the School governing body by the principal. The governing body together with the parents of the misbehaving learners should immediately come up with corrective measures.

6.5.8 NO CRIME IN SCHOOLS

Crime, drug abuse, vandalism has become the scourge of our schools and the negatively affects the culture of teaching and learning. That is, effective teaching and learning cannot be realised in an environment, which is infested with crime, violence, drugs and all other antisocial related tendencies. School governing bodies should set up programmes to combat these tendencies. These might include the imposition of a total ban on carrying of weapons into school premises with a penalty (e.g. expulsion) for those who contravene the ban; the striking of a record of understanding between the community and shebeen queens/kings, tavern, bottle stores and bar lounges which for bids these business people from selling alcoholic beverages to learners (in uniform) or youth suspected to be learners during school hours. The governing body, in consultation with structures like the Community Policing Forum (CPF) should explore possibilities of roping in the SAPS in enforcing school attendance and general discipline e.g. declaring it illegal for learners to be roaming the streets during school hours without any written permission form the principal.

6.5.9 Service

It should be borne in mind that it is a right and not privilege for the public to receive the best service from public servant. In the execution of their duties, officials at circuit, area, regional and provincial offices should put the interest of the people first. Official at all levels of the department should harmer their collective and individual strength for the pursuit of a common goal aimed at serving the people better. Officials should be guided by the simple truth that the importance of life lies not only in self-fulfilment and satisfaction, but also in being an asset to those around them. It is only through good work and better service to the public that will stand all officials as department and individuals in good stead. The public should have the rights to lodge dissatisfaction of shabby treatment by officials of the department at any level. That is, the department is obliged to put in place boxes allowing the public to comment on the kind of service received at various offices. All these will undoubtedly speed up the process of service delivery in

general. This includes delivery of stationery to schools delivery of textbooks and other relevant resources to keep the school going. This will ultimately enhance the culture of teaching and learning.

6.5.10. DEPARTMENT TO CREATE CONDUCIVE LEARNING ENVIRONMENT

The Department of Education has a constitutional and moral responsibility to create an environment conducive for effective learning and teaching. This, it should do, by proper planning, organising and prompt response to requests from all levels of the departmental hierarchy. The department should within its budgetary limits provide basic facilities like attendance registers, receipt books, stationary, textbooks, classroom accommodation and furniture. The department should set up capacity building programmes to equip the school community members with skills to handle disputes. To this end, the department should supply all educators with brochures that explains the conditions of service for educators, duties of management versus school governing bodies guidelines for dealing with serious misconduct of learners and any other matter that has potential of causing the disruption of academic programmes at school. Labour disputes should be resolved timorously.

6.5.11 Teachers to show professionalism, willingness and competency

Professionalism is a character or spirit of behaving according to rules of a particular training. It is a method of behaviour of a professional as distinguished from the behaviour of an amateur (Sowetan 1999 : 14). It is true to say that all teachers are expected to adhere to a professional standard, because they must act like professionals following the teachers' code of conduct. It may not be true to say that all teachers are unprofessional and that they all lack discipline. As with all professionals and practices, a small percentage of members may be undisciplined and need to be reprimanded. Despite this, there are many good teachers and very few bad ones.

The quality of education depends primarily upon the teacher whose human qualities and pro-professional preparations must be used to develop a high degree of teaching competency. In judging its school, the society is influenced to a considerable degree by the character and quality of its teachers. Teachers should therefore exercise professional leadership of a high standard. Every member of profession carriers a responsibility to act in a manner befits a professional person. The behaviour of each teacher is the concern of all. That is, for the restoration of meaningful culture of teaching and learning, there is a need for teachers to be competent and willingness; and responsive enough to shoulder their responsibilities. There is also a need for learners to be keen to succeed in life. Co-operative and dedicated parents are also needed whose work will be to encourage and not to discourage those who endeavour to help the learners.

6.6.   RECOMMENDATIONS FOR FURTHER RESEARCH

Possibilities for further research in this area include:
- School- Community relations as a prerequisite for the promotion of a culture of teaching and learning.
- Parental involvement in the culture of teaching and learning.
- Psychological perspective on the culture of teaching and learning.
- The role of School Governing Bodies in the promotion of a culture of teaching and learning.
- The role of School Governing Bodies in the promotion of a culture of teaching and learning.
- Teacher unions and the promotions of a culture of teaching and learning.
- The role of the principal in the promotion of a culture of teaching and learning.
- The effects of educational resources on the culture of teaching and learning.

6.7. CONCLUSION

In conclusion, to return more centrally to sociological approaches, it is necessary to recognise that the breakdown of the culture of learning and teaching in these black schools is intimately related to the policies and practices of apartheid. These schools are part of the communities suffering from poverty, unemployment and violence, and these conditions show few signs of change under the new government. But at the same time as recognising the power of social context, it is also important to recognise the importance of human agency. Social context is not all determining, and building agency and responsibility at the school level is an important dimension of changing these schools. In a climate of fiscal restraint, resources for remedying the plight of disadvantaged schools are in short supply. As the departments struggle with restructuring, crisis management is often the order of the day. Given these circumstances it is important for the government to keep a focus on the most disadvantaged schools as an articulated policy principle.

The most important thing to consider is that education is like a tree. It needs to be pruned, not uprooted. For education or results to improve in our country, dead branches in the system should be removed. We must get back to the basics - that is, what was destroyed must improve upon. Let's forget about apartheid education and think of our own education. The following important things that were there have been destroyed:

- Schools committees - some people may not know that there were best school committees system. It was made up of parents, education officers and teachers. These were the legitimate stakeholders of the time. The structures had now changed and their roles and authorities have also changed.

- Primary schools were the best you could get. They were run by teachers who understood group work well. This system is almost similar to the Curriculum 2005. Learners learned in-groups by discovery method.

Relationship between teachers and learners and between teachers and parents was good.

It is also important that schools should be transformed to become community based, that is, involving all stakeholders as a means to re-establishing discipline and the culture of learning and teaching, and to combat vandalism and ensure security. There is also an urgent need to make available resources to improve security measures to safeguard learners and educators.

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PARENTS QUESTIONNAIRES ON THE CULTURE OF TEACHING AND LEARNING IN SCHOOLS IN THE NORTHEN PROVINCE

N.B. **Be assured that the information provided will be treated as strictly confidential**

MAKE A CROSS (X) ON THE APPROPRIATE ANSWER

1. Are both parents employed

Yes
No

2. If both or one, where do they work?

Local
City

3. If parents work in the city, who looks after the children?

No one
Relative

4. Do your child give you disciplinary problems

Yes
No
Sometimes

5. If yes, what does he/she do? Explain

    _____

6. Do you sometimes ask how your child is progressing at school?

Always
Sometimes
Never

7. What do you think are the causes of a lack of culture of teaching and learning

_____

_____

8. What do you think can be done to restore the culture of teaching and learning?

_____

_____

_____

QUESTIONNAIRE TO LEARNERS ON THE CULTURE OF TEACHING AND LEARNING

N.B. BE ASSURED THAT THE INFORMATION YOU PROVIDE WILL BE TREATED AS STRICTLY CONFIDENTIAL

MAKE A X (Cross) ON THE APPROPRIATE BOX

1. Are both your parents employed?

    ☐ Both   ☐ One   ☐ None

2. Where are they employed?   ☐ Local   ☐ City

3. Do your Parents read or write?

    ☐ Yes   ☐ No

4. Do you respect your teachers?

    ☐ Yes   ☐ No

5. If not, state reason why

    _____

    _____

6. How should learners be disciplined?

    ☐   Through guidance

    ☐   Corporal punishment

    ☐   Paying a certain fee

    ☐   Remaining after school

7.   Do you attend school regularly?

☐   Yes   ☐   No

8.   Should parents be involved in the education of their children

☐   Yes   ☐   No

9.   Do you have enough school accommodation

☐   Yes   ☐   No

10.   How many are you in the classroom

☐ 30-40   ☐   40-50   ☐   50-more

11.   Do your teachers discuss career choices with you

☐   Yes   ☐   No

12.   Do you agree that some of the political organisations negatively influence learners

☐ Strongly agree   ☐ Agree   ☐ Strongly disagree   ☐ Disagree

13.   What do you think are the causes of lack of learning and teaching culture

_____

_____

_____

TEACHERS AND PRINCIPAL'S QUESTIONNAIRES ON THE LACK OF A CULTURE OF TEACHING AND LEARNING

N.B. **Be assured that the information you provide will be treated as strictly confidential**

MAKE A CROSS ON THE APPROPRIATE BOX

1. Do you agree that there is a disciplinary problems in schools

    ☐ Strongly agree   ☐ Agree   ☐ Strongly disagree   ☐ Disagree

2. Has any parent ever come to you with his/her child's disciplinary problem

    ☐ Yes   ☐ No

3. What action did the school take?

    ☐   Corporal punishment

    ☐   Staying after school

    ☐   Cleaning

    ☐   Verbal reprimand

    ☐   Other. Specify

    _____

4. Are all teachers qualified in this school

    ☐ Yes   ☐ No

5. Do you agree that teachers set a bad example for learners

    ☐ Agree   ☐ Disagree ☐ Not sure

6. Is it true that teachers do not respect their seniors

    ☐ True   ☐ False   ☐ Not sure