A CASE STUDY OF THE EXPERIENCES OF TEACHERS TEACHING IN CLASSROOMS IN SELECTED SCHOOL QUINTILES

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THE EXPERIENCES OF TEACHERS TEACHING IN CLASSROOMS IN SELECTED SCHOOL QUINTILES

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Supervisor's Statement

This dissertation has been submitted with/without my approval.

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Dr Inba Naicker

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Date

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DEDICATION

This dissertation is dedicated to my late parents Anton Mzwakhe "Ma Thousand" Mhlophe and Flora Shongani "MaSokhela" Mhlophe (abalale ngokuthula) for their love and unwavering support since my childhood. I also dedicate it to my late son, Ntobeko Mncedisi Mhlophe (lala ngokuthula Mnce, family loves you), his siblings Phumzile, Nonjabulo, Mpilo, Lumka, Bandile and my lovely wife Nokuthula "MaMdlalose" Mhlophe for being a fountain of inspiration from the day I undertook this journey.

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ABSTRACT

The post-apartheid education in South Africa is characterised by inequitable distribution of resources in schools, across educational quintiles. This inequitable distribution emanated from the pre-1994 funding models, which witnessed the former white schools not funded akin to the township schools. The inequitable distribution of expertise and resources across selected school quintiles has sparked a national outcry. The distribution may be founded in resource availability and impact on the whole-school performance. The study sought to achieve two objectives: firstly, to explore the day-to-day experiences of teachers teaching, within the classrooms of selected school quintiles. Secondly, determine why teachers encounter such experiences in teaching within the classrooms in these selected school quintiles. To do this, I drew on Teacher Leadership and Instructional Leadership theories. Methodologically, a qualitative approach was employed. I interviewed five participant teachers per school, from three different schools (quintiles 1, 3 and 5) in Umlazi district, Durban, KwaZulu-Natal.

Findings revealed that South African educational quality remains constrained, through lack of firm adherence to school discipline policies and procedures. There was inadequacy of funding or unsteady flow of financial "muscle" or both for some quintile schools, as filtered through to various facets of school operations. Educational good quality can hardly be realised if teachers and learners do not have sufficient operational apparatus (personnel and textbooks). Learners' bad behaviour, which appeared to be rife within the classrooms of sampled schools did not facilitate the attainment of quality school results. It is recommended that the Department of Basic Education re-models or modify some sections of its funding policies, particularly of fee paying and no fee paying schools, so that they uncompromisingly address the unique teaching and learning realities in these schools. Such processes may also ensure that these policies remain relevant to the plight of some learners in public schools and ever-changing realm of educational practice.

LIST OF ABBREVIATIONS

CAPS - Curriculum and Assessment Policy Statement

CREATE - Consortium for Research on Educational Access, Transition and Equity

DoE - Department of Education

EFA - Education for All

ESF - Equitable Shares Formula

FET - Further Education and Training

GER - Gross Enrolment Ratio

GET - General Education and Training

IQMS - Integrated Quality Measurement System

LAC - Latin American Countries

LSEN - Learners with Special Educational Needs

LTSM - Learner Teacher Support Material

MDGs - Millenium Development Goals

NAEP - National Assessment of Educational Progress

NER - Net Enrolment Rates

NGO - Non-Governmental Organisation

NNSSF - National Norms and Standards for School Funding

RSA - Republic of South Africa

SACE - South African Council for Educators

SASA - South African Schools Act

SGB - School Governing Body

SMT- School Management Team

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CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 Introduction

In South Africa, the apartheid era government was discriminatory in its provision of educational services and resources; it prioritized former white schools at the expense of African schools (Bhorat & Oosthuizen, 2008; Case & Deaton, 2008; Bryan, 2010). This inconsistency in resource allotment had implications for the quality of education offered in the different schools. The former white schools had an advantage over African schools, which witnessed former white schools acquiring unlimited access to learner teacher support materials (LTSMs) which allows informative and productive encounters with learners in support of their schools' vision and goals. However, the effect on African schools was different, highly characterised by insufficient or scarcity of the LTSMs (Bhorat & Oosthuizen, 2008). Furthermore, the former white schools admitted learners through screening which is not what most African schools do. These 'screened' learners were usually better prepared for the implementation of rigorous curriculum and outputs (the end-year results) were likely to be positive; on the other hand African schools enrolled just any learner (Van der Berg; Yamauchi, 2011). This is also alluded to by Motala and Dieltiens (2010) when they posit that, the former white schools are better resourced and have the best educational outcomes; and this is observable in the high matriculation pass rate in the former white schools.

This was the position until the introduction of the *South African Schools Act, of 1996* (SASA) which was intended for the provision of a uniform funding system for all schools. The Department of Education (DoE) through SASA introduced a school funds allocation programme. This programme was supposed to be adequate for at least the poor and all households suffering the effects of poverty should enjoy schooling that is adequately funded. This was introduced through the *National Norms and Standards for School Funding* (NNSSF) (DoE, 1998).

The NNSSF covers the ways in which provinces should fund schools and provide guidelines for fee exemption. The NNSSF was intended by the DoE to effect equity and redress in South African Education.

Despite all attempts of redress, South African education remains a two-tier system of schooling in which the rich and the middle-class, access better schooling while the poor remain trapped in under-resourced and poor quality education. The former White schools exposed teachers to resourceful teaching environments, while former African schools faced scarcity of resources (Bhorat & Oosthuizen, 2008; Bryan, 2010).

The latest South African endeavour of bridging the gap between the former-White schools and the African schools was that of resolutely placing schools into quintiles. These quintiles were formed proportionate to the national poverty index of schools based on household income, based also on unemployment and literacy levels of the communities where the schools are located (DoE, 2006). Five quintiles are in use; schools in quintiles 1, 2 and 3 were poor and they are no fee paying schools or fee free schools. Quintile 3 is the middle national quintile and is also referred to as the 'adequacy benchmark,' (as will be explained later on, under concepts) since in theory the money allocated to schools in this quintile must when spent on learners, cover and suffice for education (DoE, 2006). Quintiles 4 and 5 are fee-paying schools and a decision was taken to permit these schools to continue charging fees in order to prevent the rich parents from removing their children from public schools (DoE, 2015). This is done to allow for maintenance of all amenities these schools have.

1.2 Purpose and rationale for the study

I have taught at no fee schools particularly, quintiles 1 and 3 as well as at quintile 5, fee paying schools. The learners that attend the schools do so with different educational expectations, knowledge and dispositions. Schools in quintiles 1, 2 and 3 do not charge school-fees and thus have high enrolments. This high enrolment creates classes with very high teacher-learner ratios, and in some cases, ratios are so high that teachers find it very difficult to teach. This is expressed by Lewin and Akyeampong (2009), when they posit that the introduction of no fee schools resulted in rapid expansion of enrolments, which degraded quality of education. Motala (2011) concurs with Lewin and Akyeampong (2009) that access to schooling, substantially increased with the introduction of no-fee schools.

The ratios range from a standard 1:35 to around 1:70 at various schools. When numbers increase the possibilities of individual attention diminish (Thomson, 2011). Furthermore, in the last six years I have been teaching at a quintile 5 school, where the school is fee-paying and the teacher-learner ratio fluctuates between 1:35 and 1:45. A teacher-learner ratio of between 1:35 and 1:45 allows for individual attention. These ratios have prevailed for quintile 5 schools, even prior to South Africa attaining democracy. Bhorat and Oosthuizen (2008) state that former white schools hold a distinct advantage over former disadvantaged schools in terms of institutional characteristics, such as learner-teacher ratios and learner teacher support material (LTSM). Divergent backgrounds in Education as is that of fee-paying and no fee paying schools present dissimilar teacher experiences which may have good or bad results. This study is therefore, conducted in order to explore teachers' experiences of teaching within the classrooms, in selected school quintiles.

1.3 Significance of the study

This study is significant in the sense that it will attempt to provide teachers' insights concerning their experiences in teaching within the classrooms, in selected school quintiles. The study may bring to light, teachers' lived experiences, of teaching within the classrooms, in selected school quintiles. This study is further significant because its findings can possibly contribute in the formulation of legislation and policies that may contribute to a more equitable funding model and the prospect of an unbiased provision of resources to all South African schools.

1.4 Aim, objectives and critical questions of the study

The **study** is underpinned by one aim, two objectives and two critical questions.

1.4.1 Aim

The aim of the study is to explore experiences of teachers teaching within the classrooms in selected school quintiles.

1.4.2   Objectives

- To explore the day-to-day experiences of teachers as they teach within the classrooms, in selected school quintiles.

- To determine why teachers encounter such experiences in teaching within the classrooms, in these selected school quintiles.

1.4.2   Critical questions

- What are the day-to-day experiences of teachers teaching within the classrooms in selected school quintiles?
- Why do teachers encounter such experiences in teaching within the classrooms in these selected school quintiles?

1.5 Definition of key concepts

In order to facilitate a common understanding, broad definitions of key concepts used in this study are provided. The key terms that are pivotal to the study are: teaching and school quintiles.

1.5.1 Teaching

Teaching is defined as an anthology of actions taking place within the classroom. These actions encompass talking, asking questions, writing, drawing and body language (Kansanen, 1999). This phenomenon (teaching) is viewed by Ball and Hill (2008) as having relevant content knowledge and the ability to deliver this knowledge accurately. Ball and Hill (2008) further state that teachers must have majored in the fields they teach at, and have knowledge of how teachers teach. Teaching is further understood to be a face to face working of teachers with their learners in a process of communicating and connecting for knowledge transfer. (Young & Celli, 2015) also concur with Gergely and Csibra, (2006) when they define teaching as an effective means of information transfer when the instructor makes moment-to-moment adjustments, generated by constantly monitoring the knowledge state of the learner, and offering appropriate assistance when the learner is experiencing difficulty or appears to lack the necessary information to complete the task at hand. For the purpose of this study a definition by Young and Celli (2015) and Gergely and Csibra (2006) is adopted.

1.5.2 School quintiles

A national school quintile refers to the ranking of South African public schools, in line with the Department of Education's expenditure policy. The schools are ranked from quintile 1 up to quintile 5 and are allocated a learner-expenditure which is based on learners' household income. Also considered is the unemployment rate of parents as well as the literacy levels of the communities where the schools are located (DoE, 2006). Allocating schools to quintiles is an educational endeavour intended to deal with barriers such as inequality in the provision of education through subsidies (Republic of South Africa, 1998). Specifically, this has been intended through school-fee exemption for learners from poor backgrounds attending fee-paying schools (Quintile 4 and 5) as stipulated in SASA (1996) and no-fee school as per NNSSF (2006).

The middle national school quintile (quintile 3) is also referred to as the adequacy benchmark. Adequacy benchmark is in theory an amount of money which the DoE must spend on a learner so that the learner receives adequate Education. Schools in this category will receive the minimum amount of R955 per learner per year. Schools in lower quintiles, 1 and 2 also receive R955. These are no-fee schools and so receive larger allocations than the schools in quintiles 4 and 5. Fee charging schools in quintile 4 receive less than the adequacy benchmark of R955. Schools in this quintile receive an allocation of R522 per learner, and schools in quintile five receive an allocation of R179 per learner per year (DoE, 2015). This therefore compels charging of school fees by the schools in order to keep these schools running.

1.6 Outline of the study

This research study is arranged into five chapters as follows:

Chapter one introduces and provides orientation to the study, subsequent is the purpose and rationale for the study, significance of the study, aim and objectives, critical questions, definition of the key concepts, this outline and a chapter summary.

Chapter two focuses on literature review that commences with an introduction that is followed by theoretical frameworks. Immediately after theoretical frameworks is the review of relevant literature. The chapter ends with a summary.

Chapter three introduces and presents the research paradigm, a design, the research methodology: sampling, data generation methods, data analysis, issues of trustworthiness, ethical issues, delimitation, limitation of the study and a summary.

Chapter four discusses the findings of the study as presented, according to the main themes that emerged from data. The chapter ends in a summary.

Chapter five presents the summary of the study, conclusions, a set of recommendations generated from the findings of the study and ends in a summary.

1.7 Chapter summary

This chapter has introduced and provided a background to the study, given purpose and rationale, as well as the significance for the study. It has also presented the aim and objectives, critical questions and key concepts of the study. There is also an outline of chapters, one through to five.

The next chapter will present the theoretical frameworks and the review of related literature.

CHAPTER TWO

THEORETICAL FRAMEWORKS AND REVIEW OF RELATED

LITERATURE

2.1 Introduction

The previous chapter outlined the background and the introduction to the study. This chapter focuses on the theoretical frameworks that underpin this study and related literature reviewed with regard to the key research questions formulated in chapter one, namely:

- What are the day-to-day experiences of teachers teaching within the classrooms in selected school quintiles?
- Why do teachers encounter such experiences in teaching within the classrooms in these selected school quintiles?

A literature review is defined as a critique of the status of knowledge on a carefully defined topic (McMillan & Schumacher, 2014). Likewise the purpose of this literature review is to provide the body of knowledge which already exists in relation to **"The experiences of teachers teaching in classrooms in selected school quintiles"** This chapter commences with a discussion on the theoretical frameworks. I draw on two theories namely, teacher leadership and instructional leadership theories. I thereafter, review the related literature. The review of related literature commences with a discussion of the policy context in South Africa. This precedes an account on the criticism of the quintile system. Next is a review of literature in South African, African and international contexts.

2.2 Theoretical frameworks

It is clear from the many school improvement studies that have been conducted, that teacher leadership is a key aspect in a school's ability to improve (Lambert, 1998). Since the aim of the study is to explore experiences of teachers as they teach within the classrooms, for school improvement, therefore teacher leadership and Instructional leadership theories become pertinent. Lambert (1998) postulates that, outstanding leadership emerges as a significant characteristic for outstanding school

achievement. Furthermore, there can no longer be doubt that those seeking quality in education must ensure outstanding leadership (Bush, 2011).

2.2.1 Teacher leadership

Teacher leadership is viewed as central to the successful implementation of the seven roles and competences of a teacher as elucidated in the collective roles of teachers in a school (RSA, 2011). The policy makes clear that teachers are expected to play the role of leader, administrator and manager. Moreover, they are expected to participate in school decision-making structures (RSA, 2011). Grant (2010) in a study on teacher leadership in the South African school context reports that, few teachers appear to be embracing the teacher leader role. At the outset it must be noted that teacher leadership consists of many facets as Crowther, Fergurson and Hann (2009) illustrate. Teacher leadership consists of pedagogical expertise, enthusiasm, passion and commitment. However, the concept of teacher leadership is not limited to individual abilities solely. Crowther et al. (2009) further explain that teacher leadership is about action that enhances teaching and learning within a school, unites, advances the quality of education and life for communities under the spotlight.

It is commonly agreed that the practice of leadership cannot be extracted from its socio-cultural context (Spillane, Halverson & Diamond, 2004, p. 22). In other words, leadership is likely to vary depending on the historical, cultural and institutional settings in which it is practised. This study, aims to explore teachers' experiences of teaching within the classrooms, in selected school quintiles, using Grant's model. Teacher leadership becomes relevant for teachers as they work towards the realisation of quality teaching and learning, within the classrooms (Grant, 2010). The significance of Grant's model is that it may assist in stimulating teachers, regardless of designation, to think about the zones in which they currently (or in the future) might wish to lead in a school (Grant, 2010). In addition, the two levels (zones and roles) of the model offer tools to describe the practice of teacher leadership in terms of the places where teacher leaders are most likely to take up.

First level of analysis: Four Zones	Second level of analysis: Six Roles
Zone 1 In the classroom.	**Role One** Continuing to teach and improve one's own teaching.
Zone 2 Working with other teachers and learners outside the classroom in curricular activities.	**Role Two** Providing curriculum development knowledge.
	Role Three Leading in-service education and assisting other teachers.
	Role Four Participating in performance evaluation of teachers.
Zone 3 Outside the classroom in whole school development.	**Role Five** Organising and leading peer reviews of school practice.
Zone 4 Between neighbouring schools in the community	**Role Six** Participating in school level decision-making.

Figure 1: Model of teacher leadership (Grant, 2008, p.93)

This study is restricted to zone one and role one of Grant's model. The zone speaks to teacher leadership within the classroom as teachers lead and manage the teaching and learning process. Within the zone of the classroom (**zone one**), teachers concentrate mainly on role one which is about continuing to teach and improve one's own teaching (Grant, 2010).

The indicators of Teacher Leadership within **role one** may include, but are not limited to:

- The centrality of expert practice;
- Keeping abreast of new developments;
- Designing of learning activities;
- Innovative processes of record keeping;
- Engaging in classroom action research;
- Maintaining effective classroom discipline;
- Taking initiative and engaging in autonomous decision-making for learner benefit (Grant, 2010).

2.2.2 Instructional leadership

Twenty-first century teachers are considered to be instructional leaders (Louis, Leithwood, Wahlstrom & Anderson, 2010). Leithwood et al. (2010) point to the lack of explicit descriptions of instructional leadership in the literature and suggest that there may be different meanings of this concept. Southworth (2012) indicates that instructional leadership is strongly concerned with teaching and learning. Integrated is the professional learning of teachers as well as learner growth. Instructional leadership focuses on teaching and learning and on the behaviour of teachers in working with learners. The emphasis, however, is on the direction and impact of influence rather than the influence process itself (Bush & Glover, 2009).

There are five categories of successful instructional leadership practices (Webber, 2012) namely:

- Building trusting relationships within and among staff, learners and parents;
- Maintaining a safe and healthy environment;
- Allocating resources in support of the school's vision and goals.
- Assisting with the implementation of the rigorous curriculum;
- Building staff members' sense of internal accountability.

These five categories can be linked to what happens in the classroom (DePorter, 1999). Building trusting relationships within and among staff, learners and parents is of character connection, maintaining a safe and healthy environment is context connected, allocation of resources is classroom related and the implementation of the curriculum is cognitive connected. This study employs both teacher leadership and instructional leadership theories, in exploring teacher experience as teachers teach within the classrooms, in selected school quintiles.

2.3 Review of related literature

The review of related literature commences with a discussion of the policy context in South Africa. This precedes an account on the criticism of the quintile system. Next is a review of literature in South Africa, Africa and international educational literature.

2.3.1 Policy context

Since 1994, the structure of the education system has been completely transformed through legislation, and new policies are designed to create an inclusive and efficient education system. *South African Schools Act* is among pieces of significant legislation promulgated towards augmentation of equity for schools. There is the Equitable Shares Formula (ESF) which seeks to redistribute funding from the national level to provinces based on a weighted average of demographically drive formulae which utilise the criteria of rural nature, poverty and infrastructure development (Motala & Dieltiens, 2010).

Also in use the National Norms and Standards for School Funding (NNSSF) that took effect on 1st January 2000 (DoE, 2006) deals with public funding of schools, exemption of parents who are unable to pay school fees and subsidies to independent schools. In terms of the Amended National Norms and Standards for School Funding (DoE, 2006), state funding to public schools continues to be provided in two categories: personnel expenditure and non-personnel expenditure also referred to as the school allocation. Previously, all schools could complement the state school allocation with the collection of school fees, however, under the amended policy; several schools are declared no-fee schools and are then entitled to an increased

allocation by the state to offset revenues previously generated through school fees. Fee-charging schools can apply to become no-fee schools if they so wish (Motala, 2012).

Schools are assigned poverty scores using data from their communities where the schools are located. The poverty indicators utilized for this purpose are income, unemployment rate and the level of education of the community, which are weighed to assign poverty scores (Motala, 2012). Poverty ranking of a school as defined by the school's surrounding is used to categorise schools into quintiles, ranging between quintile 1 and quintile 5. Schools in quintiles 1, 2 and 3 are declared no-fee schools (poor schools) and receive larger allocations than schools in quintiles 4 and 5 (least poor), fee paying schools. Quintile 3 schools fall within the adequacy benchmark, in addition are no-fee schools; however, there is lack of clarity regarding how adequacy is calculated (Motala, 2012).

The poor schools, quintiles 1, 2 and 3 do not have the financial capacity to handle large sums of money and therefore the provincial Department of Education sends these schools a paper budget (Motala, 2012). Poor schools requisition of resources from the provincial Department which, however, fails to adequately supply these schools yet continue to pay for services such as electricity, water, photocopying, gardening and scholar transport to the least poor schools, and eventually exhausting the budget (Motala, 2012). There has been implementation of food based dietary guidelines (FBDG) for schools in quintiles 1, 2 and 3 (Nguyen, de Villiers, Fourie, Bourne & Hendricks, 2013). Schools in the least poor quintiles (quintiles 4 and 5) continue to compensate for reduced funding by charging higher school fees, thus maintaining existing differentials. Most importantly, these schools are able to use additional funds for quality differentials such as more teachers and lower pupil teacher ratios which cannot prove equitable for the poor schools (Motala, 2012).

South Africa moves from an explicitly race-based and unequal system of public education to a national system intended to provide all South Africans with equal access to education opportunities. However, despite improvement and funding equity, many learners, especially in the rural areas, continue to lack access to proper infrastructure and have to manage with limited numbers of text books, badly stocked libraries and poorly trained teachers (Motala, 2012). The reduction of wide

socioeconomic disparities has taken place at an even slower pace than improvements in the overall quality in education (Gustaffson & Patel, 2012).

The pro-poor funding approach embraces the concepts of equity, social justice and efficiency and the vision of the school as prescribed by the school, and the South African Schools Act (RSA, 1996a: Section 80). The main intention of the allocations of the recurrent cost items is to target as far as possible the needs of the school, which are based on the poverty of the school community and the conditions, as calculated in accordance with the "Resource Targeting Table" (RSA, 2016).

Resource Targeting Table in 2016

Quintile	School quintiles from poorest to least poor	Expenditure allocation	Annual allocation per learner for 2016	Cumulative percentage of non-personnel expenditure	Cumulative percentage of schools
1	Poorest 20%	35%	R1 117.00	35%	20%
2	Next 20%	25%	R1 117.00	60%	40%
3	Next 20%	20%	R1 117.00	80%	60%
4	Next 20%	15%	R590.00	95%	80%
5	Next 20%	10%	R204.00	100%	100%

No fee threshold: R1 117.00

Small schools: National fixed amount R27 264.00

2016 figures: Inflation adjusted- CPI projected inflation rate adjusted

Source: Department of Education 2016

As can be seen from Table 1 above, the norms are clearly progressive, with 60 per cent of a province's non-personnel expenditure going to poorest 40 percent of learners in public schools. The poorest 20 percent of learners receive 35 percent of non-personnel resources, while the least poor 20 percent of learners receive 5 percent (DoE, 2016). The main purpose for the implementation of the NNSSF in public schools is for the policy to be pro-poor.

The reason for the approach is to ensure that the better-off schools' public funding is gradually reduced and that public funds are redistributed to the poor schools. The receipt of more public funds for the poor schools means that they now have the opportunity of getting more resources, without the focus being on a need to raise additional fees to accrue more funds (DoE, 2016).

Even though the technical targeting processes are no doubt important, it becomes clear that they are not sufficient to eliminate the deep structural disparities in South African education provision. There are substantial economic differences among schools in different quintile divisions and provinces. Better off schools in one province can receive more state funding than poor schools in another. The resource targeting system is designed to address intra-provincial inequities but cannot take account of inequalities among provinces which result in different funding allocations to the same quintiles in different provinces (Sayed & Motala, 2012). It therefore, becomes interesting to explore school's worth across the quintiles.

2.4 Criticism of the quintile system

The implementation of the no-fee schools policy has brought into sharp focus an aspect that was not considered in the original school funding norms (Department of Education, 1998), namely, poor funding for the middle quintile (quintile 3, also known as the adequacy benchmark). According to Macfarlane (2010) the shift from provincially to nationally determined quintiles has meant that schools that were formerly classified by provinces in a low (poor) quintile now find themselves in less poor quintiles as determined nationally. This means that in the poor provinces, such as the Eastern Cape, KwaZulu-Natal and Limpopo, approximately half of the schools are funded at a lower level than they were before the new policy. This raises vexing issues of quality teaching and learning, what level of funding and resources is required for quality education.

Concern has been raised that national data provided by Statistics South Africa is imprecise in calculating no-fee schools. Macfarlane (2010) argued that some widely differing communities are grouped together, creating a distorted picture; for example, the affluent area of Sandton, Johannesburg, is said to be grouped together with nearby Alexandra, a historically disadvantaged township community. When schools of different quintiles are grouped together, funding and resource allocation

becomes complicated and confusing, which deficiently impacts on teaching and learning. Teachers then cannot teach effectively and learners may also have problems, since schools may be under-resourced. While the department of Education has denied these claims, the fact that Gauteng has decided to obtain additional data from the Human Sciences Research Council (HSRC) may reflect the real difficulties in allocating schools to appropriate quintiles.

Chutgar and Kanjee (2009) posit that the current method of allocating schools to quintiles may be effective in identifying those schools that are most affluent and perhaps also those schools that are the worst off, but that it may not be sufficiently nuanced to accurately allocate schools to the middle quintile. The implication of this is that the current system may be offering less financial assistance to schools containing the greatest number of disadvantaged children and this may adversely affect teaching and learning in schools (Chutgar & Kanjee, 2009).

Another important issue which concerns the adequacy of the 'adequacy benchmark', it is unclear how the amount of (R1 116.00 in 2015; increased to R1 117.00 in 2016; increased to R1 242.00 in 2017) was determined as the adequacy benchmark and how this was costed. The biggest unresolved policy issue is whether the current costing per learner is correctly estimated and whether the adequacy benchmark nationally is sufficient (Christie, 2012). Some have argued that the adequacy benchmark is insufficient to cover even the basic cost of schooling inputs (Giese et al., 2009), with research suggesting that while there has been considerable aggregate impact, most allocations in 2016 for the three poor quintiles are below the nationally set benchmark, hence poor provinces in particular are unable to meet national targets. A related issue is that levels of inequality between no-fee schools and those in less poor quintiles continue to rise, since not all schools can be accommodated in the no-fee category.

Second, adequacy is not only specified for non-personnel recurrent expenditure, yet, as often noted, many of South Africa's educational problems can be linked, directly or indirectly, to the number and quality of school personnel, including teachers (Jansen & Amsterdam; Motala, 2010); the bigger the personnel, the lighter the teaching load and vice-versa. Since the school allocation only deals with 20 per cent of non-personnel expenditure, adequacy concerns can only be addressed properly by

considering the overall level of school funding. As in the past, teacher allocations and personnel expenditure remain areas over which provinces and schools have little control. Moreover, the continued presence of fee contributions in the system, i.e. 40 per cent of schools are still permitted to charge fees also distorts the picture since fee charging schools can effectively buy important quality related inputs such as additional teachers, which help to reduce these schools' teacher-to-learner ratios (Motala, 2009).

It must be admitted that there is both merit and perhaps practical necessity in devising and applying a notion of adequacy as a funding principle in order to give substance and content to the right of access to education, but the combination of limited state resources, a lack of clarity regarding how adequacy is calculated and the fact that adequacy is pre-defined to exclude personnel costs means that policy-makers, researchers and schools alike cannot be sure that funds allocated are in fact sufficient for a meaningful teaching and learning roll-out (Motala, 2009). As a consequence, the no-fee and other pro-poor policies' potential to provide meaningful access to education of sufficient quality, at least in terms of resourcing and a more equitable distribution of resources, cannot be said to have been realized yet.

It therefore, becomes paramount that school contexts are understood by all teachers at the school and plans to sustain and improve conditions are brought forward.

2.5 Teaching in South Africa

The sub-topics focus on teacher experiences, the quality of education in South Africa, and ultimately culture and legacy of institutions.

2.5.1 Teacher experiences in South Africa

The issue of educational quality remains a key challenge in the development of education in South Africa. Achieving physical access to basic education is necessary, however, insufficient because access must be to quality education rooted in meaningful learning and progression to secondary and higher levels of education (Sayed & Motala, 2012). Teachers need to understand the extent and the effects they have of their own experiences by asking questions like; Why are there still learners who never enter school and, of those who do, why do they learn so little, and why do so many learners drop out of school even after having persevered for nine or more

years (Sayed & Motala, 2012)? These questions may have responses outlining day-to-day experiences of teachers within South African schools' classrooms.

The quality of education as inherited by the post-apartheid government was a divided and a highly unequal education system. The amount spent per learner in a white school was two and a half times higher than the amount spent on black children in urban areas and five times higher than that of black learners in the most impoverished homelands (Motala, 2009).

South Africa has a semi-federal system and legislative responsibility for school provision and management resides with the nine provincial governments. The schooling system is divided into a General Education and Training phase, which bridges primary (Grades 1 to 7) and junior secondary (Grades 8 and 9), and a Further Education and Training (FET) phase as senior secondary school (Grades 10 to 12) or in FET colleges (Motala, 2009). South Africa is characterised by significant income inequality which mirrors the race and class divides in society (Motala, 2009). The schools are also ranked within a poverty quintile system for the progressive redistribution of non-personnel expenditure. Furthermore, learners deemed unable to afford fees (if their household income is below 10 times the school fee) may apply to the school governing body (SGB) for exemption from payment. This is not without challenges and the government attempted to limit the adverse effects of the school fee policy by declaring schools serving poor communities as 'no-fee schools' (Motala, 2011).

No-fee schools enhanced the accessibility of education, even girls and people living with physical challenges have more access to education today than in the pre-1994 era. Access to basic education has reached high levels (Spaull, 2013). The government worked towards equalising public expenditures across provinces, in wealthier provinces private funding through school fees contributed more to resources available at the school level than in poor provinces (Lemmer & Van Wyk, 2010). Education has adverse contributions in South Africa, for it greatly promoted inequality. This inequality can be reduced by coming up with strategies for: (1) Equal access to quality education and (2) Increased access to higher education (Spaull, 2013). Success of learners in schools is critical; for it determines personal income which makes household income. Earnings and unemployment are the key

drivers of income inequality in South Africa because Education has a predominant role in determining who is employed, and the earnings they receive. Branson (2014) states that school completion (matric), tertiary education and further education and skills training gives young people entering the labour market an earnings advantage. Yet the quality of schooling in poor schools results in high drop-out and low school completion rates. For those learners who do complete school, a few are equipped with the necessary skills to succeed in the post-schooling education sector. Only a few poor learners get the education necessary to enter top income jobs. In this way, inequality is recycled and the stark differences in incomes between the rich and the poor in South Africa are reinforced (Branson, 2014).

The legacy of political history, inequalities contributing to learning barriers in the classroom, influence the overall pass rate of grade 12 learners, in addition, adversely impacting on teachers' experiences. In 2014, 133 131 (24.2%) grade 12 learners failed, and this is a substantial drop of 2.4% from the previous year's results (DoE, 2015). Some of the possible reasons for the high failure rate might be that content assessment procedures and methods are not always adapted to learners' needs, learners are not socially interactive in the learning situation, not enough time is allocated for the execution of tasks and not all teachers (97%) are sufficiently trained to use a feasible curriculum (Williams, Olivier, & Pienaar, 2009). Learners are taught and evaluated internally except for the matriculation examination, which is the only nationally standardised and externally evaluated examination in the schooling system (Christie, 2012). Moreover, 2014 was the first matriculation examination on Curriculum and Assessment Policy Statement (CAPS), (DoE, 2015).

There are other critical challenges that directly or indirectly negatively impact on education in schools as well as on the experiences of teachers. These challenges for schools include poverty, crime, violence, HIV and AIDS, and unemployment of parents (Livermore, 2010). Teachers and school-communities have to create mechanisms of overcoming such challenges and much information has been documented on State Departments' involvement in schools initiatives to deal with these challenges. For example, Shadreck and Hebert (2013) contend that the South African Police Services department (SAPS) has kept a close contact with schools in programmes such as Safe Schools. The departments such as the Department of Education and the Department of Social Development have worked with schools and

contributed to policy development regarding issues pertaining to the knowledge teachers have on learning areas in conjunction with learner attainment and general life outcomes. In addition, non-governmental organisations [NGOs] and faith-based organisations [FBOs] have also largely contributed to schools' initiatives to deal with the challenges (Livermore, 2010).

2.5.2 Quality of Education

The World Economic Forum ranked South Africa 137th out of 139 countries in terms of Mathematics and Science education (Carnoy, Chilisa & Chisholm, 2012). This is in spite the fact that education gets the biggest share of the country's budget and spending per learner far exceeds that of any other African country. This dismal state of affairs has in the past been ascribed to poor teacher education, as well as a broad national concern over the poor state of teachers' knowledge particularly that of their subject content knowledge (Hanushek & Rivkin, 2012). The President's Education Initiative research project (1999) concludes that the limited conceptual knowledge of teachers, including poor grasp of the subject matter is the most important challenge facing teacher education in South Africa (Hanushek & Rivkin, 2012). Stakeholders in education consider quality to be the most imperative determinant of learner performance.

According to the General Households who do not send their children to the nearest available education institution, approximately 13 percent cite "poor quality of teaching" as the reason of doing so (Carnoy, Chilisa, & Chisholm, 2012). An additional third of households surveyed, cite that their school of choice is superior to the nearest available one. This is likely to be strongly correlated to teacher quality (Carnoy, Chilisa, & Chisholm, 2012). Yet the emphasis on teachers largely conflicts with empirical research into teacher quality and effectiveness since there is little agreement on what the characteristics of a high quality teacher is, as well as the relative importance of teacher quality for explaining learner performance (Hanushek & Rivkin, 2012). Teacher characteristics typically "purchased" by schools such as experience and education, have been found to be less significant for achievement than characteristics as teacher knowledge and recentness of education (Hanushek & Rivkin, 2012).

Moreover, problems with matriculation performance, and drop-out just before matriculating, are actually rooted in weak learning in primary school and early secondary school (Spaull, 2013). Learners carry their learning deficits with them as they get pushed through the grades only to fail in Grade 10 and 11 since schools do not want high failure rates in matriculation (Spaull, 2013). Some schools that are located in rural areas, according to Wolhuter (2010), especially deep rural schools, are not resourced akin to schools in urban areas. This then results in skewed quality of education, with the best resourced schools providing better quality education and rural schools sometimes making it tough for their learners to succeed.

Rural schools are affected the most by poverty which is a "600 pound gorilla" that sits on schools (De-Young, 2011). Rural schools are dependent on national and urban economics, and if the economy is not prospering then rural schools would also not prosper. These schools are geographically and culturally isolated due to their locations, they in addition lack the conditions that non-rural schools encompass (Stern, 2010). In a few cases rural schools lack resources thus hindering quality teaching. This lack of resources generally results in qualified teachers shunning rural schools.

2.5.3 Institutional culture and legacy

Cultures compromise equality of opportunity and outcomes at varying degrees, especially in ex-white schools. The specific histories of these institutions are full of racism and sexist conduct. There are privileges associated with social class, like English which is the language of instruction and administration. There is also an overwhelming predominance of white, male teachers and white administrators, the under-representation of black and female teachers as role models (Badat, 2012). The limited respect for and appreciation of diversity combine to produce institutional cultures that blacks, females, working-class, and rural poor learners experience as discomforting, alienating, exclusionary and disempowering. Such experiences have negative consequences and directly contribute to poor teaching and learning. The existence of class-based, racialized and gendered institutional cultures also obstructs the forging of social cohesion (Badat, 2012).

2.5.4 Educational challenges in South African schools

Educational exclusion is influenced by a number of community challenges that should be known and understood by both communities and school teachers. Challenges such as these respond to the second critical question, **why do teachers encounter such experiences in teaching within the classroom in these selected school quintiles** and the challenges are poverty, school appearance, parental support and perceptions.

2.5.4.1 Poverty

Poverty is closely associated with educational exclusion. One indicator of the extent of poverty is the fact that in 2007, 64.5% of children aged 0-6 years received a child support grant, with 1.6% also receiving a care dependence grant and 0.2% a foster care grant (Sayed & Motala, 2012). Poverty does not necessarily result in exclusion in the basic education phase since the majority of learners can be classified as poor yet gross enrolment ratios (GER) remain high until the end of grade 9. Nevertheless, poverty induces hunger, and hunger affects school attendance and academic performance. Poverty also highlights the indirect costs of education (Sayed & Motala, 2012).

2.5.4.2 Uninviting schools

Schools themselves play a big role in encouraging or discouraging access. Leaving aside the poor quality of teaching and learning, the persistence of racism, sexism, bullying and xenophobia does not make schools very inviting places. The poor state of school infrastructure, such as shortage of classrooms, lack of decent toilets and play-grounds detracts from a healthy learning environment (Williams, 2010).

2.5.4.3 Limited household support

Parents and guardians are not always able to provide the necessary background and knowledge of schooling to support their children, except for educated parents who are likely to encourage learning and to send their children to higher performing schools (Motala et al., forthcoming).

2.5.4.4 Perceptions

There appears to be few economic rewards for remaining in school, let alone completing Grade 9, unless higher education is envisaged (Williams, 2010). On a positive note, despite many problems of educational access, school-going in South Africa is highly valued, and withdrawing children from basic education is seldom contemplated. According to Williams (2010) child labour does not appear to disrupt enrolment, though it may affect performance. Foster children are not less likely than any other child to be in school, although they are more likely to be over-age.

2.5.5 The patterns of educational exclusion in South Africa

The prevailing patterns of educational exclusion can be discerned in four specific areas: repetition and drop-out, overage enrolment, poor-quality learning and poor-quality teaching. A combination of these patterns influence outwardly, teaching and learning.

2.5.5.1 Repetition and drop-out

Both repetition and drop-out rates in primary schooling (Grades 1-7) are estimated around 4%. This translates into almost half-a-million learners (Fleisch, Shindler, & Perry, 2012).

2.5.5.2 Overage enrolment

Low net enrolment rates - 87.4% for primary schools in 2008- suggests that some learners are not in the correct grade for their age. These learners are most likely to be overage, except in Grade 1 where some may be underage as well (Taylor et al., 2010).

2.5.5.3 Poor quality learning

In the national Department of Education systemic evaluation of Grade 6 in 2005, learners obtained a national mean score of 38% in the Language of Learning and Teaching (LOLT), 27% in Mathematics, and 41% in Natural Science (DoE, 2005). Compared with learners internationally, including many other African countries, South Africans often score lowest (Letsatsi, forthcoming).

2.5.5.4 Poor quality teaching

According to Taylor et al. (2010) many Foundation Phase (Grades 1-3) teachers are unable to adequately teach learners how to read and write. Teachers arrive late for school, leave too early and spend only some 46% of their time during a 35-hour week, with most of their time at school spent on administrative tasks.

2.6 Education in Africa

Access to basic education is a central concern of the global initiatives on Education for All (EFA) and is prominently included in the Millenium Development Goals (MDGs) to which almost all countries subscribe (Lewin & Akyeampong, 2009). These authors assert that Education in Africa has the lowest indicators of access in the world with over 25 million children not enrolled and attending regularly at primary level and as many as 75 million at secondary school level. Many more children in the classrooms in Africa fail to achieve minimum levels of competence in basic numeracy and literacy after six or more years of schooling and many are overage for their grade (Lewin & Akyeampong, 2009). As a researcher, I stand to explore the influence of these challenges on teachers whilst they teach within the classroom in selected school quintiles. African countries have programmes to universalise access to free-primary schooling. However, progress has been uneven, rapid expansion in enrolments has degraded quality in schools, and the costs of accommodating all or even most of those completing primary education in secondary schools have become unsustainable without reform (Lewin & Akyeampong, 2009). Crucially, the restricted definitions of access to school used to monitor progress mask much silent exclusion (children enrolled but learning little), and conceal very unequal patterns of participation related to household income, location, gender and other forms of disadvantage. The common measures of Gross and Net Enrolment Rates fail to capture high attrition rates and low levels of learning outcomes.

The aspiration of countries in Africa is to develop materially and reduce or eliminate poverty completely as attainable through education, without which it is unlikely to occur (Lewin & Akyeampong, 2009). Determined efforts to improve health, nutrition, agriculture, industry, commerce and environmental conditions on the continent of Africa, have to start from a position where access to both basic and

secondary education is equitable and education that is provided in the classroom is of appropriate quality. Unless this happens, maximising human resource potential for development will be elusive (Lewin & Akyeampong, 2009). Poverty will remain intractable; disadvantage will continue to be transmitted across generations, and economic growth will be compromised by shortages of knowledge and skill in the work force. Sustained access to education is critical for long term improvements in productivity, the reduction of inter-generational cycles of poverty, demographic transition, preventative health care and reductions in inequality (Lewin, 2009). Problems of access to quality basic education in Africa have been reduced to investment in the supply-side constraints that continue to exist. The focus is on Africa and analyses of access issues in Malawi, Ghana and Kenya. Lewin (2009) provides an overview of changing patterns of access to education in Africa and develops some key concepts used in the Consortium for Research on Educational Access, Transitions and Equity (CREATE). Access includes physical access, appropriate age in grade progression, consistent attendance, reasonable access to post primary education, and appropriate learning outcomes in the classrooms (Lewin & Akyeampong, 2009).

In Malawi grade 1 enrolments have increased dramatically but the gains have not been reflected in grade 6 enrolments six years later. It is also clear that the range of children's ages within grade can be wide -5- and -10- year olds can be in grade 1 and the range gets even wider the higher the grade. Most national curricula are organised on the assumptions of monograde with all children following the same level within a class. This fails to recognise wide ranges in capacity associated with age and needs to respond with appropriate curriculum restructuring and delivery, including multigrade. On average, in Malawi children from the top 20% of households have at least six times the chance of being in Grade 9 than children from the bottom 40%.

Lewin and Akyeampong (2009) develop insight into Ghana's Free and Compulsory Universal Basic Education Programme (FCUBE). This includes the weak correlation of participation with compulsory education laws, the importance of low-fee or fee-free initiatives, the mixed impact of child labour on schooling, and on the balances between supply-side and demand-side constraints.

Historically Ghana has the highest schooling rates in West Africa. By the 1980's many of the early gains had been compromised by economic recession and unstable governance (Lewin & Akyeampong, 2009). FCUBE was introduced after the introduction of new constitutional provisions in 1992. Learner enrolment rate began to increase steadily; however, schools began charging levies for other services to replace lost tuition fee income. There is some evidence from the Ghana Living Standards Survey (GLSS) that the poor communities failed to benefit from FCUBE as much as households with middle and high incomes (Lewin & Akyeampong, 2009) and this is akin to the South African School Quintile context. Although aggressive enrolments increased under FCUBE, attrition from grade 1 to grade 6 remained fairly constant, signifying that problems remained with learning achievement and effective demand. Primary completion and transition to Junior Secondary is strongly linked to household income and regional location. There is a common over-age entry and progress with a mean delay of three years in the first enrolment in the Northern Region.

In Kenya (Lewin & Akyeampong, 2009) posit that the free-Primary Education Initiative of 1974 abolished fees for grades 1- 4 and by 1980 fees were removed up to grade 7 and this greatly influenced learning and teaching. The effects were dramatic in that enrolment in 1974 in grade 1 increased to 2.5 times its value in 1973. However, dropout in higher grades also increased greatly so although overall gains were made, many still did not complete primary school. By way of summary, a position is presented by Akyeampong when positing that more effort is needed to ensure that fee-free really does mean this for the poor, concerns with school quality, having an impact on demand must be addressed, issues around late entry and repetition leading to over-age enrolment have to be resolved, and full enrolment will only be achieved with a greater focus on the needs of the poor households.

2.7 Teaching: International Context

This subsection discusses significant contributory concepts for effective classroom leadership; background challenges in teaching within the classroom, rural school readiness, and critical challenges for teachers, school sanctions and teacher distinction.

2.7.1 Background challenges in teaching within the classroom

Most teachers in the classrooms, within selected school quintiles complain about challenges if not barriers regardless of how they put this, the upshot is the argument that teachers have, to be able to establish common ground between education and finance as well as rural and urban schools.

In America for instance, rural renaissance in the 1990s refocused attention on schools and other institutions that shape economic and social outcomes (Gibbs, 2010). Perceptions of American rural schools and the quality of rural education moved away from the condescension of an earlier era. Where rural schools were once viewed as out of touch with modern society, suffering from geographic isolation and the inefficiencies of small enrolment and lack of specialization, they are now often praised for some of the same attributes. Mounting statistical and anecdotal evidence of the benefits of small school size and close ties with the local community led to favourable comparisons of rural schools with their often oversized urban counterparts. Americans are better able to describe general trends in the quality of rural education and the identification of specific strengths and weaknesses in the entire range of educational institutions and processes that make up the rural education system (Gibbs, 2010). These are in fact experiences of teachers as they equip learners for work environment. Inter alia, computer use in the workplace has accelerated, and rural firms appear to be adopting high-tech production and management methods at about the same rate as urban firms. Rural labour markets are also becoming more like urban ones in the education requirements for local jobs. A key challenge for the rural education system, then, is to preserve its competitive advantages -small scale and close community ties- while it better prepares its learners for the higher skill jobs that are coming to rural America. School completion is very closely associated with learners' school entry readiness.

2.7.2 Critical challenges for teachers

A fundamental shift in social norms has catapulted education, and every child's right to one, into public discourse. In the Mid-1900s, schools in developing countries were expected to only serve a small number of elites which were manageable. Today, however, rarely are the merits of educating all children questioned; parents demand it, community leaders proclaim universal schooling as one of the main

mechanisms for ushering their countries into the modern era (Moore, Jilcott, & Shores, 2010). During the past decade, remarkable progress has been made in getting more children into school. There has been a surge in primary school enrolments, more children are progressing through to secondary school, and gender gaps are narrowing. This progress has been driven by mutual commitment, which has sometimes been referred to as a global compact on education, made in 2000 between developing country governments and aid donors (Motala, 2012).

The poor countries of the world agreed to put in place the national education plans and budget strategies which are needed towards achieving the goals of the education for all (EFA) movement and particularly the education Millenium Development Goals (MDGs); and likewise, the developed countries and other multilateral and donors pledged that no country will be thwarted in its achievement of these goals by a lack of resources. Many of the poor countries have increased their public spending on education they have collectively raised their share on the national income allocated from 2.9 to 3.8 percent since 1999. According to Hanushek, Peterson, and Woesemann (2011) these achievements demonstrate that when the global community joins forces and commit to action, powerful results can be achieved. Globally, of all the MDGs, those focussed on education are the closest to being met, prompting some leaders to focus urgent attention elsewhere.

Higher education in Australia has been subject to more institutional reform in the past few decades than any other part of the educational establishment in advanced industrial states. Almost all Organisations for Economic Cooperation and Development (OECD) states have a publicly subsidized higher education system limited to a small fraction of the population. In the past few decades, however, many states have witnessed a transformation of that elite model into a mass higher education system, with enrolment levels often exceeding 50 percent. In these states, the transition to a mass system has produced a variety of funding reforms (Ansell, 2011). Several countries, including Australia and England, radically altered their funding structure for higher education by subsidization, while others, such as Sweden and Finland, supported increased public investment in higher education. Countries in continental Europe have not embraced this institutional change and remain wedded to the elite public higher education structure with which they began

the post-war era (Ansell, 2011). Two curious puzzles evolve. Why did some expand higher education while others remained in stasis?

2.7.3 Teachers and Schools Sanctions

In the United States of America (U.S.) public schools, were influenced by *No Child Left behind Act, 2001* [NCLB] which increased accountability pressure as teachers teach within the classrooms, by threatening to impose sanctions on title one schools that failed to make adequate yearly progress [AYP] in consecutive years (Heckman, Heinrich, & Smith, 2011), akin programmes are run in South African schools (NSLA). Divergence in estimates of the effect of failing AYP in North Carolina fell about 10 percent, and the probability of being absent on more times fell by about 30 percent. Reductions in teacher absences were driven by within teacher increases in effort and were larger among effective teachers. The public sector accountability movement originated in U.S. in the 1980's under the premise that performance can and should be measured in the public sector, including public education, observable measures of performance to reward efficiency and responsiveness and to hold units accountable (Heckman, Heinrich, & Smith, 2011; in Gershenson, 2015).

In the content of K-12 public education, high-stakes, i.e. evidence or test based accountability policies aim to evaluate teachers, schools, or learners on the basis of learners' performance on standardized exams. Such policies now play a prominent role in both state and federal U.S. education policy (Figlio & Loeb, 2011). The rationale for such policies is that attaching incentives to learners' performance on standardized exams will alleviate the principal-agent problem inherent in the relationship between stakeholders and schools and improve learner outcomes as a result (Figlio & Loeb, 2011).

More generally, education economists argue that properly aligned incentives can increase learner achievement in the classroom and decrease the costs of public education. Teacher attendance is positively correlated with both principals' ratings of teachers and teachers' value added scores (Jacob & Walsh, 2011). Teacher absences are also costly in other ways: the substitute teachers necessitated by teacher absences are finally costly and teacher absences create negative externalities, as Gershenson (2015) find that teachers' absences affect the attendance exposure and

experience of their peers. Sanctioning of idle absences is recommended for better school results.

2.7.4 Teacher distinction

According to Atteberry (2009), New York has policy makers interested in the development of education; more so the effectiveness of the teaching staff which boasts of great value. Teachers themselves are useful for improving the overall quality of the workforce and to further identify high quality teachers for rewards, and these teachers are given challenging assignments as models of expert practice. In addition, an attempt is made to identify teachers that are struggling and are in need of mentoring or professional development to improve skills (Atteberry, 2009). We need to also learn that some teachers can never be improved on, for they are beyond moulding and in addition, teachers face challenges and barriers in their teaching. The difference between effective and ineffective teachers affects short term outcomes like standardized test scores, as well as longer term outcomes such as college attendance (Chetty et al., 2011). Despite the variation in teacher effectiveness, teacher workforce policies generally ignore variation in quality. In the Widget Effect, a survey that was conducted in twelve large districts across four states and found that performance measures were not considered in recruitment, hiring or placement, professional development, compensation, granting tenure, retention or layoffs excepts in the isolated cases (Chetty et al., 2009).

While evaluation and compensation reform is currently popular, the vast majority of districts in the U.S. still primarily use teacher educational attainment, additional credentialing, and experience to determine compensation. In addition, Chetty et al., (2009), state that principal observation of teachers is common practice; there is very little variation in principals' evaluations of teachers.

2.7.5 School and authorities

This subsection heeds the significance of education results for economy and negotiation of learning tasks and teacher experiences.

2.7.5.1 Importance of education results for economic growth

More than 7 million teachers file into classrooms across Latin American Countries (LAC) and the Caribbean each day, they are awaited for by unique experiences (Rodriguez, 2009). Teachers' working conditions vary widely – from teaching in the mud-walled, one-room rural schools to world-class facilities –but Latin American teachers share one important commonality: they are increasingly recognised as the critical actors in the regions' efforts to improve education quality and results which predominantly motivate their teaching. Rodrigues (2009) posits that the economic benefits from education investments hinge on teachers' effectiveness in providing learning, the critical question becomes, "What drives learning?" Learners' family background (parent education, socio-economic status and conditions at home such as access to books) remains the largest overall predictor of learning outcomes (Rodrigues, 2009). The growing body of research confirms the importance of policies to protect children's nutrition, health, cognitive and socio-emotional development in the earliest years of life. The importance of good teaching is intuitively obvious, education therefore quantifies economic stakes around teacher quality and teacher performance bringing experiences to marvel about. The range in performance among the LAC countries participating in PISA is large; the gap in skills between Chile and Sweden in Math and Chile and United States in reading (Rodrigues, 2009). Regional tests show that the LAC countries such as Honduras, Venezuela and Bolivia are very far off track in terms of globally relevant learning a year of schooling produces; therefore teachers' spirits are dampened.

2.7.5.2 Negotiating learning tasks in a Vietnamese classroom

Teacher experience depends on learner performance, (Tuan, 2011) posits that task negotiation between learners and teachers, is possible, especially for language teaching. This is a process in which the teacher and learners are involved in a joint enterprise, discussing the tasks to be done and how to accommodate learners' learning needs and increase their learning's effectiveness. This is a learner-centred approach; learner-centeredness has become a topic of widespread discussion in the teaching of literature in languages (Tuan, 2011). Much effort has gone into finding means of making language teaching more responsive to learners' needs,

characteristics and expectations, encouraging their involvement in their own learning and educating them to become independent and ongoing learners.

Preoccupation in learner-centeredness is evident in the emergence of a number of trends in the professional literature such as humanistic language teaching, communicative language teaching, learning strategy research, individualisation, learner autonomy and syllabus negotiation (Tuan, 2011). These notions represent the most significant innovations in recent years which highlight the importance of learner independence, collaborative learning and shared decision making (Tuan, 2011) if good outcomes and experience is envisaged. The syllabi which emerge from the negotiation process are more flexible and relevant to learners' needs and thus more motivating and allow learners to play a more informed and self directive role in their learning. The fact that there is growing numbers of teachers' accounts and narrations of successful negotiated work in a wide range of educational settings demonstrate the feasibility of negotiations in diverse contexts. Tuan (2011) further posits that learner-centeredness has become very common in Vietnam, in the language teaching circle over recent years. Ways to tailor teaching to learner's needs and encourage learners to become active participants have been the focus of numerous workshops and studies and bears pleasant teacher experience within the classrooms.

2.8 Summary

The experience of apartheid education requires a view of educational access that is much more than just physical access to schooling. Under apartheid South Africa, most African, Coloured, White and Indian learners did have access to schooling, but it was access based on separation and inequality. In post-apartheid South Africa, access to education may be near universal and the government's measures undoubtedly equitable in intent but they have by no means erased inequalities in educational provision, access and outcomes (DoE & Motala, 2010).

This chapter presented theoretical frameworks underpinning the study and a review of related literature. The next chapter presents the research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter dealt with the literature review pertaining to experiences of teachers, as alluded to in chapter one and theoretical frameworks that underpin the study. This chapter profiles the research sites and then provides an in-depth account of the research paradigm, research methodology, methods and sampling used to generate data for the study. The chapter further makes known how data is analysed. It further addresses trustworthiness and ethical issues. Delimitation is advanced, followed by a limitation and the chapter ends in a summary.

3.2 Research paradigm

This study is located within the qualitative frame of research and within the interpretive paradigm. According to Bertram and Christiansen (2010), the interpretive paradigm is used by researchers who have interest in people and understand the world in which they live. Interpretive researchers are different as compared to the post-positivist researchers who believe that the world is in a fixed state. Since interpretivists believe in the multiplicity of truth, they are in line with the ideas of Cohen et al. (2011) who posit that there is no one truth but multiple realities and peoples' actions are influenced by own experiences.

In Christiansen, Bertram and Land (2010) interpretive paradigm is described as a paradigm in which researchers do not aim to predict what the people will do, but rather to describe how people make sense of their worlds. The views of the teachers were explored to uncover how teachers experience teaching within classrooms in selected school quintiles. This paradigm foregrounds the meaning that individuals or communities assign to their experiences (Maree, 2011). Therefore, in this study, I undertake that participants have their truths about day-to-day experiences of teaching within the classrooms. The assumption is that, in the interpretive paradigm knowledge is socially constructed (Mack, 2012). The interpretive paradigm is sometimes referred to as constructivism because it emphasises the ability of the individual to construct meaning (Cohen et al., 2011; Maree, 2011). In this study, the

collective views of the participants were explored in order to equate the views to social realities and then truths were extracted.

3.3 Research approach

Qualitative research, according to Babbie (2015) involves the collection of textual or verbal data. Meaning of data is interpreted as embedded in the social context and in the people who live in that context. Qualitative approach is used when in-depth views about a phenomenon are required for they are naturalistic since they study the real world situations as they naturally unfold. Moreover, qualitative studies examine the meanings, perceptions, experiences and understandings of those involved in the activity or event being studied, and in this study I explore experiences of teachers as they teach, within the classrooms in selected school quintiles. Qualitative research regards participants as informed and valuable (Babbie, 2015). Participants are important because they possess and provide meaning of their own experiences, provided the research tools meet the standards.

3.4 Research methodology

This study employs a case study methodology. Christensen et al. (2011, p.37) posit that a case study is an in-depth study of one particular case, where the case may be a person (such as a teacher, or a learner, or a principal, or a parent). In addition, Cohen et al. (2011) describe a case study of real people (case) and real life situation (context). Cohen et al. (2011) further posit that the purpose of a case study is to present and represent reality in order to contribute to action and intervention. For the purpose of this study, the case is of three schools in Umlazi district, and it is a case of the experiences of teachers as they teach within the classrooms in selected school quintiles.

Therefore, the involvement of participants in a case study, provide the participants with a platform to air issues and concerns as a personal reflection. Rule and John (2011) emphasize the advantages of using case study as a methodology in qualitative research. Case study researchers believe that, understanding a case, explaining why things unfold as they are unfolding, and generalising and predicting from a single example requires an in depth investigation of the interdependencies of parts and the patterns that emerge. According to Maree (2011) case studies open the possibility of

giving a voice to the powerless and voiceless, who in this study are participant teachers, voicing their experiences of teaching within the classrooms at different school quintiles. Case studies are not without disadvantages, since they are not easily open to cross-checking, and they may be selective, biased, personal and subjective.

3.4.1 Research sampling

The quality of a piece of research does not only stand or falls by the appropriateness of methodology and instrumentation, but also by the suitability of the sampling strategy that has been adopted (Cohen et al., 2011). Sampling is the ability to obtain data from a smaller group or subset of the population in such a way that the knowledge gained is representative of the sample (Cohen et al., 2011). The researcher must decide whether to opt for a probability or a non-probability sample. The difference between these samples is this: in a probability sample the chances of members of the wider population being selected for the sample are known, whereas in a non-probability sample the chances of members of the wider population being selected for the sample are unknown (Cohen et al., 2011). Non-probability (purposive) sampling method is utilised in this study and it is a method utilised when one chooses participants who are information rich, based on the purpose of the study (De Vos et al., 2011; Cohen et al., 2011; Maree, 2011). Maree (2011) advises researchers to use this type of sampling because it allows the researcher to get the richest possible information to answer the research questions. I chose three schools from Umlazi District. I chose one school from quintile 1, one school from quintile 3 and one school from quintile 5. These schools will be more representative in the sense that; I have chosen the extreme quintiles 1 and 5, in addition the middle most quintile 3. From each school, five post level-one teachers were selected for the interviews. These teachers represented their schools, however, the experiences were their own.

3.4.1.1 Profiling of the research sites

Data was generated in selected Umlazi district schools, and the sites are profiled below to acquaint the reader with the research environment.

3.4.1.2 Big-Jaw primary school

Big-Jaw primary school is located at a deep-rural area of Umbumbulu, west of Durban towards Pinetown. This is a combined primary school, enrolling learners from grade 1 to grade 7. The school has very colourful buildings and stands in a rectangular formation. This is a no-fee paying, quintile 1 school. The school enrolment stands at 305 learners. The personnel is comprised of a principal, no deputy principal, 1 Head of Department and 10 post level one teachers. Salaries of these teachers are paid by the DoE. The school has a nutritional programme and in addition learners are transported to school and back home by DoE scholar transport. The over-all pass percentage for 2015 was a total of 78 percent.

3.4.1.3 Shining-Mane secondary school

This school is located in a rural area of Engonyameni, west of Durban and is surrounded by rural development programme houses (RDP). The school enrolment stands at 329 learners in 2016 from 129 back in 2007. The pass percentage was 92.8 percent for matric 2015.The school buildings are dilapidated; however the school does have electricity and running water. There are 9 teachers, 1 head of department and a principal. Teachers are paid by the Department of Education (DoE). Six classrooms are used for teaching and learning, a 7th classroom is used as a kitchen for the school nutrition programme and the remaining 5 classrooms are not usable. This is a quintile 3, no-fee school. The school has no clerk and no security guard.

3.4.1.4 Lion's Den secondary school

The third site boasts of beautiful, gigantic and well maintained buildings. This is a fee-paying school and the fees are exorbitant as described by participant teachers, standing at plus-minus seventeen thousand rand per year. The school is at an affluent area, on the Bluff. There are eight-hundred and forty-six learners to thirty-five teachers. There is a headmaster (principal), two deputy headmasters (deputy-principals) and five HOSs (HODs). This is a quintile 5 school. The DoE pays salaries of twenty nine teachers and six teachers are SGB paid. The pass percentage for matric 2015 is 98 percent. There are two general-workers both paid by the DoE. There is one security guard, remunerated by the SGB.

3.4.2 Data generation method

According to Cohen et al. (2011) for data generation, the interpretive researchers rely greatly on naturalistic methods such as interviews, observations and analysis of existing texts. These methods ensure collaborative data generation in the construction of a meaningful reality. I interacted directly with the participants in their natural setting. Maree (2011) states that a qualitative researcher is concerned with people and systems in their natural environment. For the purpose of this study, I used semi-structured focus group interviews to generate data.

3.4.2.1 Interviews

Cohen et al. (2011) describe interviews as professional face to face meeting, of an interviewer and the interviewee where the interviewer generates information from an interviewee that may help to answer the research questions. Cohen et al. (2011), further define the interview as an interchange of views between two or more people on a topic of mutual interest. Maree (2011) is in agreement with them, by describing the interview as a two way conversation whereby the interviewer poses questions to the participants in order to learn about the beliefs, views and behaviours of the participant. In addition Cohen et al. (2011) state that the interviews are advantageous since they are from the direct meeting where two parties exchange ideas and build rapport as the interviewer interacts with the interviewee. Nevertheless, interviews are not perfect, they are expensive in terms of time, open to interviewer bias, may be inconvenient to participants and anonymity may be impossible (Cohen et al., 2011).

I have used focus group semi-structured interviews for this study, given that semi-structured interviews allow for flexibility, giving the person interviewed freedom to relax and give more information as the researcher probes for more responses (Cohen et al.*,* 2011). Focus group interviews are defined as a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather, the reliance is on the interaction within the group who discuss a topic supplied by the researcher, yielding a collective rather than an individual view. The interviews were guided by an interview schedule, and were between forty-five minutes and one hour each, per school. Five participant teachers were interviewed, per school. Hennik, Hutter and Bailey (2011) state that the use of in-depth interviews help to understand the context in which teachers operate, therefore

understanding their experiences. Cohen et al. (2011) state that since semi-structured interviews often contain open-ended questions, discussions may deviate from the interview schedule, it is generally best to record interviews and later transcribe the recordings for analysis.

3.4.3 Data analysis

Cohen et al. (2011); De Vos et al. (2011), describe data analysis as the process of bringing order, structure and meaning to the data. This is when the researcher makes sense of the data in terms of participants' description of the situation, noting patterns, themes and regularities. Data analysis involves organising, accounting for and explaining the data (Cohen et al., 2011). For this study I have transcribed data *verbatim*. The criteria for deciding which forms of data analysis to undertake are governed both by fitness for purpose and legitimacy. For qualitative data analysis researchers have techniques for narrative accounts and case studies (Cohen et al., 2011). Thematic content analysis was used to analyse the data generated from interviews. The way of analysing data from interviews, was to have interviews tape-recorded and transcribed. According to Cohen et al., (2011) the researcher needs to make sense of the data in terms of participants' definition of the situation. I coded and classified data into categories and themes (generated from response patterns) that facilitated understanding.

3.4.4 Issues of trustworthiness

Trustworthiness as an alternative for reliability may be regarded as a fit between what the reseacher records as data and what actually occurs in the natural setting that is being researched (Cohen et al., 2011). To ensure trustworthiness in qualitative research, Cohen et al. (2011) posit that the following must be ensured:

3.4.4.1 Dependability

Dependability is an evaluation of the standard and quality of all employed processes and means of data generation, data analysis and generation of new theory (Lincoln & Guba, 1985). Dependability in this study implies reliability and showing that the findings are consistent and repeatable. To attend to issues of dependability in this study, triangulation of methods was employed. Semi-structured focus group interviews and site observations were used as data generation methods in the study.

3.4.4.2 Confirmability

During data generation and analysis, I mantained a neutral position as a reseacher in order to ensure that analysis and interpretation is not disturbed by my own opinions. One of the ways of ensuring neutrality is simply by being aware of your biases and pre-assumptions as the researcher (Cohen, et al., 2011). The paradigmatic perspective that this study used also contributed to my understanding that I should absolve myself from being part of the context under which teacher experiences were constructed. Whatever biases I had, I understood that the views of the participants were bound by their context but not by my pre-determined views on how school surroundings and school community influence teaching in schools. This ensured that the experiences were generated from the participants' views.

3.4.4.3 Credibility

Credibility is an evaluation of whether or not the research findings represent a credible conceptual interpretation of data drawn from the participants' data (De Vos et al., 2010). Lincoln and Guba, (1985) claim that ensuring credibility is one of the most important factors in establishing trustworthiness where the researcher ensures that what has been reported is truthful and correct. Furthermore (Lincoln & Guba, 1985) state that credibility is the ability of the researcher to produce findings that are convincing and believable. For this study, participants were informed that there were no wrong or correct answers. The questions and the generated data was to be made available to them to check, if it was true reflection of participants' responses (Shenton, 2004).

3.4.4.4 Transferability

Lastly, transferability refers to the extent to which the findings of one study can be applied in other situations (Shenton, 2004). In my study, I ensured that sufficient information was provided. I attached a copy of the interview schedule as an appendix for other researchers who may want to repeat my study (see appendix E, p. 91). In this study transferability was ensured by giving detailed information regarding the number of schools sampled, the number of participants involved and the data generation methods employed.

3.4.5 Ethical considerations

Christiansen et al. (2011) state that it is important that all research studies follow certain ethical principles and these principles include autonomy, non-malevolence and beneficence. Since research involves humans it is therefore, important for the rights of these individuals to be protected from any harm that might be caused by the research. Participants must receive clear explanation of what the research expects of them because this will allow them to make informed decisions to voluntarily participate (Cohen, et al., 2011).

I applied for ethical clearance from the University of KwaZulu-Natal, which was granted (see appendix A, p.83). Permission to conduct this study was sought from the Department of Education's head office in Pietermaritzburg, and was also granted (see appendix B, p.84). The principals of the schools that were used in the study were also asked for permission to conduct the study (see appendix C, pp.85-87). Participants agreed to sign a consent form after receiving a letter which included the following as outlined by Cohen et al. (2011); a detailed explanation of the procedures to be followed, description of the participant discomforts and risks, no limit on any benefit that the participants may receive, advantages to the participants, an offer to answer any queries concerning the procedure, respond to the question in a manner that will reflect own opinion, and an instruction that the participant is free to withdraw consent and to discontinue participation at any time (see appendix D, pp.88-90). Participants will remain anonymous and promised a copy of the report once the study is completed. Audio recording was done with the consent of the participants.

3.4.6 Delimitations for the study

Studies are limited by time, access, resource availability and the credibility of the data (Vithal & Jansen, 2006). This was a small scale study with a limited number of participants. It was a sample of one primary school and two secondary schools in Umlazi District, south of Durban. Therefore, the findings of this study cannot be generalised but limited to these particular schools.

3.4.7 Limitation

Harris and Lambert (2003) argue that teacher leadership operates at various levels in an organisation. Teacher leadership centres around principals of schools, however teachers are leaders too. The principal is not rendered redundant, but duties parallel to his are also performed by various teachers within the classrooms. Teachers lead, manage and teach learners within the organisation's classrooms. As they teach learners, multitudes of experiences face them and this is the focus of my study. A theory meant for principals is used for teachers.

3.4.8 Summary

In this chapter I have described the research paradigm and design that were employed and the reasons for it as well as a discussion of the selection of participants. Also the reasearch instruments and the whole procedures which covered the data analysis, including trustworthiness, ethical issues, delimitation and limitation of the study were discussed.

The next chapter presents, discusses and analyses data findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The previous chapter presented the research design and methodology used to generate data for this study. The data presented hereunder is categorised under themes and sub-themes that emerged from the interviews. In presenting this data, I ensured that the voices of the interviewees were not lost; therefore, *verbatim* quotations are used in the data presentation. I then analysed data, which is a process of bringing order, structure and meaning to the data (Cohen et al., 2011: De Vos et al., 2011). This happens when the researcher makes sense of the data in terms of participants' description of the situation, noting patterns, themes and regularities. It also involves organising, accounting for and explaining the data (Cohen et al., 2011). Furthermore, I present a discussion of the findings by drawing on literature reviewed and theoretical frameworks as presented in chapter two. I commence with the theme; Day-to-day experiences of teachers teaching within the classrooms in selected school quintiles. Next is, Reasons for encountering such experiences in teaching within the classrooms of selected school quintiles. Finally, I present inferences and analytical interpretation of the study.

The study was conducted in three selected schools in Umlazi District, Durban, KwaZulu-Natal and they are Big-Jaw Primary, a no fee paying quintile 1 school (no-fee paying and fee-free will be used interchangeable throughout the study), Shining-Mane Secondary a no-fee paying quintile 3 school and Lion's Den Secondary a fee-paying quintile 5 school. Participant teachers at Big-Jaw Primary School were Miss Maila, Miss Mkhwane, Miss Ndzandzeka, Miss Nhlumayo and Miss Kwekwana, at Shining-Mane Secondary School participant teachers were Mr Khan, Mr Matlaba, Mr Mlotshwa, Mr Seyoka and Mr Singele, and at Lion's Den Secondary School participant teachers were Mr Dawsons, Mr Lancaster, Mr Mtoto, Mr Mugwema and Mr Ntlou (schools and participants' names are pseudonyms). I remind the reader that the critical questions to my study are as follows:

- What are the day-to-day experiences of teachers teaching within the classrooms in selected school quintiles?

- Why do teachers encounter such experiences in teaching within the classrooms in these selected school quintiles?

4.2 Day-to-day experiences of teachers teaching within the classrooms of

   selected school quintiles

After careful inductive analysis of the data the following themes emerged:

- Maintenance of effective classroom discipline
- Learner-teacher support material
- Parental involvement and support
- Assessment and record keeping
- Expert practice

4.2.1 Maintenance of effective classroom discipline

The inclusive education policy approach in South Africa promoted access for all learners (Motala, Dieltiens & Sayed, 2009). Learners with physical and cognitive challenges gained access to mainstream schools. There was a DoE attempt to reduce repetition and minimise under-age and over-age learners through age-grade norms. Learners of certain ages were expected within various classrooms. Teachers preferred teaching learners of about the same age, who probably were also of similar mental development. Participant teachers at Big-Jaw Primary a no fee paying, quintile 1 school encountered challenges of discipline while attempting to teach their learners. According to participant teachers, misdemeanours within the classrooms were mostly perpetrated by over-age learners and by learners with special educational needs. Despite this, some participant teachers argued that rural-school learners still behaved better within the classrooms when compared to their township schools' counterparts. Participant teachers stated that most of the discipline problems could have easily been resolved if the cane was still permitted. Miss Nhlumayo and Miss Maila respectively commented:

> *...overage and mentally challenged learners are giving us tough time and there is nothing we can do, since corporal punishment*

> *has long been abolished. No alternative for corporal punishment was ever put in place…*

> *…Comparatively speaking our learners behave better than township school learners, since our school is a rural school not a township school. Therefore our learners are not exposed to Wonga and are better behaved than township school learners, we are grateful for that …*

Participant teachers at Shining-Mane Secondary, a quintile 3 school stated that the environment where the school is situated influences the school community. Participant teachers further expressed that good behaviour was dependant on the enforcement of the school's code of conduct. There were experiences of ill-discipline in the classrooms since some learners back-chatted, some slept while participant teachers were teaching, or idled and therefore did not have any school work to submit. Mr Seyoka and Mr Matlaba respectively stated:

> *…what we as teachers witness in the classrooms as we teach is a mirror image of what happens in the communities…*

> ***…****some of our learners are ill-disciplined and they can surprise you, they will sleep while you are teaching ….They sometimes urinate in containers while you are teaching …*

The existence of class-based, racialized, gendered institutional cultures and limited respect for diversity have negative consequences that contribute to poor teaching and learning (Badat, 2012). Participant teachers at Lion's Den Secondary, a quintile 5 school expected consistent good demeanour from their learners within the classrooms. However, learners were unruly and at some instances deliberately disturbed lessons, since they knew that participant teachers were forbidden by law to punish them. This was a boys' only secondary school and learners appeared to be on a mission to prove that they were men enough by challenging their teachers. Mr Lancaster, Mr Mtoto and Mr Ntlou respectively stated:

> *…Basically what is happening with us is that we are tied-up with red tape. We are asked to teach but you are not allowed to do a lot of things. However, the learner can do whatever he likes. Even the*

process of discipline in any school I think is such that you have to follow a process before you can discipline a child. You cannot expel a child from school. I think children know this too, and they get away with a two day suspension which does not help ...

... It is very irritating and frustrating to teach a leaner that is ill-disciplined because you can't discipline that learner and even the DoE prevents us from doing anything to them in terms of enforcing discipline. We cannot point a finger at them, we cannot even shout at them and most of all we can no longer cane them ...

... There are 40 boys in the room and you as a teacher, you are a 41st one and you are bringing your attitude. In grade 9, learners are rude and they have just reached puberty. Learners' hormones are jumping all over the place; learners are trying to impress parents, friends as well as become stars in the classrooms...

Some participant teachers at Lion' Den Secondary School attempted to maintain discipline within their classrooms by literally begging learners to behave. Mr Dawsons and Mr Lancaster respectively stated:

... if these learners shout at you ... ask them did I shout at you and they will say no, ask them why are you then shouting at me?

...if learners misbehave I tell them, that I am going to report them to the managers of their favourite sporting codes...

Participant teachers at Lion's Den Secondary school complained about unavailability of firm disciplinary policies and processes at their school. Participant teachers saw learners as a united front against school teachers and learning processes. All attempts of teaching for the attainment of good results were deliberately frustrated through ill-discipline. Participant teachers stated that even well behaved learners did not last long but gradually succumbed to peer-pressure and became problematic as well. Participants stated that these learners are not only problematic but they can also be very dangerous. According to the participant teachers, learners respected their peers, soccer coaches, but did not want to learn. Mr Dawsons, Mr Lancaster and Mr Mtoto respectively stated:

... Peer pressure is on the learners, even though you need to ask them why they are disrespecting you. It has got to be the two of you and no one else there. They will simply apologise. If you talk to them away from others, it is a different story altogether. You do not have to be confrontational because learners will embarrass you ...

... Some of the tricks in dealing with these learners, you need to find what their weak spot is? If they like soccer for instance threaten to expose their ill-behaviour to their soccer managers.

...the other thing is that these boys support each other and boys are boys and they also carry dangerous weapons...

4.2.2 Learner-teacher support material

At Big-Jaw Primary, a quintile 1 no-fee paying school, participant teachers expressed commitment to quality teaching for the benefit of all their learners amid scarce resources. Effective classroom teaching according to participant teachers requires learner-teacher-support material. Learner-teacher support resources are purchased through monies entering school through two sources, namely direct allocation (operational funding) and indirect allocation (RSA, 1996). Textbooks as learner-teacher support material in particular, assist with the clarification of the information in different learning areas therefore participant teachers need textbooks for their teaching such that learners receive quality education. Participant teachers at Big-Jaw Primary School expressed that their daily teaching activities within the classrooms were supported by programmes and annual teaching plans as handed-out at in-service teacher workshops at the beginning of the year. Miss Maila and Miss Nhlumayo respectively responded:

...sometimes you need to simplify the material which is written in the book... to make it fit the curriculum and adjust the same material for understanding by different learners.

...there is a work schedule... we design our lesson plans in accordance with what the DoE provide for us.

According to Chutgar and Kanjee (2009) the current method that allocates schools into quintiles, quintile 3 in particular may not be sufficiently nuanced to accurately allocate schools to the middle quintile. Participant teachers at Shining-Mane Secondary a quintile 3, no-fee paying school raised concerns about textbooks that were not adequate. The DoE supplied textbooks with different names and different authors from the ordered textbooks. Some mathematics textbooks were complicated since textbook writers provided very few solutions to problems posed in the textbooks. However, there seemed to be a contradiction among teachers when other participant teachers at the same site, Shining-Mane Secondary School commended the availability of teachers' guides and annual teaching plans that facilitated classroom activities. Mr Matlaba, Mr Seyoka and Mr Khan respectively commented:

> *...a class of 40 learners have to share 9 textbooks which is very difficult. Another thing, we order certain textbooks but the DoE delivers different textbooks.*

> *...authors take the work schedule and write the textbooks according to the work schedule. When you prepare your presentation, the textbook becomes dis-organised and compels you to follow it...*

> *...different subject guidelines paced teachers so that they knew exactly what to teach and when to teach that...*

Participant teachers at Shining-Mane Secondary, a quintile 3 fee-free school stated that they concentrated at teaching grade 12 learners. These learners were completing their school going years. Learner-performance in grade 12 was seen as a benchmark for effectiveness or ineffectiveness of the whole school. Teaching at Shining-Mane Secondary school was easily carried out when the school had few learners. However, with the influx of more families to the area, more learners attended the school and a shortage of learner-teacher support material and teachers surfaced. Mr Khan, Mr Singele and Mr Matlaba respectively stated:

> *...the school was once big, so instability in the community forced homes to relocate elsewhere. When families came back, school enrolment rose.*

> *...I will say we do not have enough teachers. We find some*
> *teachers teaching from grade 8-12. Doing different subjects and*
> *thus making the load unmanageable for teachers.*

> *...teachers are now over-loaded with school work; we therefore*
> *concentrate on grade 12*

Participant teachers at Lion's Den Secondary a fee paying quintile 5 school stated that teaching and learning were meant to be supported by multiple teaching and learning resources. This school was able to use its additional funds for quality differentials such as more teachers and lower learner-teacher ratio (Motala, 2012). Participant teachers commented that they used textbooks in conjunction with DoE's previous matriculation examination question papers. Mr Dawsons and Mr Ntlou respectively stated:

> *...we teach following the different learning area guidelines as well*
> *as the content outline in the textbooks...*

> *...we adhere to the CAPS guidelines that inform us as teachers of*
> *the teaching content, aims and objectives for every chapter...*

'Rich' schools were placed by poverty rankings into quintile 5, fee paying schools (Motala, 2012). A participant teacher stated that Lion's Den Secondary a fee paying; quintile 5 school had no shortages of textbooks. The school was self-sufficient and had all the necessary documentation, however if shortages existed, participant teachers were able to duplicate reading or teaching material as and when the need arose. Mr Ntlou stated:

> *...we have all the textbooks that we need...if there are problems we*
> *can always duplicate.*

Participant teachers were in agreement at Lion's Den Secondary School that their teaching loads were manageable within the school teaching cycle; however given the actual different teaching activities, the number of learners per division, the number of question papers for each learning area and the integrated assessment tasks, circumstances may change. Participant teachers stated that some learning areas have

more assessment tasks than other learning areas. Mr Lancaster and Mr Ntlou respectively stated:

> *...the rest of us are sitting around 45 periods per two weeks cycle, however one teacher is at 57 periods.*

> *... Content subjects are easy load compared to the languages.*

Floor-space at Lion's Den Secondary School is not a problem, according to participant teachers. Participants stated that they had enough classrooms, as well as spare-rooms. Participants stated that there was also a need for advancing technology in teaching since it seemed an area of interest for many learners. According to my participant teachers, many learners may be attracted to daily school activities if teaching and learning was advanced technologically. Advancement in technology may be realised through supply of laboratory equipment and introduction of computer classes. However, doubt about technological improvement was at the back of participant teachers' minds since learners were unruly and were breaking furniture on daily basis. Mr Lancaster stated:

> *...we all have our own classrooms. However, furniture is a problem since learners are breaking it. We may encounter further problems with laboratories because classrooms have to be fitted with I-pads. These have to be mounted on the learners' desks so that, whatever teachers do on the board appear on I-pads...*

4.2.3 Parental involvement and support

I draw on this sub-theme since parents, even though they may not be found in the classroom with their children but do help with school work back home. Thus parents may contribute towards the experiences of teachers within the classrooms. At Big-Jaw Primary, a quintile 1 no-fee paying school, participant teachers expressed gratitude since parents were lending a supporting hand in learners' education. The parents checked their children's homework exercise books as well as attended meetings as and when they were invited. However, some learners did not have parents and neither did they have foster-parents or guardians. When this was the case participant teachers and other teachers moved in and assisted within lawful parameters.

Miss Mkhwane and Miss Nhlumayo respectively commented:

> *…as a school counsellor, I am faced with many problems in the school… teachers have become everything to these learners…*

> *…sometimes we do this as parents ourselves, because it hurts to see children suffering …*

Participant teachers at Shining-Mane a no-fee paying, quintile 3 school observed that parental involvement in learners' education seemed to depend on the parents' educational level. The better educated parents were the more likely they were to contribute positively in the education of their children within the classrooms. The less educated also, the less assertive they became. Mr Khan stated:

> *…a lot of subjects have changed and parents do not cope … some parents are very young, they are children themselves.*

Participant teachers at Lion's Den Secondary School commented that the learners they taught behaved strangely. Participant teachers had respected their teachers when they were at school and were even afraid of failure. However, learners at Lion's Den Secondary School were not frightened by anything at school. Learners had more rights than their teachers. According to the participant teachers, their learners even knew that a phase may not be repeated more than once. Mr Lancaster and Mr Dawsons respectively stated:

> *…these boys have no fear and nothing is frightening them, unlike us in our schooling years. Nothing is pushing these learners to produce good results.*

> *…these children together with their parents have more rights than teachers have. Parents know very well that their children cannot fail a phase more than once.*

Participant teachers at Lion's Den Secondary, fee paying quintile 5 school were worried about learners who disrupted lessons on daily basis. When these learners' parents were invited to school, most of the parents did not come to school, only very few parents came.

Mr Lancaster stated:

> *...you call in the mother; she says she's going to talk to the father.*
> *Eventually no one speaks to the other. His mommy is in Dubai and*
> *his father lives in Zimbabwe. The boy lives with relatives.*

4.2.4 Assessment and record keeping

Participant teachers at Big-Jaw quintile 1, fee-free, primary school assessed their learners before embarking on a teaching programme. Assessment was continuously done during teaching lessons. Not only did participant teachers assess learners' performance but they also assessed their own teaching strategies against learners' comprehension levels. Participant teachers wanted to be abreast with technology by learning computer skills. Computer literacy allowed teachers to easily capture all assessment activities on computer. Miss Ndzandzeka and Miss Mkhwane respectively stated:

> *...we have got questions and answers in the textbooks. We ask*
> *learners these questions before we teach them. We then ask*
> *learners questions while we are teaching in order for us to be able*
> *to monitor lesson development...*

> *...we assess learners informally while we are teaching. Later on*
> *we then ... give formal assessment.*

Participant teachers at Shining-Mane quintile 3, fee-free secondary, were in agreement in stating that they used classroom activities to check if learners understood different learning-area programmes. Participant teachers further stated that they used formal tests, to test recently covered topics and sub-topics in all the learning areas. Mr Singele and Mr Matlaba respectively stated:

> *...you give activities to check if learners are still with you.*

> *...the test has to cover only the recently taught sections, you are*
> *checking if there is a need for you as a teacher to re-teach...*

According to participant teachers who had computers at Lion's Den Secondary School, assessments and marks capturing was done through the use of personal

computers and those teachers who did not have computers, had to copy marks into mark sheets and then file the marks in assessment files. Mr Lancaster and Mr Ntlou respectively stated:

> *...teachers have their personal computers.*

> *...teachers, who do not own computers, record their marks on mark sheets for filing in the assessment files.*

4.2.5 Expert practice

Crowther et al. (2009) explains that teacher leadership is about knowing and embracing actions that enhance teaching and learning. Expert teachers work towards unity and advancement of the quality in education (Crowther et al., 2009). Participant teachers at Big-Jaw Primary, quintile 1 no fee paying school attended in-service workshops intending to improve quality of their teaching and thus become expert teachers. The participant teachers taught for the reason that they were experts in their teaching fields. Participant teachers displayed how certain topics had to be handled if learners were to succeed. Teachers will continue to teach and improve own teaching against the background of conformity or non-conformity by learners (Grant, 2010). Participant teachers claimed that there was lack of pedagogical knowledge from some of the subject area advisors. Miss Kwekwana and Miss Maila respectively stated:

> *...we had presentations where we are taught through demonstrations, on how to present concepts ...*

> *...we end-up teaching ourselves because these people, who organise workshops sometimes appear not to be well equipped...*

Participant teachers at Lion's Den Secondary, quintile 5 fee-paying school mentioned that they discussed different teaching methodology at in-service workshops. Dysfunctional teaching strategies were discontinued and replaced with effective teaching methods. Emphasis was placed on the correct use of subject policy documents for learner benefit and delivery of quality education. Mr Lancaster and Mr Ntlou respectively stated:

…teaching methodology which is not working out will be tried-out and improved-on if a need surfaced…

…we are told to always use the policy documents, not just teach anyhow…

Some participant teachers at Lion's Den Secondary, quintile 5 fee paying school expressed discontent despite knowing what and how to impart knowledge within the classrooms. The basis for dissatisfaction was that sometimes participant teachers did not find help at some workshops. Moreover, subject advisors had not organised workshops at all (never up to the time when interviews were conducted). Mr Lancaster and Mr Dawsons respectively revealed:

…I have not been to workshops because workshops have not been organised, never up to now and I see no signs of the workshops, anytime soon…

…I have already communicated the problem to the head of Sport Sciences department, who promised to contact the GET facilitator to help facilitate a workshop…

4.3 Reasons for the stated experiences of teachers teaching within the classrooms, in selected school quintiles

I draw on the same sub-themes employed for the first critical question, to present and discuss the data. This is done since prevalence of the highlighted practices for the first critical question have to be substantiated. The sub-themes that emerged from the interview transcripts are:

- maintenance of effective classroom discipline
- learner teacher support material
- parental involvement and support
- assessment and record keeping
- expert practice

4.3.1 Maintenance of effective classroom discipline

Participant teachers at Big-Jaw Primary, a quintile 1 no fee paying school stated that learners came from rural backgrounds and these learners were more than likely to behave well. Learners from rural backgrounds displayed good discipline amid the abolition of corporal punishment by the DoE. Participant teachers reiterated that the manner in which learners were treated by their teachers, their learning experiences, attitudes and commitment to education, together influence discipline within the classroom. Miss Maila and Miss Mkhwane respectively stated:

> *…This is a rural school not a township school and learner behaviour is still better because of the area… Our learners are not into Wonga and we are grateful for that.*

> *…learners are shaped by their background, raised by strict parents and even their home environment is important.*

However, there was contradiction among participants when it was stated that other Big-Jaw Primary School learners displayed inappropriate behaviour within the classrooms. These learners came from the rural surroundings. Disciplinary attempts by participant teachers were sometimes thwarted. A punishment measure namely detention, which appeared to be of high preference, was not easy to implement. The schools utilised break-times for the implementation of the department of education's feeding-scheme programme. According to Nguyen, de Villiers, Fourie and Hendricks (2013) there was an implementation of food based dietary guidelines for schools. Learner detention was not possible even after school since learners were using DoE's scholar transport. A few learners were living close to the school. This situation resulted in learners not adhering to disciplinary guidelines, since they understood the unavailability of time for meting out punishment to them. Miss Nhlumayo commented:

> *… We cannot detain learners during breaks because they need their meals since our school has a nutritional programme…. The Department of Education is also paying for three buses that bring learners to school…*

At Shining-Mane Secondary, a quintile 3 no-fee paying school, participant teachers experienced a plethora of misbehaviour problems as perpetrated by learners within the classrooms. Learners seemed unconcerned with school activities since they knew they had "rights". There were high learner-teacher ratios within the classrooms as influenced by a no-fee school policy, which may have had important positive effects in terms of creating greater access to schools by poorer learners, but this did not guarantee discipline (Lewin & Akyeampong, 2009). Learners' high numbers within the classrooms compromised discipline programmes and created a chaotic state within classrooms. Participant teachers even expressed suspicion that learners may be coming to school under the influence of intoxicating substances. Mr Seyoka, Mr Singele and Mr Khan respectively commented:

> *...these learners are backed by democracy which prevents us from corporally punishing them. Democracy came with advantages as well as disadvantages. These children know their rights but do not pay attention to the responsibilities.*

> *...you just stand there motionless and there are those learners talking in that corner... ...When you are checking learners' work, learners whose work has been checked will begin making noise.... you cannot check all the work.*

> *...as a teacher you walk between desks and there is this dagga smell.*

To emphasize what has been stated before, participant teachers at Shining-Mane Secondary, quintile 3 no-fee paying School had cited behaviour problem predominance to have been common among township school learners. In rural schools learners had been highly commendable for good behaviour, however conditions are not inert. Participant teachers at rural schools are now feeling pressure as exerted by ill-discipline, perpetrated by learners in rural schools as well. Learners in rural schools are now openly confrontational and perpetually showing unreasonable dissatisfaction. High learner numbers have moved from township schools to rural schools. Abolition of corporal punishment allowed learners to disregard respect they once had. Mr Khan and Mr Seyoka respectively stated:

*...Our learners are not as disciplined as we would love them to be
...they are copy-cats they want to be rude like learners from other
schools. ...learners are gradually developing an attitude ...There
are those learners that are well disciplined but even then, there are
still challenges.*

*... Some learners are very rude...learners are reluctant to submit.
Substance abuse may be a problem here... Unlike us in our school
times, these learners cannot be punished and they also know that
caning learners is forbidden...*

The histories of institutions like Lion's Den Secondary quintile 5 fee paying, ex-model C Schools are full of racism and sexist conduct (Badat, 2012). This is a boys' only high school. There is an overwhelming predominance of white, male teachers and white administrators, and the under-representation of black and female teachers (Badat, 2012). Participant teachers stated that learners at the school appeared to be uninterested in schooling activities and consequently behaved irresponsibly. Learners did not have a sense of urgency, learners were just laid back. Mr Mugwema and Mr Dawsons respectively stated:

*...We as teachers are not respected by these learners and this
originates from our not being respected by white, coloured and
Indian colleagues, who take us for granted. Learners then learn
not to respect us. These learners respect teachers of colour...*

*...We as teachers want to complete the syllabi in our different
learning areas, however this sometimes seem really impossible.
Learners see no urgency in the teaching and learning activities in
the classrooms. This frustrates us as teachers...*

Participant teachers at Lion's Den Secondary, quintile 5 fee-paying School further expressed that learners did not always submit their school projects on time, even when they knew projects were for marks. This delayed teachers who had to mark these projects. Some learners refused to do homework while other learners deliberately disturbed lessons by sometimes poking fun at the teachers. Homework

is a measurement instrument to check whether learners understood or not and without it, teachers were frustrated.

The children disrespect because they are children of or are related to some education specialists. Mr Mtoto and Mr Dawsons respectively stated:

> *...these learners delay us by not submitting projects on time. We do not know whether we are coming or going...*

> *...These learners have parents who are education subject advisors. This situation allows some learners to misbehave since they know that their wrongs will be taken care of...*

Participant teachers at Lion's Den Secondary quintile 5, fee paying School sometimes suspected that learners' weird behaviour may to some learners be attributed to drug abuse, however the problem with alleging drug abuse was that there had to be concrete evidence, pinning learners to the act. Mr Lancaster stated:

> *...the problem is, you have to have conclusive evidence, prove it and only then can you have a case against a learner in question...*

4.3.2 Learner-teacher support material

Some of the schools especially those that are located in rural areas, according to Wolhuter (2010) are not resourced akin to schools in urban areas. Pre-democracy education dispensation, Bantu Education severely limited the quality of education, and the apartheid regime consistently under-resourced black schools, that later fell within quintiles 1 and 3 (Create, 2009). At Big-Jaw Primary a quintile 1, no fee paying School, participant teachers expressed prevalence of textbook shortages and learners usually shared textbooks. Participant teachers at Big-Jaw Primary, quintile 1 no-fee paying School, high-lighted more problems with workbooks, since workbooks cannot be shared. Miss Ndzandzeka and Miss Mkhwane respectively stated:

> *...Schools that do not pay-fees do not buy textbooks directly from suppliers but order through the Department of Education. When this happens you do not receive all the textbooks. In addition, this*

year I am experiencing problems because a neighbouring school has closed down and their learners have moved to our school…

…We have a shortage of textbooks as well as workbooks. When we teach these learners, we have to group them because of textbook shortage….

Paragraph 114 and 115 of the South African Schools Act 84 of 1996 (RSA, 1996b) prescribes that a portion of school allocation may be used for improvements and repairs, payment of services and purchases of educational equipment for the school, excluding those that are provided by the Department. Participants at Shining-Mane Secondary, quintile 3 no fee paying School stated that Mathematics and Physical Sciences had fewer learners but had more than enough textbooks. Other learning areas had high learner-numbers and very few textbooks to go around. Mr Matlaba and Mr Khan respectively explained:

…we order certain books but the DoE sends us different books. Even the numbers are not sufficient…

…we only get a top-up year-in, year-out. The DoE gives you 10 books only. Science and Mathematics are very lucky …they have more than enough books.

Participant teachers at Shining-Mane Secondary School stated that teachers were pivotal in teaching and learning within the classrooms. Availability of floor-space and the numbers of enrolled learners was also crucial in deciding how many teachers taught at a school. However, the DoE appeared to be inconsiderate in calculating teacher-learner ratios for the provisioning of teaching posts for schools. The school had fewer rooms than the number of learners enrolled and this resulted in increased learner-teacher ratios which reduced individual learner attention within the classrooms. Even if the school had had enough rooms, there may have been inadequate teaching personnel. Mr Khan, Mr Matlaba and Mr Singele respectively stated:

…according to the deployment policy they [DoE] think the school is covered. But when you come to the school itself, you could see teachers' loads …are abnormally high...

...this is because of the few teaching rooms we have ...even if we had more rooms we will still have a shortage of teachers...

...I will say we do not have enough teachers. We find some teachers, teaching from grade 8 – 12 and more attention is given to grade 12's...

Participant teachers at Lion's Den Secondary a quintile 5, fee paying school commended a perfect layout of the textbooks and further reiterated that aspects within the textbooks were sequentially organised. The participants were receiving the textbooks they had purchased. Participant teachers understood exactly what and how to teach within the classroom on daily basis. Participant teachers were also at about the same point of work completion, since their teaching was derived from the same in-service training programme documentation. Mr Dawsons, Mr Mtoto and Mr Ntlou respectively stated:

...in my subject everything is perfect because aspects are sequential and we are using the same textbooks the school had ordered...

...my subject is very well structured and I know exactly what to do. All the teachers in a learning area are equipped to do their teaching job thoroughly. The school does not hire teachers into posts if teachers have not specialised in the subjects...

...everything we do, is based on the CAPS document, we check all our planning against the document. Our teaching personnel are knowledgeable hence our quality results...

Other participant teachers at Lion's Den Secondary quintile 5, fee paying School commented that as teachers they organised teaching and learning with the intention of improving the quality of learners' results. However, participant teachers found themselves having to rush through work since the DoE puts time frames for work completion. Time-frames had no consideration for learners' pace, comprehension levels and thus quality was compromised. Participant teachers were passing many learners, however quality needed to be improved. Mr Lancaster stated:

...that is a flaw we have in our own department because it does not create sections for learners to understand because we as teachers are forced to follow a quick programme. Learners are passing in big numbers but quality is still lacking...

4.3.3 Parental-involvement and support

I draw again from the above sub-theme since learners' parents are of crucial significance within the classrooms despite the fact that they may never be within the classrooms. Parents may provide a lot of school and classrooms essentials for their children (learners) and this contributes towards a realisation of effective teaching and learning for quality school results.

Participant teachers at Big-Jaw Primary, a quintile 1 no fee paying school stated that normal school teaching hours did not permit participants to complete all the class work for the day. Therefore, learners were expected to take classroom activities and finish them off as homework. At home, parents were expected to assist their children (learners) with the school work. Parents contributed positively towards classroom activities by helping children when other parents disengaged from these activities. Even though most parents highly valued school-going (Motala & Deacon, 2011) however many of them were running away from the responsibility of assisting their children. Parents needed to sign their children's homework exercise books to show that they saw the homework. Miss Mkhwane stated:

...we give homework and the parent has to sign the homework book to indicate they did see the homework book and perhaps also assisted the child where possible...

Some parents challenged learner progression procedures at Shining-Mane secondary school (no fee, quintile 3) thinking that formal education can be informed by informal education as acquired at home. Participant teachers were therefore frustrated by parents who demanded their children's progression. As measures of sorting out misunderstandings some parents were summoned to school. Some parents did not honour invitations and thus a tripod relationship of parent, teacher and learner faced challenges. Challenges developed into barriers, resulting in communication breakdown between parents and teachers. Further reiterated by

participant teachers was the fact that some parents were not educated and this was viewed as limiting chances for parents' becoming significant contributors in the education of their children within the classrooms. Mr Seyoka and Mr Khan respectively stated:

> *…how many times have learners failed and the parents say but my child is clever.*

> *…the learner is misbehaving, not submitting school work, absenteeism …mostly when you invite the parent to school, the parent never comes… Some parents went to school and learnt different subjects, when other parents are just not educated.*

At Lion's Den quintile 5, fee-paying Secondary School, parents needed to be made aware of the crucial involvement expected of them in the classroom activities of their school going children. However, some parents enrolled their children in extra classes which resulted in some of their children neglecting normal day-to-day school learning time. In addition, numerous parents were not always there for the education of their children. Mr Lancaster stated:

> *…a boy used to come to class and cause chaos, disturbing everybody. I later on discovered that his mother was advisor for physical sciences and was assisting the learner with auxiliary material, hence the disturbance…*

4.3.4 Assessment and record keeping

Participant teachers at Big-Jaw, a quintile 1 no-fee paying Primary School were prepared to improve the quality of their learners' results through day-to-day quality teaching and on time quality assessment. Learners' classroom activities were assessed, evidence of marked scripts and the filing of mark-sheets was done meticulously by participant teachers. Participant teachers were giving formal and informal assessment. Finally, learners' marks were electronically captured or recorded in the mark sheets and stored away in the assessment files. Miss Kwekwana, Miss Nhlumayo and Miss Ndzandzeka respectively stated:

...In assessing our learners' work there has to be evidence of specific task coverage, all the questions need to meet the specific assessment criteria for the grade, the memoranda and everything.

...we do formal tasks and over and above these, we do informal tasks.

...we keep records accurately and no learners can claim to have written an assessment if they did not.

Participant teachers at Shining-Mane, a quintile 3 no-fee paying Secondary School commented that they asked learners some questions before new sections commenced. This was done at the end of sections as well. Question asking was seen as a measure of ascertaining how much subject information learners had before the lessons began. Participant teachers would then teach and at the end of the chapter assess to establish the level of their teaching effectiveness. Assessments were carried-out continuously until the end of every term. Mr Mlotshwa and Mr Khan respectively stated:

...As a teacher you cannot begin a new section without checking what learners know; and this we call previous knowledge testing. We begin by assessing first...

...it helps to move with all other teachers in the same manner so that when examination papers are written, everyone has covered the same "learning area ground"...

Participant teachers at Lion's Den, a quintile 5 fee-paying Secondary School used documents they had stored in their personal computers. These documents had been collected at in-service workshops which were conducted for orientation purposes, at the beginning of every year. Participant teachers assessed learners and captured marks on personal computers as well as hard-copy mark sheets in personal assessment files for convenience. Mr Lancaster and Mr Ntlou respectively commented:

...teachers stored information in their personal computers.

> *...teachers recorded marks on the mark-sheets and later on filed them in assessment files when others captured the marks in the personal computers...*

4.3.5 Expert practice

Participant teachers at Big-Jaw Primary, a quintile 1 no-fee paying School explained that the school was divided into three phases namely: the foundation phase, the intermediate phase and the senior phase. Participant teachers taught most of the subjects within their classrooms. Participants stated that teacher-absenteeism was a complication. Teachers were irreplaceable since all teachers were teaching from their classrooms and it was therefore, not easy to assist learners whose teachers were absent. The school did not afford extra-teachers since this was a no-fee paying school. Miss Kwekwana explained:

> *... I cannot trust any teacher to teach my learners since all teachers have to work 7 hours, where would this teacher have space to help my learners...*

At Shining-Mane Secondary, a quintile 3 no-fee paying school, participant teachers complained about two of their grade 11 classrooms. They complained since these classrooms had 70 learners per class, and this amounted to 140 learners in two classrooms. Participant teachers stated that the number of learners in the two classrooms was equivalent to that of four classes. Participants saw teaching within these classes as a challenge and assessment took very long. Participant teachers sometimes found themselves in a situation where movement within the classroom, between desks was severely limited. Since learners realised the predicament teachers were in, learners therefore became uncontrollable and did not even do class work let alone submit. Mr Mlotshwa stated:

> *...marking of learners' exercise books takes too long and this delays feedback to the learners. Feedback is important because it shows the level of understanding between teachers and learners...*

Participant teachers at Lion's Den Secondary, a quintile 5 fee-paying school were immensely proud of the school they taught at. Lions' Den Secondary School according to the participant teachers had strong financial muscles which purchased

learner-teacher support material, the school required. Participant teachers at Lion's Den Secondary School proved their expertise and self-worth without much effort and had learners performing at their best, producing quality results. Participant teachers stated that they taught using learner-centred approach. Experiments were done using complete experiment-equipment kit which was available and safe. Mr Mtoto and Mr Lancaster commented**:**

> *…All in all we have mentioned strategies, I use learner centred approach where I give learners tasks to complete, these tasks have instructions on how to complete and I help learners if they have problems. I give learners experiments as well as time to do them…*

> *…In Physical Sciences we have concepts that are different, you have to do an experiment to prove a concept. But as you know in every school there is a problem of discipline. So you have to have small groups of boys coming to you at a time and boys do their experiments during break time, I keep calling learners in small groups until I have covered all the boys and this is how I get my content covered. I also equip my learners using past exam papers, of the last four years, maximum…*

In pursuing the objective of the study I engaged participant teachers in focus group discussions on their daily activities within the classrooms, of selected school quintiles. The participant teachers unknowingly conversed about expert practice, assessment and innovative processes of record keeping and maintenance of effective classroom discipline which are roles of teachers in Grant's teacher leadership theory. According to Grant (2010) teachers teach continuously against the background of conformity or non-conformity by learners. A further two roles for teachers which were discussed were drawn from Webber's (2012) Instructional Leadership Theory and they are parental involvement and support and the allocation of learner-teacher support material. The sub-themes created a platform on which teachers' experiences were enacted.

However, the Amended National Norms and Standards for School Funding (DoE, 2006) gave leave for public schools' funding to be provided in two categories. Several schools were then declared no-fee schools while many remained as fee-

paying schools (Motala, 2012). Fee paying schools effectively purchased important quality related inputs such as additional teachers who helped reduce schools' teacher-learner ratios (Motala, 2009). Countless South Africa's educational problems can be linked, directly or indirectly to the number and quality of school personnel, including teachers (Jansen & Amsterdam; Motala, 2010).

I understand that the pre-1994 educational dispensation had created inequalities that resulted in limited learner-teacher support material for South African schools. Participant teachers at Big-Jaw Primary, quintile 1 no-fee paying school and participant teachers at Shining-Mane Secondary quintile 3, no-fee paying school commented on the difficulty of procurement of the learner- teacher support material. However, participant teachers at Lion's Den quintile 5, fee-paying school expressed requisition without constrains.

Within the classrooms of selected quintiles, learner-behaviour was bad and the origins of ill-discipline were different from school to school. Participant teachers encountered numerous discipline problems within the classroom, from mentally challenged learners as alluded to by participant teachers at Big-Jaw Primary, a quintile 1 school. At Shining-Mane Secondary School, quintile 3 learners' environmental backgrounds influenced behaviour and at Lion's Den Secondary School, quintile 5 learners displayed many behavioural patterns and the dominant one is sheer disrespect. Learners are exposed to school-staffing which does not respect race and gender. At Lion's Den, the school is dominated by White, Indian and Coloured male teachers and there are very few Africans teachers. Learners rebel against this and eventually their behaviour is adversely affected, resulting in them disrespecting their teachers. Learner's performance and the quality of the results is compromised, however teachers endeavour to sort-out the complexities.

 Assistance and support by parents as much as it is of immense significance at all research sites; it depended on the parents' educational levels. The better educated parents were the more positive their contribution became. Participant teachers' experiences weren't glaringly different within the classrooms in different quintile schools.

4.6 Summary

This chapter focused on the presentation of data and a discussion of the findings from the data generated through semi-structured focus group interviews. The data was generated by interviewing five participant teachers per school, from three selected quintile schools. The findings were presented using themes and sub-themes that emerged. Day-to-day experiences of teachers teaching within the classroom and reasons for teachers encountering such experiences are the themes for this study. I presented the inferences of the study, analytical interpretation and this summary.

In the following chapter, the summary of the study; conclusions and the recommendations will be dealt with.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with the presentation of data, the findings and analysis of the findings. This chapter is a synthesis of the study. To inform the reader, I commence this chapter by presenting a summary of the study. Thereafter, I present the conclusions of the study, followed by the recommendations based on the findings and conclusions drawn.

5.2 Summary of the study

Chapter one provided the background and orientation to the study. I elucidated reasons as to why this research topic is of interest to me. I have noticed that the apartheid government was discriminatory in the provision of educational services and resources; since it prioritized former white schools at the expense of African schools (Bryan, 2010). Therefore, the *South African Schools Act*, of 1996 (SASA), the *National Norms and Standards for School Funding* (NNSSF) (DoE, 1998) and the placing of schools into school quintiles were attempts by the DoE of South Africa, to bridge the gap between these schools. Participant teachers in this study, tell tales of their teaching experiences and the influence of the DoE's intervention attempts to eradicate the inequalities of the past. Teachers' experiences are explored within classrooms of selected school quintiles. I then provided motivation as to why this study is necessary in the South African context. Research questions that guided the study were as follows:

- What are the day-to-day experiences of teachers teaching within the classrooms in selected school quintiles?
- Why do teachers encounter such experiences in teaching within the classrooms in these selected school quintiles?

When considering the contested nature of terms used in the study, I provided definitions of the key terms used in the study so as to ensure a uniform understanding of the terms while reading the study.

Chapter two discussed the theoretical frameworks and reviewed related literature. This study is underpinned by teacher leadership and instructional leadership theories. Teacher leadership theory (Grant, 2010) was discussed and is made up of four zones within which leadership unfolds. Zone 1, Grant's teacher leadership model addresses actions that enhance teaching and learning within the classrooms. Furthermore, Instructional leadership theory is employed since its focus is on the formulation of strategies for effective teaching within the classrooms in schools (Webber, 2012). Instructional leadership theory's relevance is strengthened by a focus on the behaviour of teachers within work environments. Literature within South African borders and beyond revealed that fee-free (no-fee) schools were subjected to limited funds which constrained purchase of schools' daily necessities resulting in inadequate resourcing. However, fee-paying schools were advantaged by their financial position which allowed purchase of additional learner-teacher support material with prospects of positive impact in the overall school performance.

Chapter three provided a research design and methodology. This study adopted a qualitative approach which involves generation of textual or verbal data. Qualitative approach was used for in-depth views about teachers' experiences within the classrooms. The study is located within the interpretive paradigm. Interpretivists' idea is that knowledge is socially constructed and bound by time, culture and the context in which it is found. I employed purposive sampling and provided rationale for such sampling. Data was generated through semi-structured focus-group interviews; conducted with five participant teachers at Big-Jaw Primary School, five participant teachers at Shining-Mane Secondary School and five participant teachers at Lion's Den Secondary School. Data generated from the interviews was analysed using thematic content analysis. I then attended to trustworthiness issues by providing the details of the research design and an outline of the research implementation process, this speaks to dependability. In order to promote confirmability in the study, I ensured triangulation in terms of participants and methods. I ensured credibility by informing participants that generated data will be made available to the participants to check, for true reflection of their responses. I finally ensured transferability by giving detailed information regarding the number of schools sampled, the number of participants involved and the data generation

methods employed. In compliance with ethical issues, I sought permission from various institutions and participants.

Chapter four systematically divided the data findings into two themes and presented the findings. The themes were day-to-day experiences of teachers teaching within the classrooms, in selected school quintiles (related to research question 1) and the reasons for stated experiences of teachers teaching within the classrooms, in these selected school quintiles (related to research question 2). While analysing data, sub-themes emerged and they are: maintenance of effective classroom discipline, learner-teacher support material, parental support and involvement, assessment and record keeping and expert practice. Discussions ensued and emerging was the fact that participant teachers were experiencing unending misbehaviour within the classrooms since the abolition of corporal punishment. At fee-free schools, participants experienced high learner enrolments. High learner enrolments adversely impacted on the supply, management and the use of LTSM. In overcrowded classrooms, participants witnessed discipline 'flying' out of the windows. The involvement of parents in the education of their children remains pivotal. However, assertive involvement depends on the parents' level of education. Participant teachers constantly evaluated themselves and their learners' performance within the classrooms. They even created forums wherein they 'sharpened' their teaching skills for excellence in the teaching practice. Participant teachers endeavoured to keep abreast with technological developments *inter alia,* enrolling with computer training institutions. This was intended for innovative processes of teaching, testing and capturing of learners marks.

5.3 Conclusions

This study aimed at exploring the experiences of teachers teaching within the classrooms in selected school quintiles. However, from my research I have concluded that, irrespective of the quintile of the school one teaches in, teachers face a variety of challenges. The perception that teachers teaching in quintile 5 schools have few or no problems is unfounded. All teachers experience problems in the classroom but, they vary in intensity. For example teachers in quintile 5 schools are exposed to more LTSM but they have discipline issues with learners; on the other

hand teachers teaching in quintile 1 schools have fewer resources but better disciplined learners. Based on the findings made, conclusions can be drawn.

5.3.1 Day-to-day experiences of teachers teaching within the classrooms in

selected school quintiles

Teachers aspire to teach well behaved learners within the classrooms, however, they are confronted by learners who may be over-age, have learning problems and are rude. Despite learners disturbing teaching and learning, teachers are compelled by SACE's code of conduct to soldier on and put up with ill-discipline day-in day-out. Another threat to behaviour that is conducive for teaching and learning within the classrooms is learner exposure to intoxicating substances. Learners may have joined the schools as law abiding, sober minded and generally well behaved children, but they become easily influenced by their peers.

The schools may function optimally if provided with sufficient, necessary learner-teacher support material, especially textbooks. However, acquisition and safe keeping of LTSM in some schools does pose challenges. Fee-free schools may have learner-teacher support material acquisition challenges, due to high enrolments versus limited funding. Contrastingly, at fee-paying schools there may be minimal challenges regarding learner-teacher support material acquisition and maintenance because of exorbitant school fees paid to the schools. These schools boast with abundant LTSM; however, this may not always translate to good-quality learner results.

In addition, parents as major stakeholders in education need to decide on the choice of schools for their children. Parents are not only influenced by school fee affordability, but, also by their concern for education quality the schools can offer. Parents may be willing to help their children with school work; however their attempts may be foiled by a host of obstacles.

Teachers collaborate with other teachers, working towards academic excellence of learners. According to Crowther et al. (2009), expert teachers work towards teacher unity and advancement of quality in education. These are expert teachers for they are actively involved in in-service training workshops, where demonstrations of teaching specific challenging sections may be carried out. Teachers may help other

teachers through cluster workshops and this strengthens unity and effective imparting of knowledge to learners. When teachers attend departmental workshops they may display possession of more learning area information as opposed to that of some advisors and workshop facilitators.

5.3.2 Reasons for the stated experiences of teachers teaching within the classrooms in these selected school quintiles

Learners' backgrounds are crucial determinants of learners' general behaviour. However, different exposures may contrastingly influence children. When learners are well-behaved, effective teaching and learning can take place since teachers' lesson delivery may have limited challenges. The attempts by the DoE to bring an end to inequality in education saw a move towards a reduction of grade repetition, minimising of under-age and over-age learners, through age grade norms. This was done through progressing learners that have failed grades, to subsequent grades, with expectations of remedial teaching in the grades. However, learners gradually developed disrespect for school rules and teachers, since non-teaching district office's personnel progresses learners even though they are not capable. Furthermore, corporal punishment had been outlawed and participant teachers felt that there was no corporal punishment replacement spelt out for every teacher.

The quality of school results may be improved through effective and competent use of learner-teacher support material, the schools can afford. However, fee-free schools seem to have major challenges emanating from textbooks acquisition, since these schools may have insufficient funds to adequately purchase textbooks that accommodate all learners. On the other hand, fee-paying schools have income that permits purchase of additional human and non-human resources. The placing of schools into quintiles, fee-paying and fee-free schools, maintained inequality which was intended for eradication.

Teaching and learning extends to learners' homes, where parental guidance and involvement is of great significance. Of the multitude of obstacles for quality education delivery, parental involvement is in the midst. The involvement of parents in learners' education is determined by parents' education level. Both at fee-free and fee-paying schools, learners' parents may be unavailable to assist children with

school activities as a result of various other engagements. Other parents cannot assist their children since syllabi have changed from what they used to be, when parents went to school. However, the importance of teacher-parent-learner association cannot be over-emphasised, for the benefit of all.

Teachers test learners' comprehension levels through classroom activities and if there are sections that have not been clearly understood, then teachers may re-teach those sections to the whole class or to specific learners that have misconceptions. Once a section has been adequately covered, then formal tests may be written. Teachers may then record marks for end of term reporting processes. Not all teachers are experts in their fields since they sometimes request better equipped colleagues to facilitate enrichment programmes at schools and sometimes across schools. Teachers need to embrace trusted ways of capacitating themselves.

5.4 Recommendations of the study

On the basis of the above conclusions, I therefore make the following recommendations:

5.4.1 Recommendation one

It is recommended that schools form discipline committees; comprised of representatives of learners, teachers, management and parents. If discipline committees are already in place then perhaps their effectiveness could be increased by the committees addressing the following: The discipline committees should review the code of conduct for learners to include more effective discipline measures while compliant with the Departmental legislation and the constitution of the country. The discipline committees need to ensure strict enforcement of discipline within the classrooms for uninterrupted enactment of teaching and learning. Discipline committees need to timeously process each learner offence and allocate the obligatory disciplinary measure.

5.4.2 Recommendation two

The SMTs need to facilitate in the nomination of the LTSM committees and implementation of the LTSM policy in schools. The SMTs need to ensure accurate requisition of LTSM, regular monitoring and unwavering retrieval procedure. The

schools need to educate learners about the importance of handling the textbooks properly. All textbooks need to be plastic covered as they are a valuable part of the schools' educational investment. This can help the schools to maintain all textbooks in good condition.

5.4.3 Recommendation three

Teachers in consultation with parents need to organise and implement homework monitoring instruments. Familiarising parents with the instrument may be injected as the programme unfolds. Parents may be given time frames for efficient reporting to the school. It should clearly be spelt out for parents that outstanding homework monitoring instrument report may adversely impact on the syllabi completion. This engagement may also create direct, continuous and beneficial communication for all stake holders.

5.4.4 Recommendation four

The Department of Education (DoE) needs to relentlessly organise and invite teachers to programmes that capacitate them with pedagogical knowledge. The DoE through SMTs may also see to it that teachers enrol with institutions of higher learning, studying school management and their teaching area specific programmes.

5.5 Summary

This chapter has presented the summary of the study and the conclusions drawn. On the basis of the conclusions, I made recommendations. These recommendations may assist the Department of Education to either formulate or re-formulate policies seeking to alleviate the negative experiences of teachers teaching within the classrooms.

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APPENDIX: A   UKZN ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF ™
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

14 April 2015

Mr Herman Gcina Mhlophe 213574086
School of Education
Edgeweood Campus

Dear Mr Mhlophe

Protocol reference number: HSS/0193/015M
Project title: Teaching across the quintiles: experiences of teachers, a tale of three schools in Umlazi district.

Expedited Approval

In response to your application dated 24 March 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)

APPENDIX: B

KWA-ZULU NATAL DoE APPROVAL LETTER

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

| Enquiries: Nomangisi Ngubane | Tel: 033 392 1004 | Ref.:2/4/8/373 |

Mr HG Mhlophe
PO Box 54405
UMLAZI
4031

Dear Mr Mhlophe

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"TEACHING ACROSS THE QUINTILES: EXPERIENCES OF TEACHERS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 March 2015 to 31 March 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie KeHologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMlazi District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 25 February 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

APPENDIX: C

PERMISSION LETTERS FROM THE PRINCIPALS

BIG-JAW PRIMARY SCHOOL
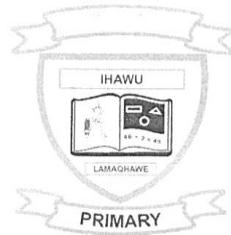
KwaZulu Natal Department of Education and Culture

Primary School

P.O. Box ⠀⠀ • Pinetown • 3600 • Tel:(031)⠀⠀5 84 9
Durban South Region: Umbumbulu Circuit

Mr H.G. Mhlophe
P.O. Box 54405
Umlazi
4031

Dear Sir

REQUEST TO CONDUCT RESEARCH

The above topic refers to the administration and management team of the above school, we have pleasure to grant you permission to conduct research as requested.

The school values the input of the researchers into diverse topics. The very dynamic nature of education requires research.

We look forward to assisting you and to the final document of your research.

Yours Faithfully
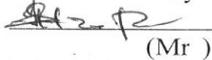
⠀⠀⠀⠀⠀⠀⠀⠀⠀(Mr⠀)
Principal
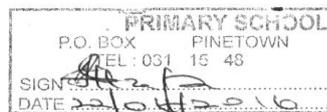
SHINING-MANE SECONDARY SCHOOL

~~Secondary School~~

TEL: 031 - 203.
FAX : 031 - 331

P.O. BOX 14011
4

23 January 2015

Gcina Mhlophe
Student No: 213574086
School of Education

Research Title: Teaching across the quintiles: Experiences of teachers.

It is with great pleasure that I grant you permission to conduct your research at   Secondary School. I hope that your study proves to be beneficial to the school.

Wishing you everything of the best with your study.

Yours in Education

....
 L
Principal

SECONDARY SCHOOL
P.O. BOX 14011

LION'S DEN SECONDARY SCHOOL

Celebrating 50 Years

BOYS' HIGH SCHOOL

Address: Road; Fynnland; Durban; 4052
Postal: PO Box 2101 ; Bluff; Durban; 4036
Tel: +27(031) 4 -3241   Fax: +27(031) -32 3

1962 ~ 2012

28 January 2015

TO WHOM IT MAY CONCERN

This is to confirm that MR H G MHLOPHE is granted permission to conduct research at this school, as per request letter dated 20 January 2015.

L   R
HEADMASTER

BOYS'HIGH SCHOOL
4 MOSS ROAD. BLUFF, 4036
TEL:0 1 466
FAX:0   466 43

APPENDIX: D

INFORMED CONSENT LETTER

School of Education,

College of Humanities,

University of KwaZulu-Natal,

Edgewood Campus,

Dear Participant

My name is Herman Gcina Mhlophe; I am an Education, (Masters) candidate studying at the University of KwaZulu-Natal, Edgewood Campus. I am interested in the experiences of teachers as they teach at selected school quintiles. I am studying cases of teaching in schools that are regarded as the poorest of the poor, mediocre schools as well as the least poor schools. Your school is one of my case studies. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	Willing	Not willing
Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at: 083 364 7319

My supervisor is Dr Inba Naicker, who is located at the School of Education, Edgewood Campus University of KwaZulu-Natal.

Contact details: 031 260 3461

School of Education

College of Humanities

University of KwaZulu-Natal

Private Bag X03

Ashwood

3605

South Africa

Tel: +27 (0) 31 260 2603

Fax: +27 (0) 31 260 3793

email: Naicker1@ukzn.ac.za

You may also contact the Research Office through:

Mariette Snyman

University of KwaZulu-Natal

Research Office: Ethics (HSS)

Govan Mbeki Building

Private Bag X54001

Durban

4000

Tel: +27 31 260 8350

Fax: + 27 31 260 4609

Email: snymanm@ukzn.ac.za

DECLARATION

I ……………………………………………………………………………. (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire. I hereby provide consent to audio record the focus group interview (circle where applicable).

YES   NO

Signature of participant   Date

....   …………………………………………

Thank you for your contribution to this research.

APPENDIX: E

INTERVIEW GUIDE

School Context

1. Location of the study.
2. Fee-paying or no-fee paying school.
3. School enrolment.
4. Number of teachers.
5. Number of classrooms.
6. Pass percentage.

GUIDE

1. Please comment on the workshops you have attended this year.
   Please comment on how workshops are contributing to your teaching.

2. Please comment on your subject design. (Order, relevance, and the level of difficulty.)
   If you had access to the design of the subject you teach, would you present it

   differently and why?

3. Please comment on how you plan your teaching. How do you establish what is known before you teach? Which methods do you use and are they helping learners to understand better?
4. How do you observe the process and progress of the lesson?
5. How do you evaluate your teaching in preparation for the next lesson?
   - Please comment on classroom discipline.
   - The school has vision and goals, please comment on the allocation of human resources, non-human resources in helping the school achieve its targets.

RESOURCES

NON-HUMAN   **HUMAN**

Books   Teachers

Chalk

Stationery

6. Please comment on your teaching load.

7. Please comment on how you build trusting relationships among yourselves as
   teachers, between teachers and learners as well as parents.

8. Can you comment on a decision/s you have taken, which you know was for the
    benefit on the learner/s?

9. What is your comment on the number of classrooms you have in the school?

10. Please comment on the classroom sizes, learner teacher ratio.
    How does it influence your teaching?

11. Please comment on your assessment programmes. Do you have enough
assessments and are they relevant?

12. Please comment on record keeping, manual or electronic, pros and cons.

13. Please comment on learner participation.

   Class work

   Homework

14. Please comment on your learners' parental involvement and contribution
    towards your teaching.

15. Please comment on the safety within the classroom.
    Are you safe ?

    Are the learners safe?

    Is your material safe?

GENERAL DISCUSSION AT THE END!

APPENDIX: F

DECLARATION BY THE PARTICIPANT

I …………………………………………………………….. (Full names of the participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

……………………………………   ………………………………….

SIGNATURE OF PARTICIPANT   DATE

APPENDIX: G

TURNITIN CERTIFICATE

Turnitin Originality Report

Turnitin Originality Report

Mr by Gcina Mhlope

From Dissertation (Master of Education)

Processed on 12-Jun-2017 1:51 PM CAT
ID: 824296675
Word Count: 22700

Similarity Index	Similarity by Source	
10%	Internet Sources:	0%
	Publications:	4%
	Student Papers:	5%

sources:

1   5% match (student papers from 03-Dec-2015)
Submitted to University of KwaZulu-Natal on 2015-12-03

2   4% match (publications)
Sayed, Yusuf, and Shireen Motala. "Equity and 'No Fee' Schools in South Africa: Challenges and Prospects : Equity and 'No Fee' Schools in South Africa : Challenges and Prospects", Social Policy and Administration, 2012.

paper text:

THE EXPERIENCES OF TEACHERS TEACHING IN CLASSROOMS IN SELECTED SCHOOL QUINTILES CHAPTER ONE BACKGROUND AND ORIENTATION TO THE STUDY 1.1 Introduction In South Africa, the apartheid era government was discriminatory in its provision of educational services and resources; it prioritized former white schools at the expense of African schools (Bhorat & Oosthuizen, 2008; Case & Deaton, 2008; Bryan, 2010). This inconsistency in resource allotment had implications for the quality of education offered in the different schools. The former white schools had an advantage over African schools, which witnessed former white schools acquiring unlimited access to learner teacher support material (LTSMs) which allows informative and productive encounters with learners in support of their schools' vision and goals. However, the effect on African schools was different, highly characterised by insufficient or scarcity of the LTSMs (Bhorat & Oosthuizen, 2008). Furthermore, the former white schools admitted learners through screening which is not what most African schools do. These 'screened' learners were usually better prepared for the implementation of rigorous curriculum and outputs (the end-year results) were likely to be positive, on the other hand African schools enrolled just any learner (Van der Berg; Yamauchi, 2011). This is also alluded to by Motala and Dieltiens (2010) when they posit that, the former white schools are better resourced and have the best educational outcomes; and this is observable in the high matriculation pass rate in the former white schools. This was the position until the introduction of the South African Schools Act, of 1996 (SASA) which was intended for the provision of a uniform funding system for all schools. The Department of Education (DoE) through SASA introduced a school funds allocation programme. This programme was supposed to be adequate for at least the poor and all households suffering the effects of poverty should enjoy schooling that is adequately funded. This was introduced through

2**the National Norms and Standards for School Funding** (NNSSF) (DoE, **1998**).

APPENDIX: H

LANGUAGE EDITOR'S CERTIFICATE

25 Maple Crescent Circle Park KLOOF 3610	Phone 031 – 7075912 0823757722 Fax 031 - 7110458 E-mail: dr1govender@telkomsa.net sathsgovender4@gmail.com

Dr Saths Govender

21 JUNE 2017

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

This serves to inform that I have read the final version of the dissertation titled:

A CASE STUDY OF THE EXPERIENCES OF TEACHERS TEACHING IN CLASSROOMS IN SELECTED SCHOOL QUINTILES by H.G. Mhlophe.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.