

**CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENTS IN
DYSFUNCTIONAL SECONDARY SCHOOLS IN THE MUTALE AREA OF THE
VHEMBE DISTRICT**

By

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DECLARATION

I, Visi Muriel Mbulaheni hereby declare that this Thesis “Creating a sustainable teaching and learning environments in dysfunctional secondary schools in Mutale Area of Vhembe District” for the degree of Doctor of Education, submitted in the Department of Educational Management: School of Education, at the University of Venda has not been submitted previously for any degree at this or another university. It is original in design and in execution, and all reference material contained herein have been duly acknowledged.

Signature: Date:.....

DEDICATION

I dedicate this study to my Mother Ellen, my only brother Donald and my five sisters, my son and daughter. They believed in my capability when it comes to educational matters, they have been supportive throughout. My achievements will always be attributed to the inspiration they put in me. Their advice to me continues to resound beyond them. For my children this serves as a benchmark beyond which they must achieve.

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I wish to acknowledge my gratitude to all who rendered assistance and showed interest in the completion of this study.

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ABSTRACT

Poor learner academic performance is a major problem in South African public schools today. A considerable number of schools in the Vhembe District are dysfunctional. While the Department of Basic Education (DoBE) is attempting to intervene in these schools to address this problem, the interventions and turnaround strategies have not been sustainable. In schools where interventions and turn around strategies are being provided, such interventions have been short lived and were not sustainable. The aim of the study was to investigate the issues affecting teachers in dysfunctional secondary schools in order to develop a model for creating a sustainable teaching and learning environment. This study used both quantitative and qualitative research designs in which questionnaires, interview and observation schedules were used, for data collection processes. Purposive sampling procedure was used to select participants. Quantitative data was analysed using IBM Statistical package for Social Sciences Version 23 (IBM SPSS statistics), and Atlas.ti Version 6 programme for qualitative data. Results showed that conditions in the schools were not conducive to the promotion of quality teaching and learning. Teachers were demotivated resulting in poor performance in all school activities which contributed to rendering the schools dysfunctional. Some teachers even left the profession. A model was developed for the creation of a sustainable teaching and learning environment in dysfunctional secondary schools in the Mutale area.

Keywords: sustainable, teaching and learning environments, dysfunctional school, secondary schools.

ABBREVIATIONS AND ACRONYMS

COLTS	Culture of learning, teaching and services
SGB	School Governing Body
SCE	Senior Certificate Examination
DoE	Department of Education
SMT	School Management Team
NGOS	Non-governmental organizations
HOD	Head of Department
SPSS	Statistical package for science
RCLs	Representative Council of learners
SACMEQ	Southern and Eastern African Consortium for Monitoring quality
EFA	Education for all
ADEA	Association for the Development of Education in Africa
PD	Professional development
SIP	School improvement plan
SP	School improvement
ECD	Early childhood development programmes
CAPS	Curriculum and Assessment Policy Statement
OBE	Outcome-Based Education
HSRC	Human Science Research Council
UNESCO	The United Nations Educational Scientific and Cultural Organization
ESD	Education for Sustainable Development
MoE	Ministry of Education
OECD	Organisation for Economic Co-operation and Development

TABLE OF CONTENTS

Item	Contents	Page
	Declaration	i
	Dedication	ii
	Acknowledgement	iii
	Abstract	v
	Abbreviations and Acronyms	vi
	Table of Contents	vii
	List of tables	xv
	List of figures	xvi
	List of pictures	xvii
	List of annexures	xviii
	CHAPTER 1:INTRODUCTION OF THE STUDY	1
1.1	INTRODUCTION AND BACKGROUND	1
1.2	STATEMENT OF THE PROBLEM	3
1.3	AIM AND OBJECTIVES OF THE STUDY	3
1.4	RESEARCH QUESTIONS	4
1.5	ASSUMPTION	4
1.6	RESEARCH DESIGN AND METHODOLOGY	5
1.6.1	Research design	5
1.6.2	Research methodology	5
1.6.2.1	Population	5
1.6.2.2	Sampling	6
1.6.2.3	Instruments	6
1.6.2.4	Data collection	7
1.6.2.5	Data analysis	7
1.7	DELIMITATION OF THE STUDY	7
1.8	SIGNIFICANT OF THE STUDY	8
1.9	ETHICAL CONSIDERATIONS	8
1.10	OUTLINE OF CHAPTERS	9
1.11	CONCLUSION	9
	CHAPTER 2 LITERATURE REVIEW	11

Item	Contents	Page
2.1	INTRODUCTION	11
2.2	CONCEPTUAL FRAMEWORK	11
2.2.1	Teaching and learning environment	12
2.2.2	Dysfunctional schools	14
2.2.3	Sustainability	16
2.3	ISSUES AFFECTING TEACHING IN DYSFUNCTIONAL SECONDARY SCHOOLS HAVING AN IMPACT ON THE TEACHING AND LEARNING:A CRITICAL REVIEW	18
2.3.1	Teaching and learning environment	19
2.3.2	School culture	25
2.3.3	Leadership and School Management	27
2.3.3.1	Communication in the school for effective teaching	30
	Sustainability leadership and learning	32
	Sustainable in leadership	32
	Sustainable leadership addresses issues of social justice	33
	Sustainable leadership and development of human and material resources	33
	Sustainable leadership and development of environmental diversity and capacity	34
2.3.4	School vision, policy and action plan	34
2.3.5	School Governing Bodies	36
2.3.6	Community involvement and Collaborative partnership	37
	Community involvement	37
	Collaborative partnership	39
2.3.7	Curriculum and teaching	42
2.3.8	Teacher subject knowledge	43
2.3.9	Teacher-learner discipline	45
2.3.10	Learner retention and dropout rate	48
2.3.11	Absenteeism of teachers and learners	50

Item	Contents	Page
2.4	STRATEGIES FOR PROMOTING A SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN DYSFUNCTIONAL SECONDARY SCHOOL	52
2.4.1	Improving the quality of education through curriculum content	52
2.4.2	Provision and development of pre -primary education	52
2.4.3	Teachers professional development	54
2.4.4	Development of school improvement plan	57
2.5	CONCLUSION	59
	CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY	60
3.1	INTRODUCTION	60
3.2	RESEARCH DESIGN	61
3.2.1	PHASE 1: QUANTITATIVE RESEARCH DESIGN	63
3.2.1.1	Research methodology	63
	Population	63
	Sampling procedure	63
	The questionnaire	64
	Application of questionnaire	65
	Data analysis	65
3.2.2	PHASE 2: QUALITATIVE RESEARCH METHODOLOGY	65
3.2.2.1	Research methodology	66
	Sampling procedure	66
	Qualitative data collection	67
	Focus –group interviews	67
	Face to face interviews	67
	The interview process	68
	Data analysis	69
	Observation	69
3.3	VALIDITY AND RELIABILITY	69
3.3.1	Validity	70

Item	Contents	Page
3.3.2	Reliability	70
3.4	SIGNIFICANCE OF THE STUDY	70
3.5	ETHICAL CONSIDERATION	71
3.6	DELIMITATION OF THE STUDY	72
3.7	COCLUSION	72
	CHAPTER 4: RESULTS AND DISCUSSION	73
4.1	DEMOGRAPHIC INFORMATION	73
4.1.1	Gender	74
4.1.2	Age	74
4.1.3	Level of respondents	75
4.1.3.1	Circuit managers	76
4.1.3.2.	SGB members	77
4.1.3.3	Principals	77
4.1.3.4	Teachers	78
4.1.3.5	Learners	78
4.2	TEACHING AND LEARNING ENVIRONMENTS IN DYSFUNCTIONAL SCHOOLS:PRESENTATION OF RESULTS	79
4.3	TEACHING AND LEARNING ENVIRONMENTS IN DYSFUCTIONAL SCHOOLS: ANALYSIS OF RESULTS AND DISCUSSION	85
4.3.1	Commitment of teachers	85
4.3.2	Time management	86
4.3.3	Teachers knowledge of subject content	86
4.3.4	Effective teachers produce high academic performing students	88
4.3.5	Use of different teaching approaches	88
4.3.6	The influence of teacher's teaching skills have significant role on learner academic performance	89

Item	Contents	Page
4.3.7	Staff development activities should focus on teaching and learning	90
4.3.8	Self-professional development of teachers	90
4.3.9	Relationship between learners and teachers	91
4.3.10	Teacher-learner interaction	94
4.3.11	Classroom instructional practices	95
4.3.12	Learner's academic improvement	96
4.3.13	Developing learners' self-esteem and self-concept	97
4.3.14	Social emotional adjustment	99
4.4	COMMUNITY INVOLVEMENT IN SCHOOL ACADEMIC ACTIVITIES	99
4.4.1	Community involvement in school academic activities and Collaboration with stakeholders	99
4.4.2	Active collaborative partnerships	102
4.5	TEACHER AND LEARNER DISCIPLINE	103
4.5.1	Competency of teachers handling classrooms discipline	103
4.5.2	Discipline relating to teachers and learners	105
4.5.3	Consistent school rules	105
4.5.4	Acknowledgement of positive learner behaviour	106
4.6	RESOURCES	107
4.6.1	Availability of teaching resources	107
4.7	WHOLE SCHOOL ENVIRONMENTS	108
4.7.1	Data related to school environments	108
4.7.2	Creating a desirable physical environment	109
4.7.3	Conducive classroom atmosphere	115
4.8	TEACHERS WORKING CONDITIONS	117
4.8.1	Human resources and learning materials	118
4.8.2	Safety in the schools	118
4.8.3	Administrative support	119

Item	Contents	Page
4.8.4	Class size	120
4.9	SCHOOL MANAGEMENT AND LEADERSHIP	122
4.9.1	School improvement plan developed by involving staff	122
4.9.2	School leadership and school effectiveness	123
4.9.3	Competency of the principal in motivating teachers to deliver good lessons	123
4.9.4	The dysfunctional schools turns around by the type of leadership	124
4.9.5	High learner pass rate reflects instructional quality in the schools	124
4.10	PARENTAL INVOLVEMENT IN THEIR ACADEMIC ACTIVITIES	125
4.10.1	Parental influences on school management activities	126
4.10.2	Parental influence on teaching strategies	127
4.10.3	Learning occurs when teachers motivate learners in instructional activities	128
4.10.4	Good academic performance of students is linked to teachers classroom performance	129
4.10.5	Teacher's on –going professional development has a direct impact on learners' achievement	130
4.10.6	External agencies can help to improve teaching practices	130
4.10.7	Peer networks with other schools are often particularly effective	131
4.11	INTERVENTION PROGRAMMES	132
4.11.1	Teacher–learner interaction	132
4.11.2	Learner-centred approach	132
	Respect	133
	Approachable	133
	Open communication	133

Item	Contents	Page
	Caring	134
	Positive attitude	134
4.11.2	Strong focus on subject knowledge	135
4.11.3	Effective lesson design	136
4.11.4	Parents involvement	136
4.12	CONCLUSION	136
	CHAPTER 5:SUMMARY,CONCLUSION AND RECOMMENDATIONS	138
5.1	INTRODUCTION	138
5.2	SYNTHESIS OF THE STUDY	138
5.3	ISSUES AFFECTING TEACHERS IN DYSFUNCTIONAL SECONDARY SCHOOL IN THE MUTALE AREA IN THE VHEMBE DISTRICT WHICH AFFECT THE QUALITY TEACHING AND LEARNING	140
5.3.1	Summary of the findings presented according to objectives of this study	140
	Commitment of teachers	140
	Teacher attendance of workshops for staff development	140
	Self –professional development of teachers	141
	Relationships between learners and teachers	141
	Developing learner’s self -concept	141
	Community involvement in school academic activities	142
	Competence of teachers handling classroom discipline	142
	Consistent school rules	143
	Classroom learning environment	143
	Teachers’ working conditions	144
	Time management	144
	Teachers’ knowledge of subject content	145
	Use of different teaching approaches	145

Item	Contents	Page
	Availability of resources and poor working condition	145
	Learner's academic improvement	146
	Creating a desirable physical environment	146
	Leadership and management for meaningful academic changes	146
	Peer networks with other schools are often particularly effective	147
	Intervention programme	147
5.4	A MODEL FOR PROMOTING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN DYSFUNCTIONAL RURAL SECONDARY SCHOOLS WAS DEVELOPED	147
	Management and leadership skills	148
	Counteracting dependency syndrome	149
	Interactive teaching and learning	150
	Mental health promotion and stress management	150
	Mastering content knowledge	150
	Collaborate with stakeholders	150
5.5	RECOMMEDATIONS	151
5.6	CONCLUSION	151
	REFERENCES	152

LIST OF TABLES

Table no	Contents	Page
4.1	Gender	74
4.2	Age of respondents	75
4.3	Level of respondents	75
4.4	Ranking order of issues affecting teachers in dysfunctional secondary schools	80
4.5	Issues that contribute to effective lesson delivery	81
4.6	Ranking order of practices that contribute towards quality teaching and learning environment	81
4.7	The main categories: issues affecting teachers in Dysfunctional schools having effect on the quality of teaching and learning	82
4.8	Main and sub –categories	83
4.9	Practices that contribute to quality teaching and learning environment	123

LIST OF FIGURES

Figure no	Contents	Page
2.1	Whole school plan	18
3.2	Research designs	62
4.1	The hierarchical structure of levels	76
5.1	Teaching and learning environment promotion model	148

LIST OF PICTURES

Figure no	Contents	Page
4.1	Falling ceiling	110
4.2	Classroom potholes	111
4.3	Poor electricity usage	112
4.4	Old broken chalkboard	113
4.5	Broken windows	114
4.6	Classroom environment	115
4.7	Graffiti on the walls	116
4.8	Condition of unhealthy toilets	119
4.9	Overcrowded class	121

LIST OF ANNEXURES

	Annexures	Page
1	Annexure A: Ethical clearance	194
2	Annexure B: Letter to principals	195
3	Annexure C: Consent letter	196
4	Annexure D: Questionnaire	197
5	Annexure E: Interview Schedule	202
6	Annexure F: Observation schedule	203
7	Annexure G1: Frequency percentages results	204
8	Annexure G2: Cross tabulation results	214
9	Annexure G3: Interview transcripts	238
10	Annexure G4: Focus group interview transcripts	264

CHAPTER 1: INTRODUCTION TO THE STUDY

This chapter introduces issues which are covered in this study. It begins with the general background and leads to the problem of the study, followed by the aim and the objectives, research questions, assumptions, research design and methodology used in the study, delimitation, and significance of the study, ethical considerations and lastly the outline of chapters.

1.1 INTRODUCTION AND BACKGROUND

The South African education system is characterised by a number of challenges that affect school performance (Monyooe, Tjatji & Mosese, 2014: 181). There is no indication that this downward trend in the schools has been arrested (Westaway, 2015:1). Some schools have been affected to the point of dysfunctionality (Pretorius, 2014:62) resulting from issues that include commitment of teachers, the well-being of teachers, teachers' knowledge of subject content, learner-teacher interactions, use of different teaching approaches and assessments, unstable management conditions, inappropriate or lack of leadership, lack of vision, an unhealthy school climate and culture, and low staff and learner morale (Kutame, Maluleke, Netshandama & Ramakuela, 2014:427; Pretorius, 2014:62), high pregnancy rates amongst learners (Mbulaheni, Kutame, Francis & Maluleke, 2014:67), and violence amongst learners (Rossouw, 2003:413). A school becomes dysfunctional when, due to abnormal or impaired functioning, it fails to accomplish the true purpose of teaching and learning for which it was instituted (Pretorius, 2014:62).

Mohlala (2009:351) reports that the Limpopo Province has the highest number of dysfunctional schools in the country. Schools are under-staffed, poorly resourced, ineffectively managed and disciplined, and consistently performing poorly in academic performance. In the Limpopo Province, some schools performed much lower in 2012 in Grade 12 than the Provincial 2009 to 2013 target. Similarly, there are a considerable number of schools in the Vhembe District of the province that performed lower than the set national standard and categorized as dysfunctional (Kutame et al. 2014:427).

Teachers and learners in schools that are dysfunctional have to contend with a range of issues that exacerbate the situation in these schools. A lack of learner discipline may seriously hamper the teaching and learning process, and, if disruptive behaviour prevails, education cannot be successful (Rossouw, 2003:413).

Bloch (2009:26) agrees that the situation of dysfunctional secondary schools has existed for many years and is serious. Bloch (2009:26) further indicates that the challenges in dysfunctional schools continued years after the introduction of the post-apartheid system of education. According to Bloch (2009:26), the characteristic of the apartheid policies contributed to the breakdown of the culture of teaching and learning in schools. This negatively affected schools which are in rural areas as they were poorly resourced.

Lethoko, Heystek and Maree (2001:311) states that, the issue of the absence of culture of learning, teaching and services (COLTS) in South African schools, especially in secondary schools for the previously disadvantaged groups, is a major concern. Saunders (1996:18) aptly refers to this as “a crisis of gargantuan proportions”. Principals of underperforming schools still receive negative feedback as grades fall. Today, the widespread belief in educational leadership focuses on the contribution of quality leadership to the performance of schools and learners (Bush 2008:11). Bush (2008:11) further indicates that the high number of dysfunctional schools in South Africa is an indication that school management and leadership need to be attended to seriously. Bush suggests that the school management team is responsible for the situation observed in schools.

The discovery that some schools continue without textbooks that are crucial for any successful learning process (Veriava, 2013:6; Nkosi, 2014:1), provided researchers with a sense that there are major problems in schools that may negatively affect the teachers’ mental health that is critical in their quest for quality teaching and learning. These reports suggest that teachers in schools that are dysfunctional do not perform optimally while at school.

Sustainable education improvement requires the involvement of all stakeholders, the state, parent, communities, teachers associations, NGOs, universities, and the private

sectors. Various partners contribute a range of inputs needed to improve the instructional capacity of schools and the system, including knowledge, governance expertise, funding and resources. The Department of Education is intervening in these schools with the aim of improving the situation (Kutame et al., 2014:427) in the schools that are performing poorly so that they are no longer regarded as dysfunctional. In schools where interventions and turn-around strategies are being provided, such interventions were not sustainable and unsuccessful. There are schools that continue to be categorized as dysfunctional. The main aim of this study was to develop a model that would improve the quality of the teaching and learning environment in dysfunctional rural based schools.

1.2 STATEMENT OF THE PROBLEM

The Department of Basic Education is providing turn-around strategies in improving the academic situation in schools that were not performing well academically and were declared dysfunctional; however, the effect of such interventions does not seem to have been successful. In schools where interventions and turn-around strategies are being provided, such interventions have not been effective, have been short lived and are not sustainable. Schools continue to perform inconsistently and otherwise remain in the dysfunctional zone. Teacher commitment is low, affecting the quality of teaching and learning and overall school performance negatively (Kutame et al., 2014:427). Based on the background given above, it is clear that there are challenges in dysfunctional secondary schools that negatively impact on the promotion of quality teaching and learning. Presently, no scientific evidence has so far been found relating to promoting teaching and learning in rural schools categorized as dysfunctional. There is no model for promoting teaching and learning environment in these dysfunctional schools.

1.3 AIM AND OBJECTIVES OF THE STUDY

The aim of the study was to investigate the issues affecting teachers in dysfunctional secondary schools in order to develop a model for creating sustainable teaching and learning environment.

- The objectives of the study are to:

- Identify the issues affecting teachers in dysfunctional secondary schools in the Mutale area of the Vhembe District, which affect quality teaching and learning;
- Establish the level of quality of teaching and learning in dysfunctional schools in the Mutale area of the Vhembe District;
- Determine perceptions of participants on the factors that affect the promotion of quality teaching and learning;
- Determine strategies for promoting sustainable teaching and learning environments in dysfunctional secondary schools; and
- Develop a model that can be used in creating sustainable teaching and learning environment in dysfunctional secondary schools.

1.4 RESEARCH QUESTIONS

The main research question was: How can teaching and learning be made sustainable in dysfunctional secondary schools in Mutale area of Vhembe district?

This study was guided by the following research sub-questions:

- What are the issues affecting teachers in dysfunctional secondary schools in the Mutale area of the Vhembe district which affect quality teaching and learning?
- What is the level of quality of teaching and learning in dysfunctional schools in the Mutale area of the Vhembe District?
- What are the perceptions of participants on the factors that affect the promotion of quality teaching and learning?
- What strategies can be put in place in promoting sustainable teaching and learning environment in a dysfunctional secondary school?
- What model can be used to promote sustainable teaching and learning environments in secondary schools?

1.5 ASSUMPTION

This study assumes that conditions in some schools in the Mutale area of the Vhembe District are not conducive to sustainable teaching and learning environments that directly impact on learner academic performances.

1.6 RESEARCH DESIGN AND METHODOLOGY

The research design and methodology are presented in this section.

1.6.1 The research design

The research design determines the direction of the research project from its commencement to the last step of writing the research report. According to Bipath (2005:170) and Babbie and Mouton (2001:74), a research design is a plan or blue print of how you intend conducting research. Research design is a procedures for research that span the decision from broad assumption to detailed methods of data collection and analysis (Creswell, 2009:3).

The purpose of a research design is to specify a plan for generating empirical evidence that will be used to answer the research questions (McMillan & Schumacher, 2006:18). A combination of methods and investigators in the same study can contribute to the richness of the data and insights and partially surmount the deficiencies that arise from using only one investigator or method (Cohen & Manion, 1985; Denzin & Lincoln, 1998; Babbie & Mouton, 2001; Huberman & Miles, 2002; Cresswell, 2003:217). This study was conducted using mixed method research designs and photographs to create a sustainable teaching and learning environments in dysfunctional secondary schools. Chapter 3 gives detailed information of the research design and methodology used in this study.

1.6.2 Research methodology

The following research methodology was used in this study:

1.6.2.1 Population

The target population for this study was all teachers, learners, principals and School Governing Body members in public secondary schools in the Mutale area (approximately 500). Teachers included are those who teach learners in at least one of

the following subjects: English, Mathematics, Physical Science, Life Science and Life Orientation.

1.6.2.2 Sampling

Sampling is a process of selecting observation (Babbie & Mouton, 2001:164). A sample is defined as the representative of the population from which it is selected if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population (Babbie & Mouton, 2001:172) as used in this study. A purposive sampling procedure was used to select the respondents for this study from secondary schools whose matric academic performance is consistently poor resulting in the school categorized as dysfunctional. The sample of 143 respondents completed the questionnaire from the 150 identified in the selected schools. The subjects from which learners and teachers were selected are those regarded as difficult, and which are contributing to the low pass rate in matriculation though Life Orientation was chosen because it was considered to be contributing less to learners' life skills due to high learner pregnancies in those schools.

1.6.2.1 Instruments

For quantitative design, a self-constructed, closed-ended questionnaire with multiple-choice questions on issues related to the promotion of teachers and learners' mental health for them to improve the quality of teaching and learning was used to collect data. The questionnaire consisted of two sections: Section A, requesting for demographic information, and Section B requesting for information regarding the association of the teachers' mental health for them to improve the quality of teaching and learning. Questions provided greater uniformity of responses and are more easily processed to extract results from data. A five point Likert Scale-type questionnaire required respondents to indicate the extent to which they agreed or disagreed with each of the statements given. To increase validity of this questionnaire, it was pretested with five respondents from the identified schools in order to identify flaws and ambiguities in the questionnaire while ensuring that the items were clear and easy to answer. Observation of conditions in the schools, which focused on the teachers and the physical structure, was also done during distribution and collection of questionnaires. What was

considered relevant to the promotion of mental health guided by literature reviewed was captured for analysis. For qualitative design, observation and interview schedules were used to collect data for this study. Chapter 3 gives detailed information of the instruments used.

1.6.2.4 Data collection

Data was collected from eight secondary schools that have been declared dysfunctional by the Department of Education due to their poor Matric results from 2009 to 2013 in the Mutale area of the Vhembe district. The circuit managers also allowed the research team to collect data from their schools where we asked participants willing to participate to consent. The research assistants administered the questionnaires to the participating schools and collected them after a week. The return rate for the questionnaires was 95.3%. Observation was done during interviews guided by an observation schedule. The interviews were recorded and transcribed verbatim by research assistants.

1.6.2.5 Data analysis

A computer loaded with the IBM Statistical Package for Social Science (IBM SPSS statistics) version 22 programme was used to analyse quantitative data from questionnaires as it is more powerful and accessible on the personal computer. Through the frequencies procedure, value labels of each variable as well as all possible summary statistics were listed. Where there were some differences, probably due to sampling error percentages based on row totals, column totals, or total sample size were computed through cross tabulations. Qualitative data was analysed using a computer with a programme Atlas.ti. Detailed description of analysis of qualitative data is presented in Chapter 3.

1.7 DELIMITATION OF THE STUDY

This study was conducted at eight secondary schools categorised as dysfunctional in Niani, Sambandou and Mudaswali in the Mutale area of the Vhembe District of Limpopo.

1.8 SIGNIFICANCE OF THE STUDY

This study was intended to provide knowledge and insight relevant to the practical genuine problems that are experienced in the dysfunctional Secondary Schools in Mutale area in the Vhembe District. The findings will be made available to the local circuit office, Mutale, and through the hierarchical of government, the findings together with the recommendations will hopefully reach the National Department of basic Education for consideration. It would also help researchers to implement intervention strategies to assist in the creation of a sustainable teaching and learning environment in dysfunctional Secondary Schools. Through the study, I hope to find ways of promoting a sustainable teaching and learning environment in dysfunctional Secondary Schools. The study adds to the body of knowledge on creating sustainable teaching and learning environments in dysfunctional Secondary Schools in Mutale area in the Vhembe District.

1.9 ETHICAL CONSIDERATIONS

Creswell (2002:145) asserts that most researchers who use a qualitative approach address the importance of ethical consideration. MacMillan and Schuman (2006:33) indicate that ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad, while Mouton (2001:238) indicates that the ethics of science concern what is wrong and what is right in the conduct of research because scientific research is a form of human conduct which has to conform to generally accepted norm and values.

Permission to conduct research was granted by The Department of Education. Hamilton and Corbett-Whittler (2013:64) indicate that ethics in research needs attention from the beginning of the study to the end. Gallagher (2009:15) also stresses that the ethics in research project continues through the research process. Participants consented by signing letters to take part in the study. They were further informed about the purpose of the research and that the results would only be used for the purpose of this study. They were also made aware that their participation was voluntary and that they were free to withdraw without any penalty.

Participants signed consent forms. The researcher read and explained the informed consent to the participants before engaging them on the process of data collection.

1.10 OUTLINE OF CHAPTERS

The remainder of the chapters of this thesis are outlined as follows:

Chapter 2 presents a literature review and the theoretical background for the investigation, which involves the systematic identification, location and analysis of documents that contain information, which is related to my research problem.

Chapter 3 outlines the research design and methodology used in this investigation. The study involves a discussion of the relationship between the problem and the evidence required towards a solution and conclusion that I hope to reach.

Chapter 4 consists of results presentation and analysis of the data that were collected on the challenges faced by dysfunctional secondary schools in the Mutale area of the Vhembe District: providing strategies for creating sustainable learning environment in secondary schools in the Mutale area of the Vhembe District.

Chapter 5 presents the main findings, conclusions and recommendations from the study.

1.11 CONCLUSION

In this chapter, an introductory overview of the intended study has been presented. The view of what the reader should expect in the research study has also been provided. The problem of the research project was provided and clarified. The aims of the research were clearly stated to indicate what I intended to achieve with the establishment of a participative study on creating sustainable teaching and learning environments in dysfunctional secondary schools in the Mutale area of the Vhembe district. The aim and objectives were followed by research questions which complement one another. The research designs and methodology were explicitly stated so that the reader is clear of all the procedures to be followed throughout the

process of the study, followed by delimitation of the study, significance of the study, ethical considerations and finally, the plan of the study was provided. The orientation of the study provided in this chapter serves as a point of departure for the presentation of literature study in the next chapter.

CHAPTER 2: LITERATURE REVIEW

2.1. INTRODUCTION

Chapter 1 presented the introduction to this study. This chapter presents conceptual framework and literature reviewed on sustainability in teaching and learning. The first part of this chapter provides a conceptual framework of the study. This is followed by the presentation of literature reviewed on creating sustainable teaching and learning environments in dysfunctional rural secondary schools. The literature reviewed is presented guided by the objectives of the study. I therefore present literature reviewed on

- issues affecting teachers in dysfunctional secondary schools having an impact on the teaching and learning,
- the level of teaching and learning in dysfunctional secondary schools; and
- strategies for promoting a sustainable teaching and learning environments in dysfunctional secondary schools.

2.2. CONCEPTUAL FRAMEWORK

This study was informed by the concept of teaching and learning environment in dysfunctional schools. A successful school is characterized by such aspects as a sustainable positive teaching and learning environment, which has an effective leadership and management team, developed school vision, policy and action plan, strong positive culture of teaching, teachers with productive subject knowledge, an effective school governance team, community involvement, proper discipline, a low level of absenteeism of teachers, student engagement and their learning process, good collaboration of partnership and provision and development of pre-primary education. However, there are schools that are dysfunctional. Secondary schools are categorized as dysfunctional by the Department of Education when their performance in Grade 12 is unsatisfactory by the standards of the Department of Education (Pretorius, 2014:62). Failure to meet the required standard of performance may be attributed to a number of factors affecting teachers that have impact on the quality of teaching and learning in these schools.

2.2.1. Teaching and learning environment

Manninen, (2007:27) defines teaching and learning in five different contexts: physical, local, social, technological and didactic. Wenger (1987:1) describes the teaching and learning environment by referring to a category of educational environments in which the learner is 'put' into a problem-solving situation. Problem solving situations encourage learners to think creatively without the help of teachers. Wenger also refers to the concept of 'intelligent learning environment', being the learning environment that includes a problem solving situation, a reflective architecture that shows the students what they are doing or even helping them to actively structure their cognitive activities, one or more agents that assist the learner in their task and monitoring their learning and a maybe a co-learner. On the other hand, Lee (2003:145) describes teaching and learning environment as where schools become increasingly significant future centers of lifelong learning and it is also used deliberately in educational discourse for the emergent use of information technologies in schools.

Teaching and learning environments is where an effective teacher engages with the students in the class in a way that highlights mutual respect and acknowledgement of the learning process that is in place (Eisner, 2002:577). Eisner further indicates that the teacher is the one who brings a sense of personal involvement to the classroom through knowledge sharing and being part of learning cycle. Teaching and learning environments that promote teaching and learning is critical for learning to be effective; teachers are motivated to improve their level of engagement with learners and produce better results.

Saiduddin (2003:88) defines teaching and learning as an environment where teachers should create a positive school environment for learners to feel at home at school in such a way that they can openly discuss what prevents them from performing at the required standard. The Organization for Economic Co-operation and Development, (2006:1) denotes teaching and learning environments as educational spaces that support multiple and diverse teaching and learning programmes and pedagogies, including current technologies. one that demonstrates optimal, cost-effective building performance and operation over time, one that respects and is in harmony with the environment, and one that encourages social participation, providing a health,

comfortable, safe, secure and stimulating setting for its occupants. Teachers and learners need a favourable environment in their relationship where both are winners; teachers need to put their teaching skills into practice while learners learn effectively.

According to Eisner (2002:577), a teaching and learning environment is where an effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and acknowledgement of the learning process that is in place. Teachers bring a sense of personal involvement to the classroom, share the knowledge with the students, and are prepared to show that they are part of the learning cycle; the relationship setting up should encourage a good teaching and learning environment of the emerge use of information technologies for educational purposes. Lehtinen (1997:21) refers to the physical learning environment that evolves into an even more complex structure that includes teaching equipment, sources of information and events outside of schools, where students can take part in the learning process both directly and virtually, which includes classrooms and all centres where teaching takes place. On the other hand, Lee (2003:95) describes teaching and learning by referring to the feedback that the teacher gets from learners, the more feedback that a teacher can obtain from the students, and the more the teacher can act on that feedback, the better the teaching and learning environment will be created. In this study I define the teaching and learning environment as a place where the teacher provides instruction, and creates and maintains a stimulating learning environment that leads to student learning. Teachers teach and students learn. Teachers are able to fulfil their roles of educating effectively and are motivated to do so. It is also an environment where informed parents and communities support the efforts of schools, as well as validating and encouraging their children to learn and to do their best.

The learning environment focuses on empowering and supporting the learners. A positive learning environment is a foundation for effective teaching and learning. Ministry of Education (2010a:15) indicates that learners develop a habit of taking responsibilities and leading a disciplined life to improve their results. The schools are therefore expected to create a learning environment that is attractive for learners through a collaborative effort with the school community The suitability of the learning environment is one of the factors which affects the motivation of the learners. It is

known that the level of safety in the schools also affects the teaching and learning process Ministry of Education (MoE, 2010:15), and the number of learners who want to stay in the school to study. The presence of rooms, teachers' offices, restrooms, clean drinking water, and a library are some of the factors that affect teaching and learning (Abera, 2014:77). They affect the teachers' promotion of mental health that has an effect on the creation of a conducive teaching and learning environment.

2.2.2. Dysfunctional schools

The concept of dysfunctional schools has existed for some time. In the South African context, underperforming schools are schools that seem to be associated with poverty, material deprivation and disruptive communities (Bipath 2005:40-41). The Department of Basic Education regards schools whose pass rate is less than 40% as dysfunctional. In one of the earliest studies of dysfunctional schools, Shipengrower and Conway (1998:1) define dysfunctional schools as those schools in a state of chaos, failing schools that are usually found in the poorest neighborhood, where children are mostly black or immigrant who are not proficient in English, which is reasonably related to this study. Fink (1999:85) followed on with a description of dysfunctional schools as those schools that were perceived as failing, and also suffered a great deal of government scrutiny and external accountability, and may be subject to even more government intervention than schools generally. Fink (1999:141), further indicates that the intervention is well-meaning and intended to improve the school, it may paradoxically lead to more problems for schools where the capacity to change is limited, not just at senior management level but throughout the school. Bergman, Bergman and Gravett (2011:464), defined a dysfunctional school as a school where there is social loafing, withdrawal, absenteeism, theft, fraud, sabotage, verbal threats, intimidation, bullying, mobbing, unconstructive criticism, abusive supervision, withholding information and other forms of obstructionism, ridicule, covert and overt conflict, verbal, emotional, and physical abuse, sexual and other types of harassment, back-stabbing, aggression; assault, and retaliation behavior. The culture of teaching and learning is one of the yardsticks used to distinguish between effective schools and poor performing schools (Heystek & Bush, 2003:42).

Another definition which is quite interesting, as it relates specifically to this study, is that of Ofsted (2004:81) who defines dysfunctional schools as the failing schools, referring to the greater issues in terms of behavior, attendance and expectations of students than schools serving more advantaged areas. Ofsted (2004: 81) further reports that failing schools serve disadvantaged communities, where parents, who often have not had good experiences of school themselves, have low expectations of education and schooling. These schools have poor resources, both physical and human. Staff morale may be low and staff may often have very low expectations of students, leading to a lack of discipline and attention to behavior management in the school as shown by literature (Harris, 2005:81; MacBeath, 2006:18).

According to Harris and Chapman (2002:85), poor leadership and succession planning lie at the heart of the move of schools from effective or averagely effective to ineffective and failing. Where schools have, for their success, relied strongly on the work of a strong head teacher, with little or no distribution of leadership, the succession moment can be crucial. If successors are chosen who are less effective, or do not show good fit with the organization, the school, especially when working within volatile constraints of challenging circumstances, can quickly regress into a state of dysfunction (Harris & Chapman, 2002:85).

The definitions of dysfunctional schools are quite varied, but all have in common the fact the school environment does not promote quality teaching and learning. In this study, I define dysfunctional schools as schools that continue to function without reaching the standard set for schools to be categorized as functional in terms of academic performance. These are schools that do not serve the needs of the individual learners, parents, stakeholders and community members. They fail to give learners an acceptable standard of education and do not promote a positive relationship between the learners and the school environment. The principals and their management teams fail to lead and manage the school demonstrating the capacity to provide and promote positive teaching and learning environments.

2.2.3. Sustainability

Sustainability is about providing learners with ideas, experiences and opportunities that introduce them to ideas about sustainable development seeing the world as complex space and being conscious about choices, values, interconnectedness, critical thinking and understanding complexity (UNESCO 2014: 9). Sustainability in all aspects of education and learning encourages changes in knowledge, values and attitudes, with the vision of enabling a sustainable and just society for all (UNESCO 2014: 9). Wals, Alblas and Margadant-Van Arcken, 1999:81), avows that sustainability requires ample opportunity for teachers and learners to acquire new ways of teaching and learning. For this to happen they have to relearn their way of teaching and learning and to rethink and to reshape their mutual relationships. Meanwhile, Newman (2003:2) indicates that sustainability requires a change in school culture, as well as in language and thinking. Learners from different environments and cultures will always react differently to situations. Learners develop a flexible style of learning that balances operation and comprehension learning. Sustainability cannot be taught. Learners should be equipped to deal with the triple 'crunch' of climate change therefore they develop sustainability skills. Teachers can create environment that are conducive to the exploration of sustainability issues around climate change. Sustainability is about equipping learners to improve their life and quality life for future generation. Sustainability raises teaching and learning, and the design of learning environments that enables learners:

- to see the world more holistically;
- to see the local manifestations of global but also the global manifestations of their own actions and choices;
- to consider different time perspective and short and long term effects;
- to help them to understand system and systems dynamics;
- to help them to deal with complexity and uncertainty and
- to anticipate probable future and transformation to move beyond awareness .

(WagenIngen University 2013: 176)

All people, discovering and applying new ways, means and equipment and materials inspiring continuous growth in values, skills, products and services for increasing

volume, superb quality or both less cost of local resources and sharing, help others in satisfying needs and creating new vision.

According to UNESCO (2012:7), to sustain the quality of teaching and learning environment, the whole school plan should focus on the following points:

- the formal curriculum contains knowledge, skills, perspectives and values related to sustainability;
- learning includes real-life issues to enhance student's motivation and learning;
- the school has a sustainability ethos which can be seen in the treatment of others, school, property, and the environment,
- school management practices reflect sustainability (for example, procurement, water and energy use, and waste management);
- school policies reflect environmental, social and economic sustainability, Interaction between the school and the community are fostered
- special events and extra-curriculum activities apply and enhance classroom learning about sustainability and
- students engage in decision-making affecting school life.

These activities, which should happen in the school, can contribute towards creation of a positive teaching and learning environment. The following figure shows the areas and activities of schools that act together to promote the quality of teaching and learning.

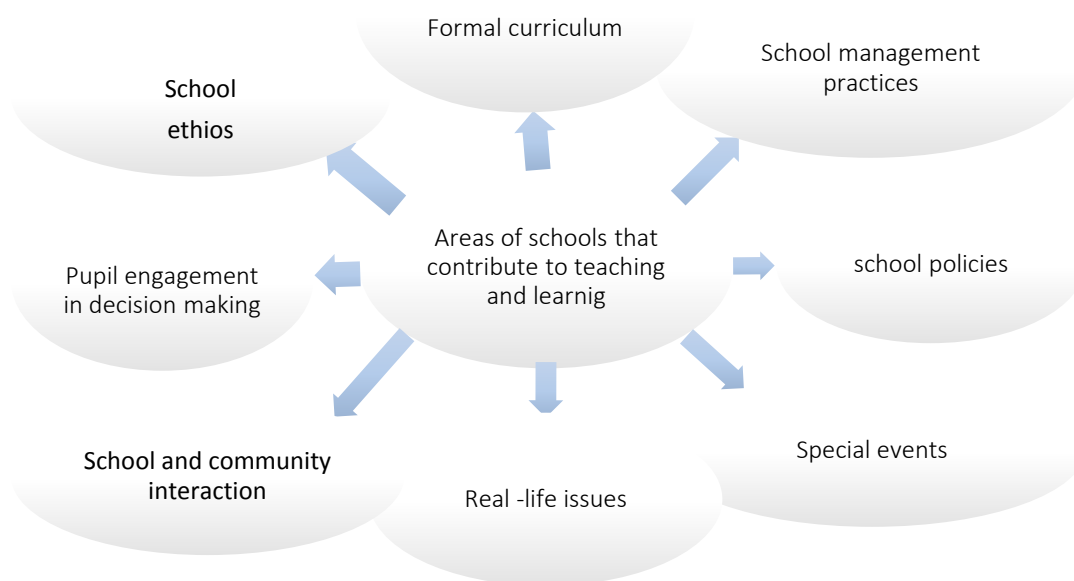


Figure 2.1.The whole school plan (UNESCO 2012:7)

Hargreaves (2008:67) states that the whole school plan also encourages all individuals including learners, teachers and all other staff at school to be aware of the issue of sustainability and actively practice ESD (Education for Sustainable Development) in order for the school to integrate ESD into the entire school. This study defines sustainability as continuous learning that will last longer, in other words moving the dysfunctional schools from where they are now to the state of improving academic performance through quality teaching and learning by sustaining through developing new skills, knowledge and attitudes.

2.3. ISSUES AFFECTING TEACHERS IN DYSFUNCTIONAL SECONDARY SCHOOLS HAVING AN IMPACT ON THE TEACHING AND LEARNING: A CRITICAL REVIEW

The review of literature on issues affecting teachers in dysfunctional secondary schools having an impact on the teaching and learning are discussed in this section. The discussion is based on the following categories that were identified during a preliminary literature review, guided by the objectives of this study:

- teaching and learning environment

- leadership and school management (includes school governance),
- curriculum and teaching (includes teacher content knowledge and student engagement, learner retention and dropout rate, discipline and their learning process),
- community involvement (includes collaborate partnership),
- Absenteeism of teachers and learners,
- provision and development of pre-primary education.

2.3.1. Teaching and learning environment

Quality teaching and learning are processes that take place in environments that are conducive (UNESCO, 2007:66). The physical environment of the schools needs to be conducive to learning and safe for learners. This can include the following in the schools:

- facilities to be used in teaching and learning in the classroom
- the study area
- the rest rooms
- the playground.

Danielson (2002:44), defines a suitable and safe learning environment as an environment which provides sufficient space for teaching and learning, which makes the necessary facilities available and makes all the learners safe. Teachers and learners spend most of their time in the school, therefore the environments should be conducive for them to perform their activities. Schools can create conducive environments by sharing responsibilities, including everybody at school, as well as community members. Grift (2014:297) calls for a “simulating environment” for children to learn. Creating a sustainable safe and supportive learning environment utilized by three interrelated sets of activities which are:

- Instructional activities
- Learning support
- Governance and Resource Management

Each activity carried out in the schools may have an effect in the children's' learning. Instructional activities include creating positive learning environments by providing research-based prevention education, social skills curricula and support materials. This requires appropriate and sufficient professional development focused on generating positive conditions for learning. Learning support includes family and community engagement and involvement in schooling. This will require the effective use of structured, coordinated and integrated community partnerships to complement school – provide services, resources, and support to students and their families.

Danielson (2002:44) stresses that the school environment is required to create a feeling of community among the teachers and the learners who work together in a group towards the achievement of the set goals. Governance and Resource Management includes policies for creating and sustaining environments to support teaching and learning. Monitoring of strategies is required to ensure effective implementation and positive outcome. The emotional safety of these groups will lead to success. Therefore the schools are expected to work together towards the creation of environments that will maximize the opportunities for all learners to learn.

The learning environment focuses on empowering and supporting the learners. MoE (2010:15) indicates that learners develop a habit of taking responsibilities and leading a discipline life. When learners start to take responsibility to their own learning, their results will be better. They have to engage in various activities of the school, such as participating in decision-making concerning their learning and related issues, helping other learners, and handling problems related to learner discipline in the school. The schools are expected to create learning environment that are attractive for learners. Collaborative efforts of the school community should be reflected in making the school better places for the learners to learn. The suitability of the learning environment is one of the factors that affects the motivation of the learners. It is known that the level of safety in the schools also affects the teaching and learning process and the number of learners who want to stay in the school to study. The presence or the absence of rooms, the teachers' offices, restrooms, clean drinking water, and a library are some of the factors in relation to the learning environment in the schools that affect teaching and learning. Abera (2014:77) indicates that in Southern Ethiopia, Wolaita zone schools do not have attractive classrooms, no fence, learners recreation places are

not inviting, libraries are poorly stocked, and there are unhealthy toilets. These are conditions that would negatively contribute quality teaching and learning.

Learners' success at school will partly be determined by the effectiveness of the instructional techniques used to improve their learning. Moreover, instruction should be interactive and designed in such a way that accommodates learner's needs and styles through a variety of teaching practices. Gage (1978:14), and Bruner (1966:234) listed the following guiding principles of effective instruction of the teacher in the school that can be improved through professional development so that teachers are reflective practitioners to sustain quality teaching and learning, namely:

- Teachers should be invited to extend their range of instructional approaches in a secure, risk -taking environment;
- effective instruction occurs when the teacher links sound curriculum development and excellent instructional practice in a successful learning experience;
- instructional judgments must be encouraged and nurtured in classroom professionals so that they acquire the flexibility needed to adapt instructional practice to meet a wide variety of learners need;
- teachers need to make decision regarding adaption of instruction to meet individual learner learning needs;
- teachers are encouraged to extend their range of instructional approaches based on foundation of research, a wide range of practical and theoretical knowledge and a regard for learners as active participants in the learning process;
- the science of instruction which has predominated in the past, needs to achieve a balance with the artistry involved in the successful teaching act;
- teachers should acknowledge a comprehensive understanding of instructional cycle by assessing individual learner's need, interest, and strength through observation and consultation with the learner and
- teachers should collaborate to develop, implement, and refine their professional practices.

Professional development of teachers would contribute positively to quality teaching and learning. Related to my study, teachers who do not develop themselves professionally would contribute towards the dysfunctionality of the school. Positive learning environments is a foundation for effective teaching and learning. In this study, teaching and learning environments are defined as a place where teachers provides instruction, create and maintain stimulating learning environments that lead to learner learning. A teacher though a lifelong learner also teaches and learners learn. Teachers are able to fulfil their roles of educating effectively and are motivated to do so. It is also an environments where informed parents and communities support the efforts of schools as well encouraging their children to learn and to do their best.

At school, the children need to learn in an instructional situation that is suitable to help them acquire the basic knowledge, attitudes and skills. This kind of teaching considers what has been described in the words of Danielson (2002:106), “The capstone of any school improvement effort is the quality to teaching, which represent the single most important aspect of any school program for ensuring learner success.” This needs perfecting the instructional techniques and bringing about changes in the lives of learners (Jensen 2009:3). To realise this, Johnson and Fargo (2014:847) explain that teachers need to bring together knowledge, experience and culture for successful learning.

Osula and Ideboen (2010:30), and Jeffrey and Woods (2003:37) place the emphasis on democratic environments. This may help the children to be absorbed in and own what they learn. Thus, this is a learning environment that every school is required to participate in; namely one that focuses on teaching and learning.

Moyles (1997:9) also theorises that learners learn by making connections between their minds and physical world. They explore their environment by exerting their personal effort, and actively seek meanings from their school and social experiences. This is what affects place if the learners learn by contributing their share to the learning process (Osula & Ideboen, 2010:30). In their attempt to improve their services and promote the students ‘learning the schools can apply Moyles (1997:24) ideas. Children can learn by means of the various interactions they have, and the schools can create a space for each interaction to occur. Danielson (2002:52) also

emphasized that the learners can learn from school discipline polices, their homework as well as the learning objectives set in the curriculum. The schools need to think beyond the curriculum as they decide to improve the learners' learning. This can be by means of extra-curricular activities, homework and the school rules and regulations.

Besides, Jeffrey and Woods (2003:114) explain that learners gain knowledge and can have control over their learning if they engage in interactive learning. Such interaction has to be among different members of the school community. Learning takes place in cooperative environment, and the schools have responsibility of creating cooperation among all concerned to optimize the learners' success. The schools can use assessment to inform the learning of the learners (Christoforidou, Kyriakides, Antoniou & Creemers, 2014: 1).

Allen (2006:17) also argues that the schools can make the learners accountable if they give them learning opportunities that are relevant to their lives. This also requires assessment that contributes to learners learning (Leong 2014:2; Struyven 2014:1). Then they can decide to make the learners responsible for their own achievements. However, such decisions should be made only after creating a proper learning environment. Thus, success in teaching and learning comes after giving attention to learners' learning and sharing the responsibility so that the learners can obtain better experiences from what is taught and what they have experienced (Allen 2006:17).

Learner engagement in learning is a key to academic success. Readings and activities that enable learners to grapple with real-life, real-world issues and combine them with opportunities for reflection and syntheses make learning authentic. Learners today want their learning to be relevant, current, socially engaging, exploratory and responsible (Covell; Mcneil; & Howe, 2009:35). Relationships between teachers and student changed in recent years, as have relationships between learner and learner, and between learner and the educational facilities and systems in which they learn (Covell et al., 2009:35). Learners respond favourably to high expectations while their expectations of teachers are equally high.

Prensky, (2001:35), suggests that learners seem to increasingly take their learning into their own hands. They take the initiative to find a better means to learn a topic in the current teacher, text, or lesson is not working for them (Carlson, 2005:34). Tapscott (1998:33) argues that independent learning styles have grown out of the ingrained habits of seeking and retrieving information from the internet that marks a striking contrast to previous generations of students, who tended to acquire information more passively from authority figures.

Bryce and Withers (2003:4) add that students explore information independently with guidance from the teacher. They continue by indicating that learners are aware of multiple sources of information for example deriving information from telephone conversations and interviews as well as printed and electronic material. Students learn to make links between these sources and different subject areas. Bryce and Withers (2003), furthermore indicate that in many schools, students are fluent users of the internet, but the term 'information literacy' encapsulates a great deal more than information technology. It includes recognition of the need for information. It involves collecting, analyzing and organizing information from multiple sources and the ability to pose appropriate questions and integrate the information. They conclude by indicating that students are able to evaluate and offer critiques of the information they gather, sort, and classify.

Gonzalez (1998:41) contends that poor academic performance could be due to teaching methods that were used during primary schooling. Gonzalez (1998:41) further indicates that learners complain that educators in secondary schools are less friendly and always stress competition, which consequently makes the learners feel academically incompetent and as a result, their level of performance drops. Meanwhile the study conducted by Buote (2001:62) indicates that learners who perform poorly in school are those most rejected by their peer group in class.

In relation to this study regarding to establish the level of quality of teaching and learning in dysfunctional schools in the Mutale area of the Vhembe District, learners engage themselves in academic work to the best of their ability. Learners must be made to believe that they are capable of achieving content and performance standard.

Failure to demonstrate effort, interest, and pride in one's work results in unacceptable standards.

2.3.2. School culture

The South African public education system is still struggling with improving schools that are still performing poorly. Teaching and learning is the central function of the school. The democratically elected government of South Africa came into existence in 1994, there were concerns about the decline of a culture of teaching and learning especially in historically black schools. This is relatively evident from a large number of studies that were conducted during this period (Maja et al., 2003:529). There are schools that are still dysfunctional and are not transforming time, teaching, physical and financial resources into learning outcomes (Pretorius, 2014:62). Curriculum delivery is poor; teachers do not complete the curriculum, and pitch their teaching at levels lower than demanded by the curriculum.

Cruddas (2005:50) indicates that a growing number of South African dysfunctional schools are those situated in historically Black African areas. Learners in these schools as well as those in rural schools continue to attain low pass rates (Cruddas, 2005:50). School improvement is far more important than raising standards; school leaders have a moral imperative to close the gap between the highest and lowest achieving learners. Mentors are an important part of a school's resources for addressing inequality related to the achievement gap.

Heystek and Bush (2003:42) indicate that the culture of teaching and learning is one of the yardsticks used to distinguish between effective schools and poor performing schools. The collapse of the culture of learning and teaching (COLT) in many schools erodes the confidence of education managers and majority of the school leaders and managers operate in climates that are far more conducive to learning and teaching (Mchennan & Thurlow, 2003:33).

Culture represents the symbolic nature of schools and it has a significant impact on the quality of education provided in the school. A positive school culture is needed to facilitate quality teaching and learning so it improves learner performance. Danielson

(2002:53) indicates that school culture that supports learners in their learning should be promoted both within each classroom and in the school as a whole. Schools should work together to promote a culture that supports the learning of all the learners. Jerald, (2006:3), and Bush (2010b:7) contend that school culture is both from the schools' vision, beliefs, values, and the mission. Moreover, Peterson and Deal (2003:8) specify that school culture is what the learners consider as being positive or negative about the school, more than merely the guidelines, namely that which that staff members initiatively begin to understand the norms and rituals of the school. The culture of a school may be expressed through its goals; each school has its own culture and this culture is reflected in every activity undertaken by the school (Dunklee, 2000:65; Bush, 1995:135).

School culture is the multiple interactions among groups and individuals. Culture is closely related to the healthy and sustainable development of a school, the development and wellbeing of the school members and objectives of the school and education (Zhu 2011:320). Peterson and Deal (2003:9) indicate that the school culture affects whatever takes place in the schools. Culture is a main practice in the school. The practices related to the school and beliefs of those people who work there affect the school's culture. Mona (1997:1), and Van Schalkwyk (1994:529), emphasise the following factors that contribute to the wanes of culture of teaching and learning in schools:

- poor management of principals such as poor administration;
- poor time management;
- poor school organization;
- poor time table, and
- Inadequate staff and promotion of educators in the middle of the year.

Much of the literature indicates that there are issues that negatively affect teaching and learning, which include lack of support from the family, educators who are uncommitted and lack subject knowledge, educators who set poor role models, conduct themselves unprofessionally, absent themselves from classes, lack discipline and professional working ethics (Ashley, 1993:529; Borger, Van der Aardweg, Pillay, Van Zyl, Voster, Smith et al. 2000:530). Positive school cultures are not created alone.

Teachers, learners, administrators, parents and school community are the people that can bring improved change to school culture. The culture in the schools should sustain the improvement. These individuals are focused inside the school on a common purpose and they draw from a variety of proactive and proven to sustain quality education. Deal and Peterson (2009:7-8), recommend that a strong positive culture serves beneficial functions, including the following:

- developing effort and productivity;
- Improving shared and collaborative activities that in turn promote better communication problem solving;
- supporting successful change and improvement effort;
- building commitment and helping learners and teachers recognize with the school;
- amplifying spirit and motivation of staff members and learners, and
- fostering kindness and daily behavior on what is important and valued.

Fisher, Frey and Hattie (2016:1) claim that instructive commitment can be improved by promoting a culture that is welcoming; in which the environments for learning are ever-present; which look at how school community analyses how their behaviors affect them. There is a shared belief that all school community are part of something special and great, which the language creates and facilitates personal pride, purpose and power. Gordon (2004:191) recommends that the complete commitment by the school community, around should be shared decision-making. Furthermore, school culture is developed and managed to optimize the change to lives of school community, mission, and vision and fulfilment of educational responsibilities.

2.3.3. Leadership and School Management

This section reviews literature on the school leadership and management. Educational leadership is a key factor in the formation of school success. Bush (2008:3) defines leadership as a process that involves a social influence whereby intentional influence is exerted by one person or group over other people or groups in order to structure the activities and relationships in a group organization. The basics of successful leadership are as follows: setting direction, developing people, and redesigning the

organization (The Center, 2005:2). However, according to some studies (MoE, 2010:23; Engel, 2011:18), although there is a need to improve a number of issues relating to leadership and management at different levels, such attempts have effect on the shortage of resources.

Mbonambi (2006:4) states that leadership is behavior that enables and assists others to achieve personal and organizational ambitions and goals. It becomes clear that leadership helps people to grow and contribute to the development of the organization, such as the school. Leadership capacity to manage is critical for school improvement. Leadership is a key to school improvement (Marsh, 2015: 72). This requires that leadership in schools should have a clear vision of what the school should look like.

Harris and Muijs (2005:15) explain the role of leadership as that of initiating change by providing the necessary vision and support for bringing about improvement in the school. They also note that leadership and school improvement are highly interrelated. Schools that improve and become effective are also characterised by strong school-wide leadership (Hofman & Hofman, 2011:621; Sullivan, 2009:463) and a shared vision. Having a shared vision, leadership in schools should aim at giving direction and assistance to school community (Anderson, Mascall, Stiegebauer & Park, 2012:427). This facilitates accomplishing the intended targets of the change. Leadership determines the school's capability to improve on school improvement (Abbott 2015:146; Dumay & Galand, 2012:703; Harris & Muijs, 2005:13). Pollock & Winton (2012:18), stress that leadership in schools need to create positive relationships in the school community. In schools, principals are supposed to take the responsibility of increasing trust among the school community by working in collaboration with the communities and becoming pedagogical leaders (Arlestig & Tornsen, 2014:857). Gordon (2004:166) also observes that it is critical for the principals to build trust among staff. That can do this by making the planning process collaborative. The improvement plans are expected to be prepared in consultation with community members by giving them comprehensible direction on what and how the planning should be done. This requires from the principal to have the necessary skills and work together with the teachers, learners, and the parent's and other stakeholders (Pine, 2009:99). It is also important to promote shared decision-making that is crucial to keep up with change.

The school principal should make decisions with their staff so that all should own whatever results there are from such decisions.

A considerable number of schools in South Africa which are performing poorly are those where the principals run the schools inefficiently and the learners are undisciplined, do not support the educators, do not mentor less experienced staff members (Manuel, 2011:17). Thurlow (2003:445) concurs with this and adds that the key to effective school management in South Africa is teacher empowerment that involves the teachers as leaders rather than as committee members. Thurlow (2003:445) concludes that effective empowerment leads to meaningful participation in school management. Thurlow (2003:446) also highlights the importance of identifying and meeting development needs of teachers in schools.

Management is about doing things and working with people to make things happen (Department of Education, 1996:27). According to the Department of Education (1996:27), effective management is a process to which all contribute and in which everyone in an organization ought to be involved and working with people to make things happen. School governors are integral partners in the process; meanwhile the idea of involvement calls the community at large to be involved in school matters, and it involves parents in the form of governing bodies, teachers and even learners in the form of Representative Council of Learners (RCLs).

The phenomena of managerial derailment and dysfunctional management have been described and conceptualized in a variety of ways. According to Motshekga (2010:1), school management teams in dysfunctional secondary schools do not understand their roles, responsibilities and are unable to plan and monitor curriculum properly, which results in an inappropriate subject offerings and combinations as well as poor time-tabling. Mchennan and Thurlow (2003:33) state that the recent changes to the system of school governance have resulted in the majority of principals being under-prepared for their new roles. Mathibe (2007:437) contends that one reason that has always been advanced for failing schools is that principals are not appropriately skilled and trained in school management. Many of the serving principals lack basic leadership and management training before and after their entry into principal ship (Mestry & Singh, 2007:447). Managers fail because of the manner in which they act in some situations

(Doltish & Cairo, 2003:5). Doltish and Cairo (2003:5) further indicate that managers tend to rely on specific ways of thinking, speaking and acting that ultimately cause them to fail.

Kaabwe (2003:15) points out that the view core purpose of education management is to facilitate effective teaching and learning through effective teaching that is now emerging in South Africa. The process of management is concerned with the transformation of schools to enhance effective learning to take place.

Van Velsor and Leslie (1995:16) focus on managerial skills and abilities by identifying four categories of deficiencies that consistently predict derailment:

- Problems with interpersonal relationships,
- Failure to build and lead teams,
- Inability to change or adapt during a transition, and
- Failure to meet their standard.

According to Heystek and Bush (2003:42), the relationship between school principals and governing bodies (SGBS) is not always sound or based upon cooperation, Grady (2004:15) emphasizes that the effective principals realize the importance of communication and are not reticent in meeting groups of staff members. Following are issues relating to leadership and school management which affect the quality of teaching and learning.

2.3.3.1. Communication in the school for effective teaching

Shared decision-making promotes collective responsibility for learners learning (MoE, 2010a:10). Visions can easily be realized if the school community has a common understanding of the reform and commitment to implement change. This requires making decisions together with all stakeholders who have an interest in the schools' activities, instead of higher management. Grady (2004:15) points out that successful principals know that full communication is best. The decisions of the school also need to be based on appropriate data, and should be communicated to the parents by using appropriate communication channels, and carried out effectively. Principals need to

allow all parties to speak and be heard, as well as to hear the perspectives of their colleagues. However, there are reports that teacher involvement and communication is frequently hampered by conflict (Bush, 2007:445). This affects the promotion of the quality of teaching and learning negatively.

Thurlow (2003:446) points out that teachers in schools communicate using a number of channels, and union site committees are examples. Thurlow (2003:446) further indicates that the mistake that many principals make is to ignore teacher formations because they feel threatened and principals are the ones who need to devise means to work with the unions in schools. Unions and other teacher formations should be provided space to operate within the culture of the schools as organisations that accommodate the role of the teacher in addressing issues of professionalism.

Thurlow (2003:446) points out that since education is changing rapidly, staff must demonstrate the importance of lifelong learning by their own involvement in on-going self-development. It is crucial to empower oneself as well as one's colleagues. Acknowledging the need to learn perpetually is the first step towards realizing the goal of effective school management. When leaders learn more about aspects and experiences of organizational culture they learn to craft a vision, which subsequently leads school management and the struggle for effective schools to effective organizations. Thurlow concludes by indicating that failing schools and organizations usually have stagnant managers who are not visionaries and lifelong learners.

Hargreaves and Goodson (2004:2), in their study, have shown that one of the key forces in the schools, of influencing change or continuity in the long term is leadership, leadership sustainability and leadership succession. Most processes and practices of school leadership, their study has shown, creates temporary, localized flurries of change but little lasting or widespread improvement. According to Hargreaves and Goodson (2004:2), sustainable leadership matters, spreads and lasts. It is a shared responsibility, that does not unduly deplete human or financial resources, and that cares for and avoids exerting negative damage on the surrounding educational and community environment. Sustainable leadership has an activist engagement with the forces that affect it, and builds an educational environment of organizational diversity that promotes cross-fertilization of good ideas and successful practices in communities

of shared learning and development. Hargreaves and Goodson (2004:2) also indicate that the definition suggests five principles of sustainable leadership, which relate to this study pertaining to determining the strategies for promoting sustainable teaching and learning environment in dysfunction secondary schools are briefly discussed below:

Sustainable leadership and learning

In education, the first principle of sustainability is to develop something that is itself sustaining. Sustaining learning is therefore learning that matters, that lasts and that engages students intellectually, socially and emotionally (Stoll, Fink & Earl, 2003:3). It is not achievement results, but the learning behind them that matters most. The prime responsibility of all educational leaders is to sustain learning (Glickman, 2002:2; Stoll, Fink & Earl, 2003:3). The effective leadership style of the principal should be sustainable to enable continuous teaching and learning to take place.

Sustainability in leadership

According to Hart (1993:4), sustainable improvements are not fleeting changes that disappear when their champions have left. Sustainable leadership spreads beyond individuals in chains of influence that connect the actions of leaders to their predecessors and successors. The principals need to train their teachers to be leaders for them, to continue the legacy when they have left the school. Hart (1993), further indicates that it is the challenge of letting go, moving on, and planning for one's own obsolescence. Principals should believe in their teachers once they have trained them and let them practice leadership without interfering. Once a positive environment has been created, it may continue and last. Sustainable leadership therefore plans and prepares for succession, not as an afterthought, but from the first day of a leader's appointment and it also regulates the rate and frequency of successions so that staff does not suffer from the cynicism that is brought on by succession fatigue. This relates to this study in that teachers who are likely to be leaders in the schools would probably do well in preparation for the time when they become leaders in the school. Such teachers would therefore strive to do well, thus creating an environment that is conducive to the promotion of teaching and learning.

Successful succession is achieved by grooming successor where there is need for continuity by keeping successful leaders in schools longer when they are making great strides in promoting teaching and learning. Related to this study, for a school to be functional, leadership should have a firm foundation.

According to Spillane, Halverson and Drummond (2001:6), one way for leaders to leave a lasting legacy is to ensure that it develops with and shared by others. Leadership succession means more than grooming principals' successors: it means distributing leadership throughout the school's professional community so that it can carry the torch once the principal has gone. Sustainable leadership is not just the responsibility of individuals; no one leader, institution or nation can control everything without help (Hargreaves & Fink, 2003:6; Fullan, 2001:7). In relation to this study, the school principal therefore needs the support of teachers and community members to create an environment that promotes the quality of teaching and learning.

Sustainable leadership addresses issues of social justice

Hargreaves and Fink (2003:8) indicate that being responsible to the students is about social justice, therefore sustainable leadership is not only about maintaining improvement in one's own school. They further stressed that being responsible to the schools and students that one's own actions affect in the wider environment, it is about social justice.

Sustainable leadership and development of human and material resources

Sustainable leadership provides intrinsic rewards and extrinsic incentives that attract and retain the best and brightest of the leadership pool; and it provides time and opportunity for leaders to network, learn from and support each other, as well as coach and mentor their successors. This provides space for teachers to learn from the same environment, which contributes positively. Sustainable leadership systems know how to take care of their leaders and how to get leaders to take care of themselves. This provides a sustainable teaching and learning environment in schools. Teachers and school leaders who are 'burned out' by excessive demands and diminishing resources

have neither the physical energy nor the emotional capacity to develop professional learning communities (Byrne, 1994:8).

Sustainable leadership and development of environmental diversity and capacity

Promoters of sustainability cultivate and recreate an environment that has the capacity to stimulate continuous improvement (Capra, 1997:9). According to Hargreaves and Fink (2003:9), innovative schools create diversity and in their study they have regressed under the standardization agenda.

2.3.4. School vision, policy and action plan

The vision of the school informs nearly everything that takes place within the school, and even how the school relates with the community. This necessarily includes policy and action plan. Bush and Middlewood (2005:443) argue that building school's vision is a key dimension of leadership. School authorities in dysfunctional secondary schools manifest inappropriate policies and programmes. For instance, the nature of school curriculum, the size of classrooms, available of teaching and learning resources, and the competency of teachers handling the classrooms, and the nature of time table schedules (Yaroson, 2004:52).

Functional schools provide education for sustainable teaching and learning by engaging quality teaching and learning to encourage the use of pedagogies that offer the opportunities to engage in learning that is holistic and complex. The investigative approaches such as inquiry-based learning, problem based learning and future oriented thinking are important. O'Hanlon and Clifton (2004:443) argue that effective principals talk about their vision for their schools all the time. The vision is what binds the employees together in a team as they strive for common organizational goals and when a school has a vision; it is more likely to shed its sense of dependency. It is central to the transformational leader who has to get all stakeholders in the school to move in the same direction (Singh & Lokotsch, 2005:444).

According to Lang (2007:55), the education for sustainable policy articulates the school community's vision, which should capture the school community's hopes and

aspirations for working towards sustainability. Lang (2007:55) continues to indicate that the policy should reflect the school community's sustainability values and principles that will guide its learning, teaching, work and living and also outline broad goals of the school community as it works towards a sustainable future. The values, principles and goals should reflect alignment with one another as education for sustainability includes a statement of the accountability measures for assessing, reviewing and evaluating the policy and its implication. Lang (2007:55) stresses that plans for policy and its implementation occur after the policy has been developed, with a collaboration process within the school community identifying its priorities for three to five years period; each priority is supported by an action plan that indicates the projects, initiatives and programs to be delivered to implement the policy. Lang (2007:55) further stresses that the action plans should provide the details of how the goals are to be implemented in conjunction with how the implementation will be evaluated and review.

In relation to my study developing school vision, policy and action plan provide, a picture of the future and shows how individuals and groups will fit into that future. It gives members or groups within the school community to create multiple and diverse opportunities with regards to the strategies for promoting sustainable teaching and learning environment in dysfunctional secondary schools

According to Castetter and Young (2000:88), culture is a set of interrelated behaviors, values, norms, expectations and ideals shared by members of a group of an organization. Culture also dictates how people should behave, treat one another and non-members, and act in given situations (Dimmock, 2000:88) and holds members of an organization together and provides a working milieu amenable to productivity.

Schein (1999:238) indicates that it is the leader who needs to embed and transmit culture and emphasizes that "the culture of the school is the key to successful school improvement". Schein, (1999:238) also emphasizes that leader's start the culture formation process by imposing their own assumptions on their subordinates. Culture influences everything that goes on in schools how staff dress, what they talk about, their willingness to change, the practice of instruction, and the emphasis given learners and faculty learning (Deal, & Peterson, 2009:18). Strong positive cultures are places

with a shared sense of what is important, a shared ethos of caring concern, and a shared commitment to help learners to learn. Organizational culture can be regarded as solutions to internal and external problems that have worked reliably for a long time for a group, and are therefore taught to new members of an organization as the correct way to deal with those problems (Owens, 1991:88).

According to Pokey and Smith (1985:356), student academic performance is strongly affected by school culture. Hence, Macneil (2009:88-89) emphasize that principals should pay attention to culture because their impact on learning is not direct, but mediated through the climate and culture of the school. Thus they stress that principals are responsible for establishing a pervasive culture of teaching and learning.

2.3.5. School Governing Bodies

The South African Schools Act, Act 84 of 1996 (DoE, 1996:31) provides for the establishment of school governing bodies with considerable powers at all public schools. These would include the school principal, elected representatives of parents, teachers and non-teaching staff. The Act (DoE, 1996:31) further stipulates functions allocated to SGBs that include the maintenance and improvement of school property, determining the extra-mural curriculum of the schools, the choice of subject options in terms of provincial curriculum policy, the purchasing of textbooks, educational materials, payment for services to the school or other functions consistent with Act 84 of 1996 (DoE, 1996:31) and any applicable provincial law. School governance is still experiencing insurmountable challenges as School Governing Bodies (SGBs) in areas where they had not existed traditionally are not trained before they start their work and this manifests in some challenges such as unfamiliarity with meeting procedures, difficulties in managing large volumes of administrative work and not knowing appropriate legislation (Xaba, 2011:36).

A serious concern is the lack of needed knowledge and skills for financial management and the lack of collaboration between the principal and the members of the SGBs (Mestry, 2004:36). Steyn, Steyn and De Waal (2011:36) identify unemployment which gives rise to the parents' low socio-economic status, as a reason for poor parental involvement at schools. This still is the situation in areas that are rural and not well

developed. Educators blame the low level of education of SGB members as a reason for low performance (Xaba, 2011:36). Xaba indicates that members of the SGBs are unable to execute their roles and responsibilities with disastrous consequences for the schools where they have to provide governance and oversight. They are also easily manipulated (thus subject to corruption and participation in nepotistic practices), unable to participate in decision-making and are continually absent from meetings and workshops. This tendency is inevitably more visible in historically disadvantaged schools (Xaba, 2011:36).

In relation to my study, culture of learning and teaching is important as it is an underground stream of norms, values, beliefs, traditions and rituals that build up over time as people work together, solve problems, and confront challenges. It is the set of informal expectations and values shapes how people think, feel and act in schools.

2.3.6. Community involvement and Collaborative partnership

Community involvement and collaborative partnership have effect on the quality of teaching and learning. These are reviewed in the sub-section that follows:

Community involvement

The improvement of school environments and quality education will be at its maximum if there is participation of community and the broader stakeholders (UNESCO 2007:75). Working with parents and society participation, involves mobilizing the community, communicating and promoting the importance of education in the community (MoE, 2010:17). The parent as a member of the school community and as having a special concern for their children's education and the quality of education offered to their children, should actively participate in the school. Mtsweni (2013:45) and Krikhaung, Drugli, Klockner and Morch (2013:346) state that parents have the potential to contribute to the best learning of their children, Stein (2009:223) explains that parental and teachers involvement has to do with participation in the management of the school. Parental involvement is crucial; it is one of the most significant factors in a child's success.

Having an excellent parental influence affords positive benefits to learners (Marzano, 2003:4). However, it is important to note that the socioeconomic status and educational background of parents have significant impact on their involvement in school activities. Parents with higher academic performance may provide such an environment that suits best for academic success of their children. Improving school environment and providing quality education have been realised by maximum of the participation of the parents, the communities and the broader stakeholders (UNESCO 2007:75). The school authorities should provide counselling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003:4). Comer and Haynes (1991:271) stated that parents could contribute insights and knowledge that complement the professional skills of the school staff in ways that strengthen academic and social programs. They further indicate that parents can be a source of information and make relevant contributions that enhance the academic program and further support the students. Keys (2002:1) also noted that greater levels of communication between home and school enable a student to perform better academically. Parental involvement activities appear to influence student outcomes through instructional interactions that range from simple queries to processes intended to develop strategic understanding and problem solving capacity (Rogoff, 1990:204).

Rogoff (1990) continues by indicating that parent instructional activities appear silent to student's learning of activities, skills, and knowledge associated with school success. He further mention about collaborative learning, that parent share information and structure task related processes in ways that enable the child to learn effectively and assume appropriate personal responsibility for learning. Parents often serve as silent models from which children learn.

Bandura (1997:203) suggests that children acquire knowledge of skills, process, concepts and personal capabilities through observation. In observation parent's involvement behaviors, Children learn through processes involving attention, retention, symbolic representation of observed events, and subsequent production of related behaviors (Bandura, 1997:203).

Parents can take part in school activities and they can also support the school (Letsholo, 2006:6). The school where parental involvement is high learners develop positive attitude towards their school. Their participation should go beyond the contribution of resources and attending general meetings at schools. The schools should also have the proper means of communicating with parents and external community (who actually have an interest in the school's activities considering the school as provider of vital social services). This requires from the school to use diverse communication strategies that can help to establish smooth relationship with the school community.

Schools that are producing high quality results involve all stakeholders effectively in the management of the education. Coleman (2013:91) emphasises that schools which are led by effective leaders understand this important role and devise strategies for the involvement of the parent and other stakeholders. Working towards sustainability requires school to work together on issues within their local communities and beyond. Education for sustainability encourages the development of productive partnerships to address the challenges of sustainability.

Functional school often become focus for building sustainable communities that engage in debating sustainability issues and working together to resolve the problems to improve people's quality of life. One of the symbols of a democratic education system is its character of inclusivity, transparency and accommodativeness of all relevant stakeholders, and more specifically, the governing bodies of schools (Naong & Morolong, 2011:36).

In relation to my study, education is a social phenomenon. Schools have particular responsibility for engaging parent and communities. Parent and community involvement play a vital role to learner's academic success. The shared responsibility translates into a child who is developed holistically, has good character, good marks, and healthy ambitions.

Collaborative partnership

A partnership may be described as a working relationship that is characterised by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies

a sharing of information, responsibility, skills, decision-making and accountability (Wolfendale & Dekker, 1994:9). The grant provided by the Department of Education is not enough to meet all the needs of a school. Therefore the school has to be involved with other non-governmental organizations to further its goals. Networking with other partnership in and out of school is necessary in order to create a learning environment with an ongoing spiral containing, visionary, planning, acting and reflecting. Focusing on school alone is not sufficient to ensure high level of student learning. Riviello, Ozgediz, Hsia, Yazzie, Newton and Barley (2010:63) show the importance of collaborative partnerships between education and business that business benefit from unique academic solutions to real world problems while institutions of various learning levels benefit from funding, industry support and resources that would normally take away academic problems.

In the past, there has been a surge of interest in partnerships between community, faith-based organizations and schools in efforts to improve schools by enhancing student learning and development. Roehkepartain (2007:66) indicates that communication is a key element to build effective relationships with external stakeholders. The joint approach combines inside expertise with outside resources and support, resulting in a dual benefit expanding services, support and opportunities for young people, while strengthening the school as universally available public institutions for all residents. Roehkepartain further indicates that schools that communicate with external public in an organized way have better chance of receiving public support, minimizing criticism, learning the value and priorities of a community and reducing many functional ideas that help them educate students better. Schools have discovered that faith-based and community groups can be important allies in supporting students learning (Roehkepartain 2007:66). Low performing schools, in particular, need the assistance of community stakeholders to raise student performance (United States Department of Education, 1998:67).

The school is dependent on the community it serves and on the very many other groupings and agencies that are active in it. Teachers in subject areas can benefit from developing connections with local community groups their learners attend (Busher, Harris, & Wise, 2000:95). The business community that exists around a school can be a source of major support and innovation to educators. Busher et al.

(2000:99) further indicate that the community can help the school in several ways like: curriculum materials and equipment, advice and guidance curriculum development opportunities for staff, management development opportunities for staff, project data gathering for learners, on-site work experience for learners and school-site work experience for learners through industry subsidiaries. Engagement in projects with local business can lead to subjects developing work learners find creative and can help them to see relevance of the prescribed curriculum to their daily lives (Busher et al., 2000:100).

The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counselling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003:4). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, Henderson, Shumox & Lomax, 2001: 4).

In relation to my study, schools should strive to network for good practice. The school makes full use of strengths available to it through partnership with parents, the local community and various supporting agencies. Such relationships enhance the quality of the school and maintain high quality expectations.

According to the Development Bank of South Africa (2009:9), it is vital to forge a coalition of community and development practitioners in order to shift development processes from planning for people with people. The education outcome improves if teachers are effective and teaching and learning environments are supported by effective school organizations, community involvement and district support and monitoring. Barber (2007:9) has observed that successful countries are moving from a series of adhoc activities to coherent, dynamic set of aligned strategies which combine components which include the professionalization of the teaching force, citizenship empowerment, and the Strategic leadership at all levels of the system (Whelan, 2008:6).

Most principals lack the necessary confidence to lead and manage their schools because they lack the professional skills. Fullan (1997:446) avers that effective principals are perpetual learners which means access to new ideas and situations, active experimentation, examination of analogous and dissimilar organizations, reactive practice, collegial learning, coaching in relation to practice and much more.

2.3.7. Curriculum and teaching

The teacher quality is a key determinant of student learning. In South Africa, Taylor (2008:3) points out that working with the poorest performing schools, it is important to get things such as time management and teacher attendance and commitment right before interventions at the curriculum level. In moderate and top performing schools curriculum intervention such as improving teacher knowledge and providing cognitive resources like textbooks and calculators, show more immediate effects on student learning because such schools have capacity to absorb the additional inputs.

According to Taylor (2008:3), there is a growing trend in South Africa to move development funding away from poorly functioning schools almost all of which serve the poorest communities towards moderately to highly performing schools. The move, among both corporate sector donors and government, arises out the frustration caused by the difficulty of turning around dysfunctional schools.

Schreuder illustrates by putting out the challenge to the conference being addressed that

should we continue to focus on the weakest and most dysfunctional schools or should we put our resources into middle group where we will be able to show systemic shifts faster?, should we do not take an entire staff out of poorly performing schools and replace them with highly skilled integrated staff (2008:3)? .

Leaving the status quo would definitely affect the quality of teaching and learning, the teachers need to be trained or replaced for better quality teaching.

The Department of Education aims at working in 488 high schools in all provinces; it is one of the programmes that made a conscious shift from working with poorly performing schools to working with schools with potential Dinaledi programme (DIME

2008:2). Dinaledi programme hopes to create role models for the poorly performing schools.

2.3.8 Teacher subject knowledge

In South Africa, research has been conducted on the role of teacher subject content knowledge. Sample studies indicate that the subject content knowledge of many teachers is deficient (Taylor & Moyana, 2005:8). Whelan (2008:31) avers that by indicating that in dysfunctional school environments effective teachers and talented learners have no chance of engaging in meaningful learning, while the district support and monitoring functions are inadequate and ineffective. Community support to schools and household involvement in children's learning are practically non-existent while parent involvement has diminished since the introduction of school governing bodies and the consolidation of community schools into state schools. Before the passing of the South African schools Act in 1996, parents used to help build schools and provide other resources, which reinforced their involvement. In new democratic era, there has been much talk about parents' inability to contribute to their children's education due to high level of illiteracy.

According to Fleisch and Christie (2004:100), research undertaken in dysfunctional schools in Gauteng during the period of 1994-1995 identified the following four sets of problems:

- poor physical and social facilities that had an ongoing negative impact on teaching and learning;
- serious organisational problems, including weak and unaccountable leadership and administrative dysfunctioning;
- poor communication and inadequate disciplinary and grievance procedures; and
- poor relationships with surrounding communities, as well as poor communication between the schools and the Education Department.

In the South African context, learners perform at a level that is below par both nationally and internationally, and it is important to understand the role that teachers

play in schooling outcomes and the characteristic of high quality teachers. According to Mitchell, Robinson, Plake and Knowles, (2001:210), teacher quality standards include a wide range of knowledge, pedagogical skills, abilities and dispositions that contemporary educators believe effective teachers possess and demonstrate in a classroom. Knowledge of the subject matter is as equally important as the requirements of education and the philosophy of life to the society. When teachers know and understand what philosophy of life entails and underlie their practice of education, they have the certainty in their minds and a sense of responsibility. This will stimulate passion to meet the requirements of a philosophy of life and to import these values to young people. According to Clark and Walsh, (2002:241), there are teachers who are not qualified in the subject areas which they teach and they offer fewer hours or advanced placement courses, and schools have high teacher turnover rates. To create sustainable teaching and learning environment Clark and Walsh, (2002:241) stress that effective teachers know how to teach their subject effectively. Different subjects have different epistemology. Students who attend such schools score lower on standardized achievement test and are more likely to drop out.

Teachers are reported to be discouraged, depressed, underperforming and strained to improvements. Pretorius (2012:241) indicates that effective teachers have an in-depth knowledge of the curriculum, the outcomes and assessment required and particular contents to be taught in the relevant phase of learning. Sammons (2006:239) explains further that effective teachers create a conducive environment in class for teaching and learning to be effective. Effective teachers communicate subject knowledge actively, clearly and in a structured way and use a variety of teaching strategies to ensure the best possible mastery of different aspect of subject content.

In relation to my study, underperformance by educators due to lack of individual subject knowledge, according to the annual national assessments and the national senior certificate examination assessments, is one of the challenges affecting the creation of a positive teaching and learning environment.

2.3.9 Teacher-learner discipline

Every person has the responsibility to vow on good schools in our community. Government has the responsibility to develop policy guidelines and laws that help educators create good schools. Educators such as principals, teachers, school governors and public representatives involved in education have the responsibility to turn their schools into good and to encourage all stakeholders, including learners, in that process. Williams (2000:292) states that discipline involves all stakeholders, programmes as well as personality and school climate. School discipline is a powerful emotive subject since is one of the main determinants of students success in their academic work, (MoE, 2001:292). If a school lacks effective discipline the achievement academically will be poor. Grift (2014:292) adds by indicating that most people equate falling academic standard in schools to low standards because of lack of learner discipline.

Learners' discipline is ranked as one of the major concerns in the education process expressed by all stakeholders about public schools and the education system in South Africa (Mabeba, Prinsloo & Van Wyk, 2001:196). Discipline in schools is essential for effective learning, good teacher relationship and peer adjustment. A democratic form of discipline leads to healthy classroom environment that in turn promotes respect for education and desire for knowledge.

School discipline is important because it sets a congenial atmosphere needed for teaching and learning. Learner misconduct in South African public schools seriously hampers teaching and learning process. Effective teaching and learning can take place where there is proper discipline. Moloji (2002:2) states that involvement of the youth in the liberation struggle, which ended in 1994, caused them to develop "arrogance towards adults, that is, both the educators and the parents".

Some causes of violence in schools are mentioned by Maree (2000:4), for example, gang activities, the lack of transformation, learners carrying guns and smoking dagga, the lack of counselling services, the intolerance of school management towards some groups, and parental apathy. Research by Nxumalo (2001:77) indicates the need for both learners and teachers to be disciplined for effective functioning of schools.

According to Nxumalo (2001), discipline is vitally important for teaching and learning in class to be effective.

According to the Department of Education (2000, 2002:34), a safe and disciplined learning environment is one of the critical elements to the successful delivery of quality education. Bipath (2005:15) indicates that discipline, safety and learning atmosphere are likely associated with determining the functionality of the school. Disciplined learners will at all times carry out all duties such as writing of test, assignments and homework given to them by their teachers (Maivha, 1991:5). Wright and Kate (2003:54) state that learning in schools require-free atmosphere, purposeful directions from the teacher, and an ample time for pondering over what one is taught or has read on his own.

Misbehaviour of students has a tendency to make teaching an unpleasant experience, especially if it occurs frequently such that the teacher spend most of his or her instructional time reprimanding them. Furthermore, Wright and Kate (2003:55) indicate that schools where poor discipline is rife and disruption is frequent, coupled with movement of students without permission, demoralise students' self-confidence and turns others into criminals. Andrews and Taylor (1998:1) point out that students who misbehave tend to perform poorly in school and tend to be absent frequently from school.

Yarosan (2004:57) indicates that the causes of indiscipline in class are many and varied, some of which include large class size, poor parental care, inconsistent school rule, peer influence and electronic media. Dysfunctional secondary schools present learners who disrespect school authorities. Many secondary schools in the Brong Ahafo Region of Ghana are facing the challenges from learners disrespect for school authorities, cultism, examination malpractices, stealing, and lateness to classrooms and absenteeism as these leads to school dysfunctionality.

Teachers and administrators also invite disciplinary problems by failing to encourage the development of individual thinking pattern in learners, establish rigid conditions to meet in order to feel accepted, sponsor competitive grading system that prohibit success for majority of learners and erodes their self-concepts, exercise excessive

control over learners and fail to provide an environment in which learners can become autonomous and independent, and use disciplinary procedures that are punitive (Yarosan, Wright, Kate, 2003:52). Haller (1992:52) blames the prevalence of indiscipline in schools on large school size. Wachira (2004:294) add that by indicating that when the class size increases above 35, it is impossible to maintain discipline. Haller (1992:52) continues argue that misbehavior of learners occurs in schools that are overpopulated.

Dysfunctional schools also perceive school disciplinary problems caused by teachers themselves. Teacher's behavior that affects learners' behavior includes aspects such as physical appearance, lesson presentation and preparation, administration of rewards and punishment and teachers' personality (Adentwi, 1999:53). Yarosan (2004:52) mentions shabby dressing and indecent attires by female teachers denoting nudity as a cause of indiscipline and also teacher communicative patterns in which the learners feel disrespected. Nwankwo (1991:67) have identified the causes of indiscipline in secondary schools in Nigeria to include authoritarian methods, bad staff behavior, harsh school rules, poor communication, results, lack of adequate school facilities, influence of home and society.

In classroom teaching, discipline implies the control of a class to achieve desirable behavior. The concept of school discipline and school rewards has the similar objectives of assisting students to make maximum achievement in their academic pursuits. According to Nwankwo (1991:67), "discipline behavior involves characteristics such as self-sacrifice, diligence, co-operation, integrity, consideration and sympathy for others as well as the fear of God".

Nwankwo (1991:67) states further that discipline is a system of guiding the individual to make reasonable and responsible decisions. In classroom teaching, discipline means the control of a class to achieve desirable behavior. Discipline involves self-control; a disciplined person knows and takes the right course of action. He is guided not simply by self-interest, but also by consideration of interest of others. A disciplined individual is also guided in his behavior by moral and social principles.

According to Hill and Hill (1994:16), learners learn to the best of their abilities in an orderly and safe environment. Researchers like Potgieter, Visser, Van der Bank, Mothata and Squelch (1997:59) state that if discipline is not taken into consideration, the school environment will be dangerous and the educational process may be disrupted. This may also affect the educational attainment of the learners. If there is no proper family environment, social differences and learners are from disadvantaged social areas; this could lead to bad discipline and negative results academically. Classes are present in school, school is located in a socially disadvantaged area and therefore there is bad influence of peer groups that will have negative effect on discipline so academic achievement will be also negatively affected. Disruptive behavior can also affect the learners' safety, readiness to learn as well as future behavior. In the opinion of Hill and Hill (1994:6), ill-discipline can destroy the possibility of a safe and orderly environment and thereby hamper the core purpose of the school.

According to DiGiulio (2005:5), a chaotic classroom distracts the learners, preventing them from attending, focusing and concentrating wastes time and hinders the learners from achieving their educational potential. In the disruptive classroom environment, it is unlikely that the learners can learn much about how to treat others respectfully. DiGiulio (2005:5) argues that educators are also responsible for the establishment of discipline in schools rather than being reluctant to co-operate with school managers in disciplining the learners. In relation to my study there is a great relationship between learning and discipline measures. In the absence of discipline, the learning and teaching process are hindered.

2.3.10 Learner retention and dropout rate

Learner retention in the South African schooling system is defined as “the continued participation of a learner in the formal schooling system until the completion of the compulsory schooling phase. Learner retention is the complement of dropout. It is an indicator of the efficiency or quality of the schooling education system” (Department of Education, 2008:2). When repetition is about failure to comprehend contends that such repetition might reflect demand-side factors of schooling where student choices lead to low attendance during each school year. “Attendance patterns may severely constrain the chances of completing a given grade, at least in the likely absence of

well- integrated, self-paced instruction” (Hanushek, 1995:236). Those who oppose repetition contend that repetition does not improve the achievement of slow learners, and that, repetition, by calling attention to the repeaters’ poor performance, damages their self-image.

Hanushek (1995:236) contends that high quality schools raise student achievement and facilitates students through the school cycle, thus saving costs. Hanushek (1995) suggests that students respond to higher school quality with lower dropouts; ‘they tend to stay in good schools and dropout in poor ones’. In another study Egypt, Hanushek and Lavy (1994:236) conclude that if they held achievement and opportunities constant, students going to high quality schools were much more likely to stay in school than those going to low quality schools. This, they noted, made sense since if a student is not going to get anything out of school, why waste the time.

Eisemont and Schwille (1991:236) suggest that the study of repetition in developing countries has been overly influenced by the study of repetition in industrialized countries. Eisemont and Schwille (1991:236) point out that in developing countries, where there is widespread practice of repetition, empirical examination of its pedagogical practicality are virtually non-existent.

According to DoE, (2009d: 18), data collected in 2002 to 2007 confirms that there was increase of dropout rate between 16 to 18 years old at the higher grades in secondary education. The DoE (2009d, 18-19) notes that the dropout rates from grade 9 upwards, are high which is confirmed by the fact that the dropout rates from 11% at grade 9 level, to 24% at grade 11 level for the group born between 1980 and 1984. DoE further indicates that 81% of the group born between 1980 and 1984 had reached grade 9, the survival rates of the same group in reaching grade 11 and 12 declined to 60% and 46% respectively.

Repetition rates were higher in rural under-performing schools (51%) compared to urban schools (40%) (Bloch, 2009:5). Rural schools are typically more under-resourced than their urban counterparts and face deeper levels of poverty than urban areas (Bloch, 2009:5). Historically Black rural schools in South Africa, including farm schools, struggle to shed the legacy of urban bias in socio economic development.

The DoE (2005:9) presented data which reports that learner retention shows that repetition is high in Grade 1 and in senior grades, especially in Grade 11 (possibly due to pressure on schools to produce good Matric results). The DoE (2005:9) data further shows that every second learner in Matric in 2007 had repeated a year by the time they reached their final year of schooling. Grade repetition is most common in Mpumalanga and Limpopo province. The proportion of children who have repeated vary between 24.9% in the Western Cape and 45.6% in Mpumalanga (with a national average of 34.6%). Considering the settlement type, a far higher proportion of children living in traditional areas had repeated a grade by 2007 as compared to children in the other three settlement types (formal areas, informal settlements or commercial farms).

Living in a traditional area emerged as the most significant variable in predicting grade repetition (DoE 2005:10). Attendance during the first year of high school is directly related to high school completion rates. According to Tyler and Loftstrom (2009:9), absenteeism and discipline are linked with a higher probability of students dropping out of school. In a longitudinal study conducted by Gleason and Dynarski (2002:9), the factors associated with the highest dropout rates were high absenteeism and students being over age by two or more years. Since absenteeism is considered one of the strongest predictors of course failure, which in turn is associated with dropping out? It is important for schools to monitor attendance rates so they can intervene quickly (Kennelly & Monrad, 2007:9).

In relation to my study, learner retention and dropout rates are central since the main focus is to create a sustainable teaching and learning environment that will enable dysfunctional schools to retain learners and reduce dropout rate.

2.3.11 Absenteeism of teachers and learners

Teachers' absenteeism is a big problem in dysfunctional secondary schools in South Africa schools. Teachers are the important school-based resources affecting student achievement. If teachers have excessive absences, the learning process of the learners becomes disrupted, replacing absent teachers affects the school management process thereby impacting negatively on teaching and learning.

Absenteeism is complete lost to the education system; learners do not receive extra attention they need when teachers are not regular. Woods and Montagno (1997:1) purport that the teacher attendance rate has an effect on student achievement. A recent study into learner absenteeism commissioned by the National Department of Education also found that in South African schools, learner absenteeism is not as great a problem as educator absenteeism (Daily Sun, 2008:4).

Bruno (2002:1) stresses that learners in a classroom lose the desire to learn, do not feel connected to the classroom and learners' academic achievement falls when the regular teacher is frequently absent. Bruno further indicates, "when there is a high teacher absence, it tends to lower the morale of remaining teachers resulting in high teacher turnover" (2002:1). Other teachers tend to feel more burdened because they may have to plan for the teacher who is absent. The Southern and Eastern African Consortium for Monitoring Quality (SACMEQ) study of 2007 found that South Africa had highest rate of teacher absenteeism of all 14 African counties that participate in the study. Similar results have been found by the Human Research Sciences (HSRC) (2010:39) in their analysis of educators leave; they found that between 20-24 days of regular institutional time were lost due to leave in 2008. They also indicated that learners who are frequently absent from school, experience problems like: difficulty in forming relationship and participating in school activities; they feel disconnected from academics; and believe that the lessons are not relevant to their lives and lack accountability which can lead to behavioural issues and poor academic achievement. De Villiers (1997:530), indicates that learners that lack proper foundation of knowledge such as basic numeracy and skills, study habits, work ethics, self-discipline and do not attend school regularly.

Excessive absence create gaps in learner education. Learner disregards lessons and takes school less seriously. De Villiers (1997:530) Concluded by indicating that lesson plan are designed to prepare learners for the next lesson but if a learner is not present in the classroom for the teacher to help him or her, the learner has a higher chance of being left behind. Due to frequent absences, learners may forget the previous lessons, which result in academic insecurity.

In relation to my study, teachers and what they do in classrooms with learners has a very great bearing on the pass rate of learners. As a result, when teachers are always absent from work, they negatively affect learner performance. In the same vein, learner absenteeism compromises the efforts of teachers and ultimately the learners' performance in the final examinations.

2.4. STRATEGIES FOR PROMOTING A SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOL.

The literature reviewed reveals some strategies that can be used in promoting the quality of teaching and learning in dysfunctional schools. These are discussed below.

2.4.1. Improving the quality of education through curriculum content

Curriculum materials are intimately connected to the daily work of teachers. Teachers use these written resources to help them make thoughtful decisions about classroom practice. In November 2009, the Minister of Basic Education, Angie Motshega, stunned the educational community with her announcement that OBE was dead; "So if anybody asks us if we are going to continue with OBE, we say that there is no longer OBE. We have completely done away with it." (DoE 2009:1). A little more than a year since those words were uttered the new Curriculum and Assessment Policy Statement (CAPS) became educational policy.

The Minister's remarks were precipitated by the report on the implementation of the National Curriculum Statement in South African schools (Dada et al., 2009:31). Review of the Implementation of the National Curriculum Statement). The report found that teachers were confused, overloaded, stressed and demotivated, and as a consequence, were underperforming.

2.4.2. Provision and development of pre-primary education

The importance of early childhood education centers as the initial stage for life-long learning cannot be ignored. The objective of pre-primary program is to build a strong foundation for cognitive, socio-emotional and health development that will enable the

child to maximize their learning upon entering primary school. The importance from birth to six have been recognized as crucial learning years for child development, as this help in laying foundation at a later stage of education (Tilbury, Coleman & Garlick, 2005:2).

According to Association for the Development of Education in Africa (2006:7), school readiness is perceived as the acquisition by the child to the appropriate knowledge, skills, attitude and abilities that will help him or her to cope with the school curriculum and other learning demands. Furthermore, they point out that children who are ready to learn, at the time they start primary school, are more likely to complete primary, secondary and tertiary education levels and make positive contributions to society as caring and productive citizens. Meanwhile those children who are not ready to learn at school entry are more likely to repeat a grade, need special education services, and usually dropout of school.

ADEA (2006:7) also indicate that in Kenya, about 65% of the children, especially those from poor households, do not access quality pre-school program. The capacity for children from poor household to learn is diminished due to the lack of appropriate care and psychosocial stimulation at the right age. Even when the primary education is free the children will start school disadvantaged.

Britto, (2010:8) indicates that when children lack access to quality early childhood programmes, they enter primary school inadequately prepared to participate in individual learning and classroom activities. He continues by indicating that lack of access to quality early childhood development programmes (ECD) also affects their learning achievement and school completion and linked with behavioural problems and failure to enter school late or dropping out of school.

Much research has found that children participating in high quality early childhood education programs as compared to those who did not, have: higher grades and pass rates from one grade to the next; a greater likelihood of earning a high school diploma; fewer referrals to special education programs, greater ability to focus and engage in school work; and a lower risk of engaging in criminal activities (Ackerman, 2005; Bueno, Darling-Hammond & Gonzales 2010; Frede, Jung, Barnett & Figures 2009). In

relation to this study, ECD programs add value to learners' success in school academic performance and future schooling. The provision of pre-primary education is important, as it provide a strong foundation levels in secondary schools.

2.4.3. Teachers Professional Development

Schools with resilient culture provide their teachers different valuable professional development opportunities. Professional development (PD) that takes place in the school should have as its aim helping staff to improve learners' performance (Pine 2009:92), and it should be related to school priority (Neil & Morgan 2003:4). The learner performance should be used to inform the professional developmental needs of the teachers in the schools. Cawelti and Protheroe (2007:46) emphasise that staff development initiatives which take place in the schools needs to be linked to the learner's results, and they should help the schools to focus on critical issues that can contribute to the success of the learners. Furthermore, Browell (2000:57), and Cullen (1999:46), emphasise that schools are capable of ensuring that the learning process contribute to achievement of goals and the improvement of quality teaching and learner performance in schools.

To promote a sustainable teaching and learning environment in a dysfunctional secondary school, some of improvement initiatives done so far have focused on the teacher as a key to improving learner performance (Desimone, Smith & Ueno, 2006:178; Knight & Wiseman, 2005:387; Mashile, 2002:174; Wanzare & Wards, 2000:1). Teachers have the most direct, sustained contact with learners as well as considerable control over what is taught, improve learner performance by accessing quality resources like lesson plans, classroom activities tools and create the learning environments that are interactive and engaging. Tew (2007:3) indicates that teachers need to notice their knowledge gap as well as the learners' expectations, and engage in learning to improve themselves, and King and Newman (2001:86) also confirm that teachers' knowledge, skills and dispositions is one of the most critical steps to improving learner performance. This clarifies why teachers are pressurised to be competent in their classroom and justifies the urgent need for professional development (PD).

Mundry (2005:9-12) discusses three shifts in beliefs about professional development:

- The critical value of teachers' experience and knowledge with regards to students learning increasingly being acknowledged Mundry, (2005:9). Even experienced teachers must continuously update their knowledge and skills and must involve themselves in lifelong learning (Van Eekelen, Vermun & Boshuizen, and 2006:408).
- PD is focused on learning area or subject content and how it is taught, however it is focus on the content or on the teaching techniques (Mundry, 2005:11). However Desimone (2006:209) stress that teachers are unfortunate that they do not participate in sustained content and pedagogically – focused PD programmes.
- PD aims to enhance learning of challenging content by all learners. Thus, this positive change has resulted in the desire for PD programmes to more effectively equip teachers to teach challenging content and to ensure that all learners meet the required standard.

Furthermore, PD development activities of the teachers in schools should be a continuous kind and they may not necessarily be concerned with getting further degrees (MoE 2008:6). Semadeni (2009:32) point out that teachers should engage themselves in collaborative teamwork based on specific guidelines. The teachers can engage in peer observation as well as beyond the school-level sharing of experience to perfect their classroom practices. Networking in schools can be a means of helping the schools to improve. Pogodzinski (2014:67) emphasises that supporting novice teachers enhances school success. PD involves the sharing of experiences within the school and outside of the school. Putman (2012:51) explains that PD activities give emphasis to bring together the school community as well as the other stakeholders and make collaborate to implement the improvement activities. Therefore the achievement of goals begins. Adey, (2004:143) indicates that all members in the school system will participate in school improvement target for the reason that they know what is important and how can be done.

The schools also need to focus on the development and empowerment of the teachers and learners. Learners need to be developed so that they may be responsible for their own learning and future citizenship. Gordon (2004:12) explains that learner

empowerment is assisting the learners through their psychosocial and physical development so that they become responsible for their own learning and their leadership duties. The learners have to know how to support other learners. Teachers and learners need to be empowered in order to take part in teaching and learning and leadership activities (Tew, 2007:3). In relation to this study, there is link between teacher professional development and student achievement.

Student engagement in learning is a key to academic success. Readings and activities that enable students to grapple with real-life, real-world issues and combine them with opportunities for reflection and syntheses make learning authentic Student today want their learning to be relevant, current, socially engaging, exploratory and responsible. Relationships between teachers and student changed in recent years, as have relationships between student and student, and between student and the educational facilities and systems in which they learn (Covell; Mcneil; & Howe, 2009:35). Learners respond favourably to high expectations while their expectations of teachers are equally high.

These authors (Prensky, Hay, & Carlson, 2005:35) suggest that learners seem to increasingly take their learning into their own hands. They take the initiative to find a better means to learn a topic in the current teacher, text, or lesson is not working for them (Carlson, 2005:34). Tapscott (1998:33) argues that independent learning styles have grown out of the ingrained habits of seeking and retrieving information from the internet, which marks a striking contrast to previous generations of students, who tended to acquire information more passively from authority figures.

Bryce and Withers (2003:4) add by indicating that student explore information independently with guidance from the teacher. They continues by indicating that students are aware of multiple sources of information, for example, deriving information from telephone conversations and interviews as well as printed and electronic material. Students learn to make links between these sources and different subject areas. Bryce and Withers (2003:4) also indicate that in many schools students are fluent users of the internet, but the term 'information literacy' encapsulates a great deal more than information technology. It includes recognition of the need for information. It involves collecting, analyzing and organizing information from multiple

sources and the ability to pose appropriate questions and integrate the information. They concluded by indicating that students who are able to evaluate and offer critiques of the information they gather, sort, and classify.

Gonzalez (1998:41) contends that poor academic performance could be due to teaching methods that were used during primary schooling. Gonzalez (1998:41) further indicates that learners complain that educators in secondary schools are less friendly. The study conducted by Buote (2001:62) indicates that learners who perform poorly in school are those most rejected by their peer group in class.

In relation to my study, learners engage themselves in academic work to the best of their ability. Learners must be made to believe that they are capable of achieving content and performance standard. Failure to demonstrate effort, interest, and pride in one's work results in unacceptable standards.

2.4.4. Development of school improvement plan

Schools can make lasting differences when they focus on specific goals and strategies. The process of goal - setting varies from school to school, whereby they make decisions on how and when the goal will be achieved. Arlesting and Tornsen (2014:856) stress that schools should facilitate conditions that support teaching and learning by building capacity to change. Creemers and Reezogt (2005:359) recognize that school improvement is seen as a mechanism that focus on policy and directions that can help to look into their own practices and bring about the desire changes. School improvement in educational change aims to promote a sustainable teaching and learning environments in dysfunctional secondary schools. Learners should learn in a favourable and encouraging environments. Storage (2002:1) supports this by indicating that learners have to be in an atmosphere that has mutual respect, where learners feel relaxed in asking questions and expressing their thoughts and feelings. A warm classroom environment can let to increase academic achievement and sense of pride and belonging in school.

Their performance will be maximized and achieved at high levels by enhancing the way curriculum is delivered and creating a positive environment for teaching and

learning. Galbraith (2004:11) specifies that to develop an appropriate setting for learners, that allows each learner to fully engage in learning, will encourage learners to strive for significant accomplishment.

Principals are key players in the school improvement process. They play a wide variety of roles to ensure that the improvement plan and its implementation are successful. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their own school and its community. For the of school improvement planning to be successful, it must involve all school partners. The real change takes time therefore it is important that all partners understand this as they enter into the school improvement. Active schools share a set of characteristics that add up to an environment that fosters learner success.

To improve schools' environments principals, teachers, parents and community members can make their school more effective places in which to learn. Highly active schools share the following characteristics:

- A clear and focused vision;
- A safe and orderly environment;
- A climate of high expectations for learner success;
- A focused on high levels of learner achievement that emphasizes activities related to learning;
- Principal provides instructional leadership; and
- The frequent monitoring of learner progress.

Learners improve when teachers use curriculum delivery strategies that specifically address their learners when the school environments is positive, and when parents are involved in the learning of their children's' education. Learners also achieve at high levels when resources are used effectively and opportunities are provided to them. Through the school improvement plan (SIP) in dysfunctional schools teachers and learners will develop a change that promote a sustainable environments: for example: Learners will

- attend school every day, on time;
- act in respectful, responsible and safe manner at all times;

- demonstrate effective effort and produce their best work; and
- demonstrate proficiency at or above grade level.

Teachers will

- deliver high quality; standard-based instruction in an engaging and supportive manner;
- use ongoing assessments to challenge and support learners based on their individual needs;
- provide strategies to enhance learners social emotional and ethical development ;and
- provide safe respectful school environments that values communication; trust and teamwork among staff; learners; families and community.

As mentioned earlier the school improvement plan is carried out at different school levels, if the set goals and strategies is not achieved, the school was required to change and renew them.

2.5. CONCLUSION

Chapter 2 presented issues related to quality teaching and learning and explanation of the conceptual framework used in the study. Issues affecting teachers in dysfunctional secondary schools are having impact on the teaching and learning are reviewed. It also indicated that the strategies that the dysfunctional secondary school should take into consideration in order to promote a sustainable quality teaching and learning environments. This study chart that professional development, provision and development of pre-primary education, improving the quality of education through curriculum content and development of school improvement plan as ways to promote sustainable teaching and learning environments by making the dysfunctional secondary schools identify their teaching and learning gaps. The next chapter presents the research design and methodology of the study.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

There are many schools that perform extremely poor in the matric examination every year. Schools that are regularly producing poor results have to seriously look into ways and means to improve academic performance. Therefore, this study focuses on creating sustainable teaching and learning environments in dysfunctional schools. This chapter focuses on the design and methodology that were followed in this study. The research study was conducted in two phases: Phase 1 and Phase 2, which are discussed separately, but interrelated in this chapter. The study was guided by the following research objectives: To

- investigate the issues affecting teachers in dysfunctional secondary schools which affect the quality teaching and learning, in the Mutale area in the Vhembe District,
- establish the level of quality of teaching and learning in dysfunctional schools in Mutale area in the Vhembe District, and
- determine strategies for promoting a sustainable teaching and learning environments in a dysfunctional secondary school.

This study was guided by the following primary question: How can teaching and learning be made sustainable in dysfunctional secondary schools in Mutale area of Vhembe district?

The following secondary questions were used to guide the study:

- What are the issues affecting teachers in dysfunctional secondary schools in the Mutale area in the Vhembe district which affect quality teaching and learning?
- What is the level of quality of teaching and learning in dysfunctional schools in the Mutale area in the Vhembe District?
- What strategies can be put in place in promoting a sustainable teaching and learning environment in a dysfunctional secondary school?

3.2. RESEARCH DESIGN

The research design determines the direction of research project from its commencement to the last step of writing the research report. According to Bipath (2005:170), and Babbie and Mouton (2001:74), a research design is a plan or blue print of how you intend conducting research. Research design is and procedures for research that span the decision from broad assumption to detailed methods of data collection and analysis (Creswell, 2009:3). The purpose of a research design is to specify a plan for generating empirical evidence that will be used to answer the research questions (McMillan & Schumacher, 2006:18).

A combination of methods and investigators in the same study can contribute to the richness of the data and insights and partially surmount the deficiencies that arise from using only one investigator or method (Cohen & Manion, 1985:7; Denzin & Lincoln, 1998:12; Babbie & Mouton, 2001:79; Huberman & Miles, 2002:71). This study was conducted using both quantitative and qualitative research designs. Data collected from participants was analysed based on the individual design.

The designs followed in this study are presented schematically in Figure 3.1 and described in detail below from 3.5.

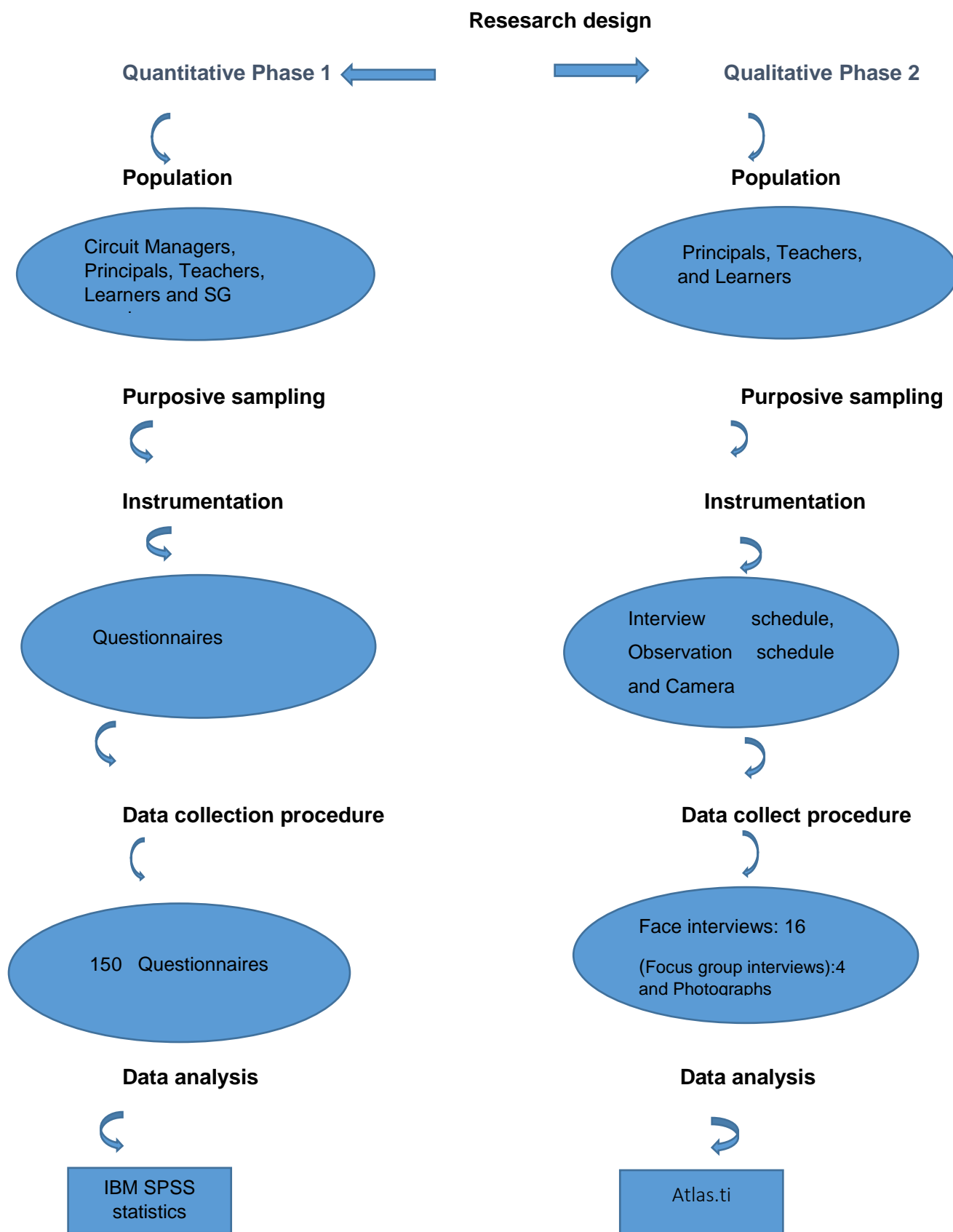


Figure 2: Research design.

3.2.1. PHASE 1 - QUANTITATIVE RESEARCH DESIGN

Phase 1 of the study employed quantitative research design. Babbie and Mouton (2001: 49), and (Krathwohl, 1998:143) define a quantitative approach as the best measurement of the properties of phenomena, which is the assignment of numbers to the perceived qualities of phenomenon. On the other hand, Denzin and Lincoln (1998:143) indicate that the quantitative approach emphasize the measurement relationships between variables, not processes. In my study, a self-constructed, self-administered questionnaire with close-ended questions was used to collect data during the first phase. Close ended questions were preferred because the answers of different respondents are easier to compare, code and statistically analyse.

3.2.1.1 Research methodology

In this section, the research methodology showing the population of the study, sampling procedures, questionnaire development, pre-testing of the questionnaire, distribution and collection processes, and data analysis are discussed.

Population

The word population is used to denote the aggregate from which the sample is chosen (Cochran & Gemmell, 1909:5). In this study, a population can be described as all the possible elements that can be included in the research.

For Mouton (1996:134), a population is a collection of objects, events or individuals having some common characteristics that a researcher is interested in studying. The target population in my study was the circuit Managers, Grade 12 learners, teachers, principals and school Governing Bodies (SGB) members from the selected school.

Sampling procedure

A sample is an element of the population considered for actual inclusion in the study or a subset of measurements drawn from a population is interested in (Byrne, 1994:10). A sample can also be defined as a small portion of total set of objects, events

or persons, which together compromise the subject of our study (Seaberg, 1988:240). A purposive sampling procedure was used to select the respondents for this study. Respondents from secondary schools whose matric academic performance is categorized as dysfunctional were purposely selected. The sample of 150 participants was selected consisting of 4 circuit managers; 8 school principals, 20 school governing body (SGB) members, 110 teachers who teach at least one of the following subjects regarded as difficult, and which are contributing to the low pass rate in matriculation: Mathematics, English, Life Science, Physical science and Life Orientation and 8 Grade 12 learners from sampled secondary schools.

The questionnaire

During, the first phase self-constructed and pre-test questionnaire was administered to increase validity. It was pretested with five teachers from 3 of the 8 sampled schools in order to identify flaws and ambiguities while ensuring that the items were clear and easy to answer. The questionnaire is a vehicle for the collection of data (McCormack & Hill 1997:28). Questions were structured in such a way that all respondents are asked the same questions and are often offered the same options in answering them as postulated by Hofstee (2010:23). The questionnaire for this study was comprised of two sections. Section A consisted of three items requesting demographical information from the respondents.

Section B consisted of four sub-questions (major themes) related to issues of teaching and learning such as Indicate the extent to which you think each of the following affect the quality of teaching and learning?, To what extent do each of the following contributed to efficient lesson delivery? Indicate the extent to which each of the following practices in secondary schools contribute to the conducive teaching and learning environment? Indicate by making a mark in an appropriate block whether each of the following contribute towards quality teaching and learning? Questions were collecting data regarding the extent to which conditions in the schools contribute towards the quality of teaching and learning. The respondents chose what applied to them by making a cross in an appropriate block on issues that they think contribute to quality teaching and learning. The questions were arranged in a Likert type scale

ranging from strongly agree, to strongly disagree on issues about quality teaching and learning environment. Close-ended questions were used.

Application of questionnaire

The self-constructed closed-ended questionnaire was administered on Circuit Managers, principals, teachers, learners and school governing body members in the eight secondary schools in the Mutale area. With the help of a research assistants, we distributed the questionnaires to the eight secondary schools, discussed the purpose with the participants and collected them the following day. Questionnaires return rate of 95% was achieved.

Data analysis

A computer loaded with the Statistical Package for Social Science (SPSS) (IBM SPSS STATISTICS 22) program was used to analyze quantitative data from questionnaires as it is more powerful and accessible on the personal computer. The system of analysis was chosen due to its level of accuracy. Literature suggests that once the data has been correctly entered according to prescribed instructions, the possibility of errors is vastly reduced (Volcker & Asher, 1995:398). Through the frequencies procedure, value labels of each variable as well as all possible summary statistics were listed. Where there were some differences, probably due to sampling error percentages based on row totals, column totals or total sample size were computed through cross tabulations. This exercise determine the probable link between a sample and the population from which is taken.

3.2.2 PHASE 2 - QUALITATIVE RESEARCH METHODOLOGY

Phase 2 of the study employed qualitative research design. Qualitative approach is a type of primary research in which the researcher collects first-hand information obtained directly from participants (Miles & Huberman, 1994:10). According to Rubin and Barbie (2005:62) qualitative research methods emphasizes the depth of understanding associated with ideographic concerns.

In this study, face to face and focus group interviews were used to collect data from respondents. Interviews attempt to tap the deeper meanings of particular human experiences and are intended to generate theoretically richer observations that are not easily reduced to numbers. According to Herbert and Rubin (1995:43), interviewing design is characterized by “flexible, interactive, and continuous, rather than prepared in advance and locked in stone”. They indicate further that interviewing is interactive. Rubin and Rubin, (1995:46-47) indicate that continuous nature of qualitative interviewing means that questioning is redesigned throughout the project. In this study face-to-face interviews was employed.

3.2.2.1 Research methodology

In this section, the research methodology showing the population of the study, sampling procedures, interview and observation data collection processes and analysis are discussed.

Sampling procedure

A purposive sampling technique (as in the qualitative design) was used to select 20 (twenty) respondents for this study from some 8 secondary schools that are categorized as dysfunctional based on their matric results. I have selected the four dysfunctional secondary schools because of the similar infrastructure weaknesses; school are poorly maintained and they also have the same challenges and future outlooks.

The logic of purposeful sampling lies in selecting information-rich cases from which one can learn a great deal about issues of central importance to the purpose of research (Babbie & Mutton, 2009). This study used the technique to select the population that are of interest and that enabled to answer the research questions. A purposive sampling procedure was used to select the respondents for this study from secondary schools whose matric academic performance is consistently poor resulting in the school categorized as dysfunctional. For face to face interviews, I included four principals from the four dysfunctional secondary schools, eight teachers who teach the identified subjects, which are: Mathematics, English, Life Science, Physical science

and Life Orientation; four Grade 12 learners, one from each of the four schools who do the subjects indicated above. For one focus group interview, I selected four learners within those eight secondary schools who do at least one of the five identified subjects. The sample consisted of 20 interviewees.

Qualitative data collection

Individual face-to-face, focus group interviews and photographs were conducted to obtain data from the participants. According to Moreover and Dawson (2007:15), interviews are mainly used in qualitative studies, in addition to other instruments. Observation was also done to record some events during interviews. These are discussed to give a picture of how qualitative data was collected.

Focus-group interviews

Focus- group discussions help to bring a larger group of people together to get a large amount of data about a topic. I found it important to carry out discussions with learners about creating a sustainable teaching and learning environments in dysfunctional secondary schools. The focus group discussion comprised of four learners who do at least one of the subjects identified. The question asked was: Learners in your school in Grade 12 are not performing satisfactorily; what do you think could be contributing towards poor performance of these learners? Probing was done as I followed up on the answers learners were giving. The interviews were recorded using a voice recorder after obtaining permission from the learners who also consented to take part in the interview. Transcripts are included as Annexures G3-G4.

Face to face Interviews

Interviews are considered useful to get the experiences related to the practices (Alvesson, 2011:21) and they provide rich data (Hamilton & Corbett-Whittler 2013:104). I held in-depth interview with the teachers, learners and principals to get a deeper insight into the experiences of the respondents. The interviews were conducted in English to explore the experiences of the participants regarding the

creation of a sustainable teaching and learning environment in dysfunctional secondary schools.

The interview process

The interview was based on face to faced interaction with the respondents as mentioned above. The following sub-topics present the setting of the interview, how the interview were conducted, probing, responses of the respondents.

The interview was conducted during 2015. In the process I ensured that the respondents' other activities that they were doing were not disturbed by negotiating with them a convenient time that suited them. In the interview process I asked the principal to assist me by giving me a class, and I put a "no disturbance" sign at the door. De Vos, Strydom, Fouche and Delpont (2005), encourage researchers to find a quite setting where there will be no interruption as possible.

I obtained for permission to record the interviews from the research participants and thereafter, conducted the interviews. With the help of research assistants we used a voice recorder to record all the proceedings during the interviews. A camera was also used to take some pictures. I followed up on answers given by interviewees during the discussion to elicit depth about the research topic as postulated by Herbert and Rubin (2005:2). The interviews were conducted using English I also used the home language of the respondents who do not understand English. The translation was done by a professional translator. Each interview session lasted for 30 minutes.

I asked permission to record the interviews from the research participants. All the participants agreed that the interviews could be recorded through a voice recorder. I therefore used a voice-recorder to record all the proceedings during the interview. During the interview process, the interview schedule was used as a guide. The question asked was: Learners in your school in Grade 12 are not performing satisfactorily; what do you think could be contributing towards poor performance of leaners in Grade 12 in the selected subjects?

The follow-up questions were asked during this study to obtain in-depth information to achieve the richness and the depth understanding. Probing questions are valuable tools that helped me to think more deeply about developing a model for promoting a sustainable quality of teaching and learning in dysfunctional secondary schools.

Data analysis

According to Booyse, Limber and Smit (1996:146), indicated that data analysis is an ongoing cyclical process that integrates into every phase of qualitative research. The data analysis enables the researcher to discover themes and concepts embedded throughout the interview (Rubin & Rubin, 1995:226). Data analysis is the final stage of listening to hear the meaning of what is said and it is concerned with making sense and interpreting the data collected so that it is stored and accessible for later use (Rubin & Rubin, 1995:226); Poggenpoel, 1998:334-335). Atlas.ti 6.2 programme was used to analyse qualitative data.

Observation

Observation helps to obtain information that describes events (Cipani 2009:7). In investigating the outcome of creating sustainable teaching and learning environment in dysfunctional secondary schools, I was guided by an observation tool (see Annexure F) which consisted of 6 items and collected data on what I considered relevant to the issues that affect quality teaching and learning in dysfunctional secondary. The school environment, classroom and learners were observed and photographs taken.

3.3. VALIDITY AND RELIABILITY

The findings were taken back to all eight secondary schools. This was meant for the schools to verify if what was captured was actually what they said. They all confirmed that data were captured accurately. The findings were validated by the reviewed literature on the subject.

3.3.1. Validity

Hammersley (2000:391) contends that validity is the extent to which an account accurately represents the social phenomena to which it refers. Onwuegbuzie and Johnson (2006:203) maintain that in qualitative studies, a primary focus with regards to validity is for researchers to capture authentically. The instruments, both the questionnaire, the interview and the observation schedules were validated before being used to collect data. The questionnaire was pre-tested as explained and mock-interviews held to determine if questions would be clear. Cross tabulations were used to establish the extent to which data collected would be valid based on the population.

3.3.2. Reliability

Reliability refers to the degree of consistency with which instances as assigned to the same category by different observation or by the same observer on different occasions (Silverman, Kurtines, Ginsburg, Weems, Rabian & Serafini (1999:11). Neuman (2006: 67) defines reliability as an issue of dependability. Reliability in this study was ensured through capturing data depending on voice recorder while supplementing at the same time it by shorthand notes. During the transcription exercise, I decided to eliminate only those parts of the respondents' stories that were not appropriate with the topic of this study. Attempts were made to reproduce the interview scripts as accurately as possible. The interview was unbiased and I took care to ask leading questions to guard against moving out of the research objectives.

3.4. SIGNIFICANCE OF THE STUDY

I believe that the Limpopo Department of Education, the district managers and the circuit managers in the Vhembe district could use the findings of this study to create a sustainable teaching and learning environment in dysfunctional secondary schools. The study will also add to the body of knowledge on creating sustainable teaching and learning environment in dysfunctional Secondary Schools in the Mutale area in the Vhembe District.

3.5. ETHICAL CONSIDERATION

Creswell (2002:145) asserts that most researchers who use a qualitative approach address the importance of ethical consideration. Macmillan and Schuman (2006; 33) indicate that ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad, while Mouton (2001:238) indicates that the ethics of science concern what is wrong and what is right in the conduct of research because scientific research is a form of human conduct which has to conform to generally accepted norm and values.

Written permission to undertake the study was sought and obtained from the University Higher Degrees committee (see attached Annexure A), in order to conduct this study in secondary schools in the Mutale area. I obtained records of statistics containing the number of schools educators and learners from all secondary schools in the Mutale area (Annexure B). I requested permission from the Principals of Mutale secondary schools to conduct the study in their respective schools. I gave each participants a consent form to sign (Annexure C). The consent form was written in English, but I explained to them in discussion with participants, to which they all agreed and signed.

Participants consented by signing letters to take part in the study. Permission to collect data from learners was obtained from the principal. Both learners and teachers were further informed about the purpose of the research and that the results would be confidential and only used for the purpose of this study. They were also made aware that their participation was voluntary and that they were free to withdraw without any penalty. Research results would be confidential and only available to them should they wish to have access to them or if they wanted to prove any aspect of the research. This was done to assure that there were no hidden plans in this study. I further requested for contact numbers of the Principal to secure appointments. Principals assisted in introducing me to the School Governing Body (SGB) chairpersons in each of the eight selected secondary schools.

3.6. DELIMITATION OF THE STUDY

The research was focused on the creation of sustainable teaching and learning environment in dysfunctional secondary schools. The study was conducted at eight secondary schools categorised as dysfunctional in Niani, Sambandou and Mudaswali in the Mutale circuits in the Vhembe District of the Limpopo Province.

3.7. CONCLUSION

In this chapter I outlined the research designs and methodology that was engaged this study. The following tools: questionnaires, observation, focus-group interviews, Individual interviews and observation were used to collect data. The sample was described and the sampling procedure explained. Steps that were followed in preparation for the field investigation were elucidated. Procedures that were followed when conducting interviews was explained Validity, reliability of data collection as well as generalizability of findings were also discussed, and ethical issues were considered. The next chapter presents an analysis of results and discussions collected through questionnaire and interviews.

CHAPTER 4: RESULTS AND DISCUSSION

Chapter 3 presented the research design and methodology of this study. This chapter presents the results of the study showing the demographic characteristics of the respondents and issues related to creating sustainable teaching and learning environment in a dysfunctional secondary schools. First I present the demographic profile and the main trends and patterns in data are presented followed by the results showing the issues affecting teachers in dysfunctional secondary schools which have an effect on the quality of teaching and learning in the Mutale area in the Vhembe District and the level of quality of teaching and learning in dysfunctional schools, and I conclude by suggesting strategies for sustainable teaching and learning environments in dysfunctional secondary schools.

The objectives of this study were to

- investigate the issues affecting teachers in dysfunctional secondary schools in the Mutale area in the Vhembe District, having an effect on the quality of teaching and learning,
- establish the level of quality of teaching and learning in dysfunctional schools in the Mutale area in the Vhembe District;
- determine perceptions of participants on the factors that affect the promotion of quality teaching and learning, and to
- determine strategies for promoting sustainable teaching and learning environments in dysfunctional secondary schools.

4.1. DEMOGRAPHIC INFORMATION

The demographic characteristics of the respondents who completed questionnaires and those who were interviewed which correlate best with their responses to the issues affecting teachers in dysfunctional secondary schools and have effect on the quality of teaching and learning are addressed in this section. The variables, which include gender, age and level of respondents are presented and discussed.

4.1.1 Gender

Table 4.1. below presents gender for both quantitative and qualitative results.

Table 4.1. Gender

Gender	Quantitative results		Qualitative results	
	Frequency (N)	Percentage	Frequency (N)	Percentage
Female	71	49.7%	12	72%
Male	72	50.3%	08	28.%
Total	143	100%	20	100

Table 4.1 presents gender distribution of questionnaire results that include circuit managers, SGB members, principals, teachers and learners. More than half (50.3%) of the respondents in the study were males. Interview respondents consisted of 20 participants; 16 of those were interviewed face to face and the other 4 were interviewed through a focus group session.

4.1.2. Age

Table 4.2 shows the distribution of the ages of the respondents who completed the questionnaire. The study assumes that learners from secondary schools are aged between 15-17 years while teachers are more than 21 years of age. In secondary schools, learners between 15-17 years are of the normal secondary school level age. There are however, respondents who are older than 17 years. Results show that there are some learners who are aged between 18 and 20 years, an age category, which is far lower to be categorized as teachers who are expected to complete their teaching degree at 21 years of age. The age category 21-23 may consist of teachers and learners as it is assumed that there is no learner who may start teaching at the age of 21 years. These are learners who would therefore be over age in terms of attending school at secondary level whose normal age is 17 years. These are learners who may create challenges to teachers. They cause behavioral problems, in terms of classroom discipline and absenteeism negatively affecting the quality of teaching and learning. Four principals were between the age 24 years and older, fourteen teachers were also

aged 24 years and older and two learners, one was 17 years old and the other 18 years old; 28% of these were females.

Table 4.2: Age of respondents

Age	Level					Total
	Circuit managers	SGB Members	Principals	Teachers	Learners	%
15-17 years	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 100%	6 100.0%
18-20years	0 0.0%	0 0.0%	0 0.0%	1 2.3%	43 97.3%	44 100.0%
21-23 years	0 0.0%	0 0.0%	0 0.0%	0 0.0%	6 100.0%	6 100.0%
24 years and older	3 3.4%	12 13.8%	6 6.9%	65 74.7%	1 1.1%	87 100.0%
Total	4 28%	12 8%	6 4.2%	66 46.2%	55 38.5%	143 100.0%

4.1.3. Level of respondents

The results showing respondents who completed the questionnaire are presented in Table 4.3.

Table 4.3. Level of respondents

Level	Frequency (N)	Percentage
Circuit manager	4	2.8%
SGB members	12	8.4%
Principals	6	4.2%
Teachers	66	46.2%
Learners	55	38.5 %
Total	143	100%

The majority (46.2%) were teachers; followed by learners (38.5%). Only 6 (75%) of 8 principals returned the questionnaire. Every participant from each level in the education system has an important role to play. The study identified different levels, which include circuit managers, principals, SGB members, teachers and learners.

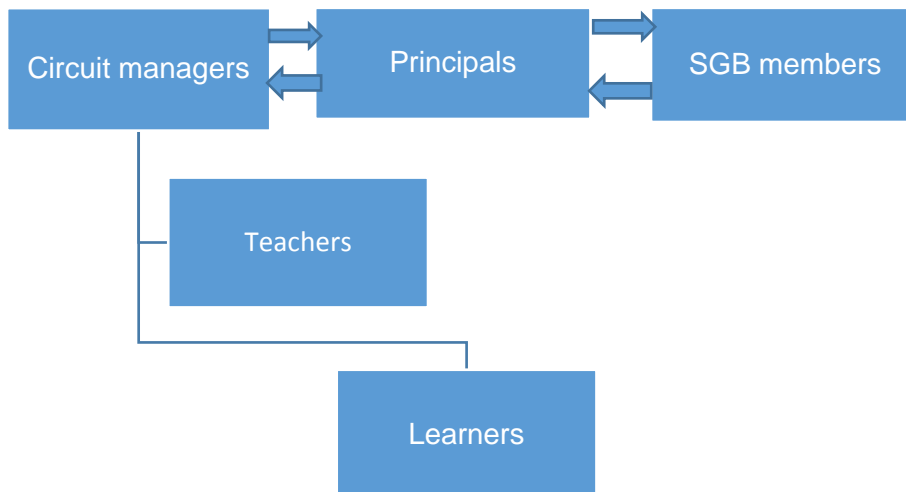


Figure 4.1. The hierarchical structure of levels

Figure 4.1 indicates the hierarchical structure in education whereby the study described each level s' role to play in promoting the quality of teaching and learning in dysfunctional secondary schools. These are discussed in the sub-section that follows:

4.1.3.1. Circuit managers

In education, the key responsibility of all educational leaders is to sustain learning. According to the DoBE (2011:12), a circuit manager is the head of a circuit office at a district level, which has control over a number of schools as demarcated by the District Senior Manager. They perform official roles using powers delegated by the District Senior Manager. Circuit mangers design each academic year's activities and have a shared vision for all schools in their circuit. Their role is to develop and support teachers and principals of schools in their circuits. Circuit managers are accountable for performance of schools that are under their control. Mafuwane (2011:440) confirms that circuit managers have a strong role to play in forming a school culture that encourages change. They deliver programmes for improvement and sustenance, such as: workshops, seminars, and service meetings to improve learner performance. Mafuwane (2011) further indicates that circuit managers perform duties like coaching, staff development, and modelling, designed to influence principals' thinking and practice. During observation the circuit manager visited one of dysfunctional secondary school addressing the Grade 12 learners through inspiring them by

motivating learners to work hard in order to obtain better results. However, the schools under their control are still underperforming to the point of being declared dysfunctional. Circuit managers formed 2.8% of the study participants.

4.1.3.2. SGB members

SGB involvement in school learning activities as parent and community, play a vital role to learner's academic success. The South African Schools Act, 1996 (Act No. 84 of 1996) provides for the establishment of school governing bodies with considerable powers at all public schools (DoE, 1996:31). 8.4% of respondents are SGB members. Parental involvement in the children's education is among the factors that contribute to higher learner achievement. It also helps the school by minimizing the learners' absenteeism. To benefit from parental and the involvement of the community, the school need to establish amicable relations by using diverse and effective communication channels. Parents are members of school governing bodies and are involved in policy development in schools and they work together with teachers to achieve shared goals. They assist in educational activities when requested, for example, volunteering in cleaning school premises, and ensuring that their learners' homework are signed and completed.

4.1.3.3. Principals

Principals are responsible for the leadership and management process. The principal takes the responsibility for forming the school improvement committee that will lead and administer the implementation of the school's improvement. The principal of each school heads the committee and ensures that the committee composes of representatives of the teachers, the learner the parents and the community. According to Hoy and Miskel (2010:3) principals should be supportive, caring and working with subordinates effectively for the sake of his or her superordinate. They further indicate that principals should supply required materials and create for educational activities. They encourage teachers in order to manage the work as well as to increase teacher's trust and commitment. There were 4.2% respondents in these dysfunctional secondary schools are principals. Some of these principals indicated that there are no resources and feel that lack thereof limit teaching and learning to a greater extent.

Lack of resources negatively affects teachers thus rendering the level of quality of teaching and learning become poorer. It is therefore not surprising that the school is dysfunctional. Whereas other principals assure that systems and structures are in place for effective inspection and management in order to establish the level of quality teaching and learning environments.

4.1.3.4. Teachers

Teachers teach and learners learn. In order to determine strategies for sustainable teaching and learning environment in dysfunctional secondary schools, teachers need to keep up to date with the developments in their teaching subject area, need to be able to use new resources, and need to be flexible in the usage of different teaching approaches and national policy guidelines objectives. A large number (46.2%) of respondents are teachers. The MoE (2011c:67) stresses that in schools where there are clear structures to equip the teachers with the necessary competence and the schools where the teachers are engaged in the school's activities the school are found to be more effective. Teachers support, observe, share knowledge, provide instruction, and create and maintain stimulating learning with the aim to provide quality teaching and learning. Teachers are the main players in the teaching and learning environment.

4.1.3.5. Learners

Results from Table 4.3 show that 38.5% of the respondents were learners. All learners want to learn, to experience achievement and understanding their principles and desire. Learners participate in the learning act whereby they acquire knowledge and skills. They should approach learning materials with interest, and desire will to learn. Each human being strives towards achievement of a specific goal; a learner strives towards the achievement of their goal through leaning. In regard to study, learners must engage and participate for the establishment of the level of quality of teaching and learning processes in dysfunctional secondary schools.

In the section that follows, I discuss the issues affecting teachers in dysfunctional secondary schools that have effect on the quality of teaching and learning in the Mutale

area in the Vhembe District. Thereafter, I show the level of quality of teaching and learning in dysfunctional schools.

4.2. TEACHING AND LEARNING ENVIRONMENTS IN DYSFUNCTIONAL SCHOOLS: PRESENTATION OF RESULTS

This study provides the results in ranking order to specify each item or ideas according to the responses as indicated by respondents. Ranking order provides a more complete picture of results from the respondents and a unique opportunity to specify each item by giving the researcher an idea of which ones they regard as most important. These results are presented in the tables below. Quantitative and qualitative results are discussed simultaneously. Reference to the tables has been made each time there is a link between the table and the discussion. Tables 4.4 and 4.5 present results from questionnaires showing the rank order according the participants responses. Tables 4.7 and 4.8 present results from interviews showing different categories, the Major and sub-categories: issues affecting teaching and learning in dysfunctional schools having effect on the quality of teaching and learning.

The ratings of issues that affect teachers in dysfunctional schools and have an effect on the quality of teaching and learning were recorded into five categories and rank ordered. Table 4.4 presents the results in ranked order according to raw percentages.

Table 4.4 Rank order of the issues affecting teaching and learning in dysfunctional secondary schools that have an effect on the quality of teaching and learning (raw percentages) based on to a great extent.

The issues affecting teachers in dysfunctional secondary schools which have effect on the quality of teaching and learning.	Not at all	Lesser extent	Not applicable	Not sure	To a great Extent	Rank order
Commitment of teachers	6	15	1	2	76	1
Teachers knowledge of subject content	8	9	1	6	75	2
Teachers - learner interaction	4	16	2	11	68	3
Use of different teaching approaches	6	15	3	8	67	4
Formative assessment	4	14	1	13	67	5
School leadership	6	20	2	8	64	6
Summative assessment	4	13	4	16	64	7
Catch up operation of class activities	4	24	4	9	59	8
Class size	9	22	6	6	57	9
Teachers' qualifications	11	17	3	16	53	10
Community involvement in school academic activities	9	32	6	9	43	11
Collaboration with stakeholders	7	23	9	19	42	12
Parental influence on teaching strategies	14	35	4	6	41	13
Parental influences on school management activities	10	37	8	10	36	14

Respondents were requested to show the issues that contribute to efficient lesson delivery. These are presented in Table 4.5 in rank order.

Table 4.5 Issues that contribute to efficient lesson delivery (raw percentages) based on to a great extent.

	Not at all	Lesser extent	Not applicable	Not sure	To a great Extent	Rank order
Competency of the principal in motivating teachers to deliver good lessons	3	14	2	8	73	1
Competency of teachers handling classrooms discipline	4	22	4	8	63	2
Availability of teaching resources	11	25	2	3	59	3

Practices that contribute towards the quality of the teaching and learning environment in dysfunctional secondary schools as rated by respondents are shown in Table 4.6.

Table 4.6 Rank order of practices that contribute towards quality teaching and learning environment (raw percentage) based on the yes responses

	Yes %	No %	Rank order
Do teacher's teaching skills have significant influence on student academic performance?	90	10	1
Do teachers' working conditions affect their ability to provide quality education?	89	11	2
Is school improvement plan developed by involving staff?	82	18	3
Do effective schools depend on the leadership in school to effect meaningful academic changes?	80	19	4
Do teachers consider learners to be source of school disciplinary problems?	75	25	5

Does type of leadership turn around the dysfunctional schools?	73	27	6
Does academic performance of students depend on the parental involvement in their academic activities?	72	27	7
Do teachers invite disciplinary problems if they fail to encourage the development of individual thinking pattern in learners?	64	36	8

Interview results are presented in the tables that follow showing the main categories of issues affecting teachers in dysfunctional schools having effect on the quality of teaching and learning.

Table 4.7. The Major category: issues affecting teachers in dysfunctional schools having effect on the quality of teaching and learning.

No	Main Category	Source of data	Procedure used to obtain data
1	Teacher- learners relationship	Principals, Teachers and learners	Interviews and discussions
2	Collaboration with other stakeholders	Principals, Teachers and learners	Interviews and discussions
3	School environments	Principals, Teachers and learners	Interviews discussions and observation
4	Teachers' working conditions	Principals, Teachers and learners	Interviews discussions observation and focus group
5	Teacher -learner discipline	Principals, Teachers and learners	Interviews and discussions
7	School performance	Principals, Teachers and learners	Interviews and discussions

8	Time management	Principals, Teachers and learners	Interviews and discussions
9	Teachers 'passion for teaching	Principals, Teachers and learners	Interviews and discussions
10	School support staff	Principals, Teachers and learners	Interviews discussions and observation

From the major categories identified and shown above, sub-categories, which form the basis of my discussion, have been identified:

Table 4.8 Major and sub-categories from qualitative data

No	Main Categories	Sub-Categories
1	Teacher-learners relationship in classroom	<ul style="list-style-type: none"> • Relationship between learners and teachers • Classroom instructional practices • learners academic improvement • Developing learners' self-esteem and self-concept • Positive social emotional adjustment
2	Collaboration with other stakeholders	<ul style="list-style-type: none"> • School governance • Active collaborative partnerships • High quality parental involvement
3	School environments	<ul style="list-style-type: none"> • Creating a desirable physical environment • Positive classroom learning environment
4	Working conditions	<ul style="list-style-type: none"> • Sufficient resources and learning materials for learner • Cleaned facilities and safe • Administrative support

		<ul style="list-style-type: none"> • Class size
5	Teacher –Learner discipline	<ul style="list-style-type: none"> • Consistent school rule • Acknowledgement of positive learner behaviour • Increasing learner self- esteem • Conducive classroom atmosphere
6	School performance improvement	<ul style="list-style-type: none"> • Effective school leadership • School accountability • Strong focus on subject content knowledge • Effective planning and lesson design • Developing strong learner personal responsibility to promote high performance
7	Time management	<ul style="list-style-type: none"> • Time spent on classroom management and on academic teaching
8	Passion for teaching	<ul style="list-style-type: none"> • Professional development • Teacher competency
9	School support staff	<ul style="list-style-type: none"> • Intervention programmes

4.3. TEACHING AND LEARNING ENVIRONMENTS IN DYSFUNCTIONAL SCHOOLS: ANALYSIS OF RESULTS AND DISCUSSION

Results from quantitative and qualitative data have been presented through tables above; the following section presents an analysis and discussion of these results.

4.3.1 Commitment of teachers

The rank order of responses in Table 4.2 shows that commitment of teachers (76%) is a major issue (ranked as the highest) that affects the quality of teaching and learning in dysfunctional secondary schools. Croswell and Elliot (2004:96), point out that one of the most critical factors for the future success of education and schools is the commitment of teachers. Meanwhile Basil (2013:73) stresses that teacher's commitment leads teachers to be accountable to their responsibilities and supervision of different tasks provided to the learners, it conveys a change to academic performance of learners. However, Danetta (2002:58) states that teachers with lower levels of commitment develop fewer plans to improve the academic quality of their instruction. Pennel (1993:58) indicates that lack of teachers' commitment makes teachers have less sympathy towards learners' anxiety, and less tolerance for frustration in classroom. These results indicate that when teachers are committed, the quality of teaching and learning improves; however lack of commitment may cause schools to be dysfunctional.

A Pearson's chi-squared test (χ^2) (a statistical test applied to sets of categorical data to evaluate how likely it is that any observed difference between the sets arose by chance) revealed significant differences in the rating of this item by level (Chi-Square = 36.974, $p < 0.05$, Cramer's $V = .254$). Circuit managers (75%) perceived that commitment of teachers is an issue that affects the quality of teaching and learning. However, these results indicate that teachers are committed, though their morale was low. Infrastructural weaknesses, poor condition of school facilities, which include classrooms, staff offices, laboratories, and libraries, were found to be some of the factors that contributed to the low morale teachers experience and this negatively affected them in their quest to improve the quality of teaching and learning. Therefore,

there is evidence that poor levels of the quality teaching and learning was negatively affected, lowering and reducing improvements in learner's performances.

4.3.2. Time management

Time spent on classroom management and on academic teaching (Table 4.8) was shown as the main category in the interviews, which is an imperative measure of providing quality teaching and learning. The results show that teachers are exhausted due to lack of personal care and time. Teachers in these dysfunctional secondary schools spend more time handling learners' behaviour. Teachers need to spend more time in classroom teaching in order to improve learner academic performance. Increasing the amount of time allocated for teaching is one way of establishing the level of quality teaching and learning (Zimmerman, 2001:8). Effective classroom management is measured by proper management of time, and efficient classroom organization.

4.3.3. Teachers knowledge of subject content

Teacher's competency refers to subject's knowledge and teaching skills. The effectiveness or ineffectiveness of teaching is closely linked to teaching competency, and the way in which teachers convey their knowledge, application and skills to their learners. The competency of teachers creates climate and conditions that are conducive for quality teaching and learning. Malik (2003:45) states that all teachers at all levels should be competent in the subjects they teach and must have a sound knowledge about the students' physiology and psychology. Crow and Crow (in Malik et al., 2003) have placed increasing emphasis upon the basic cares of competence, which include mastery of subject matter, understanding of human nature, interest in continued professional improvement, and knowledge of availability to apply the principles of teaching. They suggest that the real rewards of true teacher lies in the deep satisfaction they feel in watching students grow in their understanding of themselves and their world, in seeing them develop self-reliance, initiative and sense of responsibility and at observing their learning of facts, skills, habits and attitude that are involved in becoming constructive citizens in a modern world.

This issue rated second on the issues affecting teachers in dysfunctional secondary schools that have an effect on the quality of teaching and learning is the teachers' knowledge of subject content (Table 4.4 item 2 in rank order). Teacher knowledge of subject content is a relevant factor of overall teacher quality. Wilson, Darling-Hammond and Berry (2001:22) indicate that teachers' level of education and preparation in subjects they teach, has a positive correlation with high levels of learner achievement. Turner-Bisset (2001:28-29), point out that teachers who have 'holistic' outlook on the subject they teach tend to be more effective. These results suggest that the knowledge teachers have on the subject is critical in determining the quality of teaching and learning thereby increasing learner achievement. Teachers' knowledge on the content would therefore contribute positively towards removing the schools from dysfunctionality. The schools need to focus on teacher development to increase subject knowledge as this has a positive effect on promoting teaching and learning.

There are significant differences in the rating of this item by level (Chi-Square = 38.935, $p < 0.05$, Cramer's $V = .261$). Circuit managers (75%) perceived that teachers' knowledge of subject content affects the quality of teaching and learning, which results in poor performance of learners. The results indicate that teachers who are not knowledgeable in their subject content contribute negatively towards establishing the level of quality teaching and learning, which has negatively affected the quality of teaching and learning. It is therefore logical why schools were performing poorly- teachers content knowledge on the subjects they teach was poor. According to Ball (2000:244) teachers must have an in-depth knowledge of subject content that they teach.

Teacher quality standards include a wide range of knowledge, pedagogical skills, abilities and depositions of current knowledge of subject content in the classroom (Mitchell, Robinson, Plake & Knowles, (2001:210). Knowledge on the subject defines the way it is presented. Teachers must not only know the subject content but they must also have the ability to understand it from the perspective of the learner to determine the strategies that promote quality teaching and learning learners (Mosely, 2000:39).

4.3.4 Effective teachers produce high performing students

Table 4.9 in ranking order indicates that effective teachers produce high performing students. Practice is rated the highest (1) in ranking order that contribute to the quality of teaching and learning environments in dysfunctional secondary schools. The majority of respondents (56%) strongly agree that effective teachers produce high academic performance in students. There are significant differences in the rating of this item by level (Chi-Square 18.214 $p < 0.05$, Cramer's $V = .178$). Circuit managers' perceptions were that effective teachers produce high learner academic performances. The study shows that even though these dysfunctional secondary schools were producing poor results, teachers try to create and organize learning environments to positively influence the level of quality teaching and learning in dysfunctional schools in order to produce improved results. Sammons, Hillman and Mortimore (1995:61) note that the quality of teaching and teacher expectations has the most significant role to play in fostering students' learning and progress.

The core centre in learners learning at school is the quality of the teacher. Effective teachers develop, support and have productive relationships with their learners to achieve high results in academic performance. Cawelti (1999:10), states that teachers who have classroom management skills can substantially improve student achievement. To determine the strategies for sustainable teaching and learning environment in a dysfunctional secondary schools teacher lesson preparation and expertise are the strongest predictors for student high achievement.

4.3.5. Use of different teaching approaches

The results showed that teachers implement one teaching method, the telling method where learners become passive participants. The results also indicated that the curriculum always changes, but that some teachers do not attend workshops which impacts negatively on levels of the quality of the teaching and learning. To determine strategies for promoting a sustainable teaching and learning environment, teachers are supposed to be flexible in terms of instructional teaching, so that they can accommodate all learners of different learning styles which are, the teacher-centered approach and the learner-centred approach. There are significant differences in the

rating of this item by level (Chi-Square =36.752, $p < 0.05$, Cramer's $V = .253$). Circuit managers (50%) believe that to a lesser extent, teachers using different approaches affect the quality of teaching and learning. Teachers in secondary school are responsible for teaching several classes each with different group of learners of which it makes it harder. Different approaches make it easier for teachers to accommodate different learning styles. Learning means different things to different people (Saljo 1979). Teachers' teaching approaches are based on their educational philosophy, their classrooms, demographic, what subject area they teach and the schools' mission statement. Udofot (1995:118) found that classroom space and class size dictates the teachers' teaching approach.

4.3.6. The influence of teacher's teaching skills has a significant effect on learners' academic performance.

The influence of teacher's teaching skills has a significant role on learners' academic performance is rated in ranking order as the highest practices that contribute towards quality teaching and learning environment in dysfunctional secondary schools. There are significant differences in the rating of this item by level (Chi-Square =4.776 $p < 0.05$, Cramer's $V =.183$). Circuit managers think that the provision of the quality education is linked to the quality of teachers. There is nothing more important than the teacher knowing what to teach. Quality teachers know material and how to convey it; this makes a difference in learners' academic achievement.

Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. To determine the strategies for sustainable teaching and learning environment in dysfunctional secondary schools, teachers must use appropriate and effective instructional methods so that learners can easily transfer what is taught in school and apply it to solve problems in real life. According to Nix, Fraser and Ledbetter (2005:2), high levels of knowledge, competencies and skills are considered to be the very basic conditions for active citizenship, employment and social cohesion.

4.3.7. Staff development activities should focus on teaching and learning

The results of this study show that teachers in these dysfunctional secondary schools, attend or participate in workshops that are related to how learners learn and engage that learning effectively. The study also found that teachers are negatively affected by the manner in which these workshops are organized. They attend these workshops after schools, and spend a few hours and a few days in a year whereby they gain very little, contributing very little to their teaching skills. Cawelti and Orotheroe (2007:46) emphasise that staff development activities that take place in the school need to be linked to the teachers' needs and learners' results and they should help the school to focus on critical issues that can contribute to the success of the learners. However, despite the workshops that teachers attend, learner performance is still rated as poor. Semandani (2009:51) stress that without providing support as required and giving the teachers the chance to attend professional development activities, it would be difficult to improve teaching instructions.

To determine strategies for promoting a sustainable teaching and learning environments in a dysfunctional secondary school, teachers need to notice their knowledge gap as well as learners potentials, and engage in learning to improve themselves (Tew, 2007:3). Focusing on high quality teaching and learning activities in many cases, is on improving learner performance, such as, specific content knowledge help teachers to develop in their pedagogical skills to teach specific content with strong positive effect on practice. Teaching and learning is surrounded in the daily life of school whereby any form of development that takes place in schools has as its aim that of helping staff to improve learner performance (Pine, 2009:92).

4.3.8. Self-professional development of teachers

The results discovered that teachers in four selected dysfunctional secondary schools, do not engage themselves in self-professional development; they do not take the initiative of attending professional development other than the few and insufficient organized by the department. Teachers are underdeveloped and have poor self-regulatory skills to collect relevant evidence of their teaching and poor adjustment to their teaching practices. Professional development aims at helping to improve learner

achievement (Pin, 2009:93). The dysfunctional secondary schools should rate professional development of teachers as school priorities (Neil & Morgan, 2003:3). Teachers have the responsibility to be professionally up to date and to strive for continuous personal growth and professional excellent through lifelong learning. Teachers need to notice their knowledge gap as well as learners' expectations, and engage in learning to improve themselves (Tew, 2007:3) without depending on the education department initiative.

4.3.9. Relationship between learners and teachers

The study found that in some schools, positive teacher-learner relationships exist, whereas in others, it does not. The following are remarks from some of the principals interviewed (P= Principal; T= Teacher; L=Leaner).

P1: There is a mutual relationship. Learners respect their teachers; they feel free to ask questions. Teachers also support their learners.

P2: The relationship between learners and teachers is good. There is strong cooperation of learners; they are discipline and loyal.

The way teachers relate with learners in and out of the classroom affects the quality of teaching and learning. These results show that the relationship between learners and teachers in these schools was good. The significant roles of the teachers in these relationships are to provide guidance, directions and support to learners was reasonable to promote the quality of teaching and learning. Positive teacher-learner relationships in classroom situations draw learners into the process of learning and promote their desire to learn. Positive teacher-learner relationships are classified as having the present of closeness, warmth and positivity (Hamre & Pianta, 2001:59). When teachers bond with learners, classrooms become supportive spaces in which learners can engage in academically and socially.

One of the teachers who took part in the interview confirmed what principals think about the positive teacher-learner relationship that exists in these schools. The following remarks attest to this:

T1: The relationship between learners and teachers is healthy. There is co-operation and they are participating very well.

T2: The relationship between learners and teachers is good. My learners enjoy my lessons. Learners pay attention while I am teaching they follow instructions. They are motivated in such a way that they do not miss my class. They also respect other teachers.

However the comment made by one of the principals interviewed suggests otherwise. The remarks show that learners are difficult and they behave in the way they want without considering what the school requires them to do. The following remark by the principal confirms this:

P1: The learners are difficult to listen while teachers teaching. Learners do not take teachers seriously while teaching. The teacher tries by all means to engage them, even though some do respect. They are not time conscious. Teachers waste time calling them to get into the classrooms after break.

P2: The learners disrespect teachers. When teachers teach they make noise, begging them to go to class after break. Teachers become impatient of not being respected.

The results suggest that the relationship between learners and teachers does not seem to be conducive for teaching and learning. Teachers are failing to maintain discipline by allowing arguments to interrupt lessons in class; they prolong the debates with learners which turn into attacks and fail to set boundaries between them and learners and to hold them to their academic responsibilities. These are situations that contribute to school dysfunctionality. To establish the level of quality teaching and learning, teachers must build a relationship which promotes teaching and learning with their learners, a relationship of trust, honesty and making connections that promotes power to change behaviour. Band and Bryan (2001:4) indicate that false praise and manipulation backfire every time.

These results also suggest that in some of the dysfunctional secondary schools there is a positive relationship between the teacher and the learner. These results suggest that the conditions in the schools are conducive to quality teaching and learning.

Learners have positive relationships with their teachers and peers, and should do well academically. Aligned with attachment theory (Ainsworth, 1982:15; Bowlby, 1969:16), positive teacher-learner relationships enables learners to feel safe and secure in their learning environment and provide scaffolding for important social and academic skills (Beker, Grant & Morlock, 2008:197; O'Connor, Dearing & Collins, 2011:120; Silver, Measelle, Armstorn, & Essex, 2005:21). Despite that, learners are not performing to the required level and thus the school remain categorized as dysfunctional. These learners can use these positive relationships as a secure base from which they can explore the classroom and academic setting and for their social-emotional development. Through these relationships, learners can learn about socially appropriate behaviours as well as academic expectations and how to achieve these expectations. The positive relationship between teachers and learners should therefore contribute to a conducive teaching and learning environment for them to turn the schools around and move out of dysfunctionality. To succeed in promoting a sustainable teaching and learning environment in a dysfunctional secondary school, teachers should build strong positive rapport with learners in order to create conditions that are conducive to learning through higher motivation, increased comfort and enhanced communication (Faranda & Clarke, 2004:1). Teachers who have good rapport with their learners are skilled in “ways that encourage involvement, commitment, and interests” (Ramsden, 2003:1).

Another finding worth noting is that teachers give up a lot of their free time to teach learners during holidays and Saturdays as an example. Teachers are flexible and care more about their learners. A learner’s motivation to learn is impacted positively by having a caring and supportive relationship with a teacher (Wetzel, 1998:52). Teachers do extra work but learner performance is below the required standard. Teachers have the unique opportunity to support learners academically and socially at all levels of schooling (Beker, et.al; 2008:197). The following remark by one of the learners confirms this:

P: The relationship is good. Teachers use their spare time even on holiday to assist us in catch up programmes. Many teachers work long hours in the evening.

There are however, learners who feel that the relationship is poor and contributes to poor learning outcomes. The following is a remark from one of the learners.

Teachers do not communicate with us properly. Some times when we need help to teachers we do not get help. Teachers use to insult us about our family background. They ask questions when you give a wrong answer they refer us to our family background. He or she may say I knew that you will never answer it correctly because there is no one in your family who is educated.

Motivational theorist suggest that learner's perception of their relationship with their teachers is essential in motivating learners to perform well (Bandura, 1997:36; Fan & Williams, 2010:6; Pajares & Graham, 1996:55; Ryan, Stiller, Lynch, 1994:3; Wentzel, 2003:235; Zimmerman, Bandura & Martinez, Pons, 1992:663). Learners who perceive their relationship with their teachers as positive, warm and close are motivated to be more engaged in school and to improve their academic achievement (Hughes, Cavell, & Jackson, 1999:55). Learners who feel constructive guidance and praise rather than criticism develop a positive attitude to her teachers and school. Such learner will be motivated to work hard certainly, the learner is likely to trust her or his teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Learners who have close, positive and supportive relationships with their teachers often attain higher levels of achievement than those with who conflict in relationships with their teachers Sara-Rimm and Lia-Sanndilos (2015:14).

4.3.10. Teacher-learner interaction

Learner-teacher interaction, closely related to learner-teacher relationship, is another issue (rated third in Table 4.2), which affects the quality of teaching and learning highly. More than half of the respondents (68.5%) indicate that to a greater extent learner-teacher interaction affects the quality of teaching and learning. The results showed that there are two types of teacher-earner interactions, namely, high and low teacher-learner interaction. There are significant differences in the rating of this item by level (Chi-Square = 29.513, $p < 0.05$, Cramer's $V = .227$). Circuit managers confirmed that teacher-learner interaction in some schools is critical and that it affects the rendering of quality teaching and learning. This study also observes that verbal and no-verbal

behaviours have clear interpersonal meaning to teacher-learner interaction. Teachers–learner interaction depends on different settings, in some school settings they are negative and in some they are positive. Based on findings it is clear that there are factors that contribute to either positive or negative teacher-learner interaction, such as school policies, disciplinary committee, administration, and type of leadership. In order to achieve better performance there must be positive teacher-learner interaction to promote a sustainable teaching and learning environments in dysfunctional secondary schools.

4.3.11. Classroom instructional practices

Instructional practices are specific teaching methods that guide interaction in the classroom. The learners' success at school is determined by the effectiveness of the instructional techniques used to improve their learning. MoE (2010 a: 12) emphasises that teachers have to use learning methods in the classroom to realise improved learning results. The capstone of any school improvement effort is the quality of teaching. The teaching approaches need to give all learners the opportunities of self-expression (Osula & Ideboen 2010:147). Moreover instruction should be interactive and designed in such a way that accommodates learner's needs and styles through a variety of teaching practices. The purpose of education is to provide learners with the skills and knowledge needed to function capably as adults. The world is changing rapidly, the abilities acquired in schools today need to be reviewed, as do the way in which learners are expected to learn. And when the content to the curriculum changes, ways in which the curriculum is delivered must change correspondingly. Consistent classroom instruction strengthens learning.

To establish the level of quality teaching and learning in dysfunctional secondary schools, teachers should teach effectively and meet the needs of all learners being guided by key elements which include the clarity of objectives, instructional strategies and a means to measure learner progress. The results show that teachers give up a lot of their free time for their working period. These results therefore suggest that teachers in these dysfunctional schools are flexible, and that they recognize that learning is an interactive process, and that learners need to be actively involved in tasks that are achievable, useful, relevant, and challenging if they are to respond

successfully to the curriculum challenges posed for them. They seem to have extraordinary patience and are willing to do whatever it takes for the learners. The following remark by one of the teachers interviewed confirms this:

T1: As teachers we are trying very hard to render good quality teaching. Many of us work long hours from morning till late in the evening.

However, despite these interventions by teachers to improve the level of teaching and learning, learners still performing poorly. This study found that teachers in these dysfunctional secondary schools attempt to create a positive learning environment by providing them with learning opportunities that are relevant to their lives. However, learners do not take these seriously; they ignore their teachers and actively resist the knowledge that is being taught. It is therefore not surprising why learners are continuing to perform poorly. This negatively affects teachers. To establish the level of quality of teaching and learning in dysfunctional secondary schools, the success in teaching and learning comes after giving attention to the learners' learning and sharing responsibilities so that the learners can obtain a better experience from what is taught and from what they experienced (Allen 2006:17).

4.3.12. Learner's academic improvement

Learners in the schools under study were found to be performing poorly. This study established that some learners come from poor backgrounds, live in communities with many problems and few resources at school, understaffed and underachieving schools. Quality subject delivery in the classroom needs to take these factors into consideration. There are strategies that can be used to improve the situation and promote the quality of teaching and learning, these include: intervention programs, winter learning, teacher advisors, volunteer mentors, counselling and afterschool programmes.

In classroom-based strategies, teachers should continually monitor learner performance and learning needs and in turn adjust what they teach or how they teach to improve learner education. Teachers help learners to regulate their learning through

the use of effective learning techniques, and learners in some dysfunctional schools benefit for these techniques.

4.3.13. Developing learners' self-esteem and self-concept

The study found that learners in these dysfunctional secondary schools have low self-esteem and low self-concepts. There is indication that although teachers support them, their parents do not, which impacts negatively on their behaviour. Self-esteem and self-concept are closely connected; if a person is pleased with their self-concept, they may have high self-esteem. Manning, Bear and Minke (2006:33) view low self-esteem as the cause of all evil and high self-esteem as the cause of all that is good. Learners with high self-esteem are more likely to be self-efficacious and set higher goals (Ryan, Stiller & Lynch, 1994:13, Wentzel, 2003:13). Promoting high self-concept is important because it relates to academic and life success of learners. These results suggest that in these dysfunctional schools, teachers need to work hard to foster a positive self-concept and self-esteem in each learner for them to improve in their quest to perform well. Self-esteem affects motivation and the desire to study and to learn. Self-esteem also affects learners socially (Orth, Robins & Widaman, 2012:1399). Learners with high self-esteem are more likely to have positive relationships with peers as well as with adults (Orth et al., 2012:1399).

Teachers absolutely recognize that when learners feel better about themselves, they also do better in their academic performance. Teachers should make learning environment safe for all learners, a space for trial and error learning from mistakes. Therefore, learners will realize that they will get things wrong quite often but if work to learn from these experiences they will learn more.

The following are remarks by teachers interviewed.

L: There are learners who are promoted from grade 11 therefore this learners are not ready to be in Grade 12. They do not study, not coming to school regularly and they are ill-discipline learners.

T: There is a problem of language. Our learners need to be taught in vernacular. They cannot express themselves in English. When I teach them in English they will say, we don't understand you, can you explain in our mother tongue.

The following is a remark by one of the learners interviewed

My performance is poor. I do not know whether I am going to pass Grade 12. I am just promoted from Grade 11 to Grade 12 by QP. On the other hand teachers have attitude to those learners who are promoted by qualified pass (QP).

The study observed that in dysfunctional secondary schools, the majority of learners do not engage themselves in classroom activities. They do not seem to have the desire and ability to focus on their learning activities. I observed that learners are not receiving enough positive encouragement attention from their teachers, therefore they develop low self-esteem which affects their academic performance resulting in schools being dysfunctional. Learners are given tests to write after each chapter taught, some learners do not write whereas others fail hopelessly. Through observation in one of the classrooms, there were twenty-eight learners who were supposed to write a test, twelve wrote and six did not write.

Through focus group interviews in that classroom, I established that they had some excuses. Some learners did not write the test for some reasons. The following are remarks from learners during the interview:

L1: My child was sick I have to take her to the hospital. I did not prepare enough for the test.

L2: I Did not study as I was busy with WhatsApp.

L3. I was collecting child support grant for my child.

Research has also shown that low self-esteem has to link to an increased risk of teenage pregnancy (Rosenberg & Owens, 2001:5). It is not surprising that rate of increase in teenage pregnancies in these schools was so high. In one of the schools under study, sixty learner pregnancies were recorded in only one academic year.

According to Silverstone and Salsali (2003:3), low self-esteem correlated with negative outcomes such as depression.

4.3.14. Social emotional adjustment

This study found that learners in these dysfunctional secondary schools have various personal, academic, social and emotional problems that are unattended to, and which contribute to undesirable behaviours. Learning in secondary schools is often interrupted by the deviant behavioural patterns of the adolescents (Weiten, 2007:28; Karega, 2008:15). According to Dondo (2004:34), secondary school learners experience anger at different times as a result of poor performance, conflict between them and their teachers. Therefore, to promote sustainable teaching and learning environments in these dysfunctional secondary schools, results suggest that guidance and counselling programs should be introduced to assist learners who are overwhelmed and to adjust to social and emotional challenges they experience at school. Guidance and counselling play a major role of promoting learners' success through a focus on social and intervention services, advocacy and treatment of emotional turbulence (Boutwell & Myrick, Allen, 2002:29; 2006:487; Brigman & Campbell, 2007:91). The schools should have school counsellors that would help learners to acquire effective mastery of social emotional competency for easy adjustment, which is associated with greater-well-being better academic achievement and desired behaviour.

4.4. COMMUNITY INVOLVEMENT IN SCHOOL ACADEMIC ACTIVITIES

Some issues related to community involvement affect teachers in dysfunctional schools. These are discussed in the sub-sections that follow:

4.4.1. Community involvement in school academic activities and Collaboration with stakeholders

Collaboration with stakeholders identified as the third from the least issues that affecting the 9quality of teaching and learning. Lazaridou and Kassida (2015:188) indicate that schools cannot become fully successful without making use of the

stakeholders' efforts. The study established that those selected dysfunctional schools have minimal participation of internal and external stakeholders. There are significant differences in the rating of this item by level (Chi-Square = 46.119, $p < 0.05$, Cramer's $V = 284$). Circuit managers (42%) think that collaboration with stakeholders affect the level of quality of teaching and learning. The grant provided by the department of education is not enough to meet all the needs of a school. Therefore the schools have to be involved with other non-governmental organization to further its goals. Networking with other partnership in and out of the school is necessary in order to create a learning environment with an ongoing spiral containing, visionary, planning, acting and reflecting. Focusing on school alone is not sufficient to ensure high level of student learning.

Of the respondents who took part in the study, 43% in Table 4.4 think that community involvement in school academic activities affect teachers in dysfunctional schools that have effect on the quality of teaching and learning. This study found out that these dysfunctional schools are located in deep rural areas where people from such communities are poor and uneducated. Therefore, they do not contribute much to the school's academic activities. However, the schools, because they belong to the community, form the grassroots stakeholders. The study found that these schools serve as social cohesion in many communities by bringing a number of stakeholders together around educational enterprise (Gold, 2002). Some schools serve as shared public spaces: community members use them for purposes other than education, like church services and community meetings. In order to create a sustainable teaching and learning environment, the organizational interactions that schools have to these groups can be used to build a network of support around learners. Gold (2002) continues by indicating that parent and other educational stakeholders can therefore be mobilized to address a broader range of issues that affect academic activities of learners.

Learning in school should be the extension and achievement of the learning and thinking that student do outside of home, and vice-versa. In order to establish the quality of teaching and learning environment, community (parents) involvement in rural areas is required in education of their children to promote quality education. It is important for these parents to get involved in the education of their children. By,

parents and teachers working together, shared goals may be achieved. The business community that exists around a school can be a source of major support and innovation to teachers. Busher, Harris, and Wise (2000:95) indicate that communities help the schools in several ways like: curriculum materials and equipment, advice and guidance on curriculum development opportunities for staff, management development opportunities for staff, project data gathering for learners, on-site work experience for learners and school-site work experience for learners through industry subsidiaries. Engagement in projects with local business can lead to subjects being developed which are work-related and can help them to see relevance of the prescribed curriculum to their daily lives (Busher et al., 2000:100). To sustain the level of quality teaching and learning, educators in subject areas can benefit from developing connections with local community groups for their learners to attend workshops or issues related to their curriculum.

Just more than half of the respondents (52%) in Table 4.4 strongly agree that external support is an important element in improving quality of teaching and learning in a dysfunctional school and is rated as the second from the highest ranking order. The study found that most of these dysfunctional schools are supported by the intervention that is done by the university centred on the principals and their SMT (which include the SGB, and the teachers involved in the identified subjects) to promote a sustainable teaching and learning environments in a dysfunctional secondary school. There is shortage of specialized teachers in some of subject areas that is being taught which causes negative impact on the level of quality teaching and learning. Therefore, the schools have to involve with other non-governmental organization to further its goals. Networking with other partnership in and out of school is necessary in order to create a learning environment with an ongoing spiral containing, visionary, planning, acting and reflecting. Busher, Harris and Wise (2000:99) lay emphasis on community that it can help the school in several ways, such as: curriculum materials and equipment, advice and guidance curriculum development opportunities for staff, management development for, project data gathering for learners, on-site work experience for learners and school on-site work experience for learners through industry subsidiaries.

The study also found that the presence of parents and community represented by the SGB members in schools encourages children to learn more effectively and the schools

become more successful. Effective parental process points to parents helping their children with their schoolwork. The SGBs in public schools play a major role with regard to their functions at schools. The governing bodies in these schools were not effective. In some of these dysfunctional secondary schools there is a division between the school governing body and the school management team. The quality teaching and learning service delivery is rained by these situations.

The following remarks from some interviewees confirm this:

T: Yes, we involve parents as SGB members. Involving them in school meetings Parents, support schools in paying some school project funds even though other parents will be complaining due to poverty status.

P: School governing body members are the people who come from the community around this school. They do not like me. They have negative attitude towards me and there are many distractive challenges that I am experiencing.

The remarks confirmed that in the dysfunctional secondary schools there are no working relations between the school governing body and the school management team. Therefore these abstruseness course conflict and create unsuccessful education. To promote sustainable teaching and learning environments in dysfunctional secondary schools, principals and school governing bodies are critical.

4.4.2 Active collaborative partnerships

Collaborative partnerships are working relationships that are characterized by a shared sense of purpose, mutual respect and the willingness to negotiate. The study found that these dysfunctional secondary schools have formed partnerships with non-educational services, public and private partnerships with businesses, faith based organizations, and community groups. The partnerships were informed by the aim of bringing about changes in poor learner academic performance.

The following is a remark by one of the teachers interviewed:

Yes, we involve local priest, political leaders, local headman and parents of learners in our school all these stakeholders assist us in planning school activities in order to improve quality teaching and learning. They donate funds, motivate learner's especial Grade 12 learners. Student from different universities also intervene in winter school catch up programme.

The results confirmed that there are partnership with communities but are not taken advantage of. The grant provided by the DOE to the schools is not enough to meet all the needs of that school. To promote a sustainable teaching and learning environment in a dysfunctional secondary schools, focusing on school alone is not sufficient to ensure high level of student learning. The schools should collaborate with other non-governmental organization to further its goals. Networking with other partnership in and out of school is necessary in order to create a learning environment with an ongoing spiral containing, visionary, planning, acting and reflecting.

4.5. TEACHER AND LEARNER DISCIPLINE

Discipline is one of the critical aspects that is required for teaching and learning to take place effectively. Poor discipline by both teachers and learners affect the quality of teaching and learning. These are discussed in this sub-section.

4.5.1 Competency of teachers handling classrooms discipline

The results in Table 4.3 show that 63% of the respondents indicate to a greater extent that competency of teachers handling classroom discipline contribute to effective lesson delivery. The results found that in some of these dysfunctional schools **leaners** disrupted classes which negatively affects teaching and learning. Misconduct like disobedience, noisiness, homework not done, grabbling while the teacher is, playing with the cell phone at the back of the class, definitely affect quality teaching and learning. Andrews and Taylor (1999:1) point out that learners who misbehave tend to perform poorly in academic performance. However in some schools teachers are able to build strong positive relationship with learners, which lead to actively engagement

in academic activities. There are significant differences in the rating of this item by level (Chi-Square =25.551 $p < 0.05$, Cramer's $V = 211$). Half of the Circuit managers who participated in the study think that teachers cannot handle classrooms discipline. To determine the strategies for promoting a sustainable teaching and learning environments in a dysfunctional secondary school, teachers are able to create an environment in which learners can learn by employing direct means of handling learner's behaviour to ensure that disruption to learners learning is minimized. Effective teaching and learning can take place where there is proper discipline. According to the DOE (2002:34) harmless disciplined learning atmosphere is one of the serious fundamentals to the successful provider of quality education. Effective teachers have a clear strategy for handling classroom discipline of learners. A democratic form of discipline leads to healthy classroom environment that in turn promote respect for education and desire for knowledge, both learners and teachers need to be disciplined (Nxumalo, 2001:77).

However, teachers consider learners to be source of school disciplinary problems. According to the ranking order, learners as sources of school disciplinary problems is rated in the middle in Table 4.4 which is 75%. Learners' discipline is a serious concern in the education process expressed by all stakeholders about public schools and education system in South Africa (Mabeba, Prinsloo & Van Wyk, 2001:196). There are significant differences in the rating of this item by level (Chi-Square 35.632 $p < 0.05$, Cramer's $V = 353$). Circuit managers confirmed that teachers consider learners to be source of school disciplinary problems. The study found that in some of the dysfunctional schools, teachers are not punctual, there is late-coming, and delays to go back to classes after break for teaching.

Teachers are the ones who are in the central part within stakeholders in education and as a result they are accountable to restore respect and discipline in schools. On the other hand lack of discipline among learners leads to poor performance and severe barrier to effective teaching and learning. Mabeba and Prinsloo (2000:34) state that the learners' disciplinary problems in South Africa range from the rejection of reasoning, late coming, truancy, neglecting to do homework, noisiness, physical violence, theft, threats, graffiti, vandalism, verbal abuse, lack of concentration,

criminality, gangsterism, rape, constant violation of the school's code of conduct and substance abuse within and around the schools' premises.

4.5.2 Discipline relating to teachers and learners

The results revealed that 64% in Table 4.6 the respondents show that teachers invite disciplinary problems if they fail to encourage the development of individual thinking pattern in learners as the last practices that contribute towards quality teaching and learning environment in dysfunctional secondary schools. The study established that teachers in some of the dysfunctional secondary schools exercise less control over learners, they fail to provide the level of quality teaching and learning environments to learners in order for them to feel free and independent, however in some schools teachers share authorities with their learner to create amusing environments.

4.5.3 Consistent school rules

Section 84 of the South African Schools Act provides that learners attending a school are bound by the code of conduct of that school. To overcome the challenges that are faced by teachers in dysfunctional secondary schools, consistent, school rules should be exercised so that it fosters school effectiveness. Teachers must be consistent every day in carrying their duties to improve learner's performance and conduct. Teachers and learners should know the rules and policies that are required and expected for them to be successful.

The study found that following school rules is a problem for both, the teachers and the learners in dysfunctional secondary schools. There is a lack of supervision and control that seems to contribute to learner's misbehaviour. Teachers come to teach learners not well prepared and this negatively affects their control of learners in class. The results also found that in dysfunctional schools, teachers feel more pressured to succeed in teaching learners who are disruptive make teachers to feel disrespected and exhausted. The following is a remark by one of the learners interviewed:

There are learners that do not listen and they disrupt the class, by laughing or whispering vulgar words at the teacher whereby the teacher get angry and leave the

class before the end of period. But there are also teachers who miss their period, sited in the staff room busy with their laptops. Learners start making noise and fighting in the classroom. Some teachers come to class not well prepared their lesson presentation.

To create sustainable teaching and learning environment, dysfunctional secondary schools, should create consistent school rules, positive learner relationships, conducive learning environment in the classroom and these will also determine whether or not the learner benefits from the teaching and learning situation (Mokhele, 2006:149).

On the other hand, Charles (2014:13) discovered that teachers should improve ways they relate and work with learners by working in 'collaborative manner'. He further show that collaboration implies that teachers recognize learners as partners in education, but not that learners take control of the teaching and learning situation. Oosthuizen, Roux and Van der Walt (2003:51) point out that just a clampdown on disruptive, misbehaviour but as a means of entering into a loving and guiding relationship with learners.

4.5.4. Acknowledgement of positive learner behaviour

The results of the study show that teachers do not respect their learners and have no confidence in them. Learners need to know openly what behaviour they did that was correct and earned the acknowledgement of their teachers. General phrases such as 'good work' are sufficient to sustain change and positive behaviour. The following is a remark from one of the learners interviewed.

Sometimes I do not like to participate in the class but my English teacher use to call me Scottish man. He will say Scottish man give me the answer when I got the answer correctly he will say again the Scottish man got it correctly, it is going to rain today. And also when I got high marks in the test he will also say what have you eaten today?

The acknowledgement of positive behaviour can act as motivation to strive for better results for learners. Teachers should not give any references to the past mistakes the

learner has made. Teachers should also create a climate of safety and respect whereby learners participate and ask questions. To establish quality teaching and learning in dysfunctional secondary schools, teachers must acknowledge learners' positive behaviour to reinforce learner's academic performance. Through acknowledgement of positive behaviour there are two types of attention of which have a positive impact on interactions in schools. Non-contingent attention is provided, regardless of performance, and includes greetings, proximity, smiles and conversation. Contingent attention is provided based upon learner performance of an identified behaviour. The attention is contingent upon the learner performing desirable behaviour. Good, Eller, Spangler, and Stone (1981:1) show that contingent attention increases academic performance.

Davis (2007:169), write that when teachers focus their praise on positive actions, they support a sense of competence and autonomy that helps learners to develop real self-esteem. The Mission of Missouri Schoolwide Positive Behaviour Support team workbook establishes four components which are needed by teachers to able to recognize effectively and encourage learners when they display expected behaviours and also to create a positive school environment where learning flourish. They are: Reinforcement, rewards, positive feedback, praise, and teacher approval.

4.6. RESOURCES

Several resource issues were identified which affect teachers in promoting the quality of teaching and learning. These are discussed below.

4.6.1. Availability of teaching resources

The results show that the availability of teaching resources is rated by the respondents as the last issue that contributes to efficient lesson delivery. There are significant differences in the rating of this item by level (Chi-Square = 18.406 $p < 0.05$, Cramer's $V = .179$). Circuit managers confirmed that availability of teaching resources does not totally contribute to efficient lesson delivery. The study established that all the rural dysfunctional schools share the same problem of poor facilities. For example, lack of classroom materials, lack of enough books, and lack of resources to teach high level

of math's, science and technology, and they have no academic school library to support their curriculum by providing up-to-date information to keep teachers abreast a new development. But even though schools are struggling towards operate effectively to establish the level of quality teaching learning, every school has created the best probable usage of their little teaching and learning resources they have for learners to fulfil their potentials. Teachers spend their own money to buy materials that will sustain productivity of the classroom. Gamoran, Secada and Merrett, (2000:103) emphasize that what matters for learners performance and other education outcomes is not necessary for the availability of resources, but the quality of those resources and how effectively they are used.

Availability of teaching resources improves success of secondary schools, as these are basic effects that can bring about good academic performance in the learners. Secondary education is level of basic education at which learners are expected to acquire proficiency in both academic and some applied subject. Yadar (2007:5) indicates that learning materials such as textbooks, classrooms, teaching aids (chalk, board, ruler and protector) stationeries and laboratories affect performance of learners. Learning is strengthened when there is enough reference materials such as textbooks, exercise books, teaching aids and classrooms (Mutai, 2006:6). Mutai further emphasizes that academic achievement is illustrated par excellence by the correct use of these materials. The objective of the study was to establish the level of the quality teaching and learning in dysfunctional secondary schools.

4.7. WHOLE SCHOOL ENVIRONMENTS

This sub-section discusses issues on the whole school environments which affect teachers on promoting the quality of teaching and learning. Pictures from 4 selected dysfunctional schools were taken (Pictures 4.1 to 4.9).

4.7.1. Data related to school environments

Two sub-categories relating to school environments have been identified which affect the quality of teaching and learning in dysfunctional secondary schools, these include:

creating a desirable physical environment and a positive classroom learning environment. These are discussed below.

4.7.2. Creating a desirable physical environment

The South African Schools Act no.84 of 1996 indicates that learners have the right to a clean and safe environment that is conducive to education. Learners learn to the best of their abilities in an orderly and safe environment (Hill and Hill, 1994:16). Learners prefer to learn in stimulating, orderly, neat and well-kept environments. An appropriate learning environment leads to optimal learning for learners in the school. Quality teaching and learning does not take place in poorly managed classrooms (Jones & Jones, 2012). The study found that in all selected dysfunctional secondary schools, teaching and learning took place in disorderly, messy and poorly maintained environments. The study also shows that teachers in these dysfunctional secondary schools do not use effective classroom management strategies that promote the quality of teaching and learning. According to Wubels, Brekelmans, Van Tartwijk and Admiraal, (1999:151) effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher-learner relationships.

Remarks from both the teachers and the learners have similar explanations, which suggests that teaching and learning is not conducive to both the teachers and the learners. For a conducive environment for both teachers and learners, strong classroom organization and behaviour management skills are critical for both general education and special education teachers (Oliver & Reschly, 2010:188). The following are remarks from interviewees regarding an environment that promotes teaching and learning.

L: The physical environments of our school have an impact on the learning of our academic performance. Our classrooms have no window-panes, during windy days we are suffering with dust and feeling cold. Inside the classroom there are cracks all over the walls, holes in the floor and also the chalkboard are not eligible for the teacher to write on it and it is not all the words you can see or read in that chalkboard.

T: Learners' academic performance is affected by the poor physical environment of this school. Most of our classrooms have no window-panes and doors. There are falling and broken ceilings and roofs, unhealthy toilets, electrical systems, broken chalkboards, and walls. Worse part of it there is a bad smell and noise of (Nyamulemalema) bats mate that are falling from the falling ceiling.

To establish the level of quality teaching and learning environments, Teachers should work towards creating positive learning environments and therefore be able to identify and remediate classroom conditions that may make it more likely that desirable behaviour occur in the classroom (Hardman & Smith 1999:178).



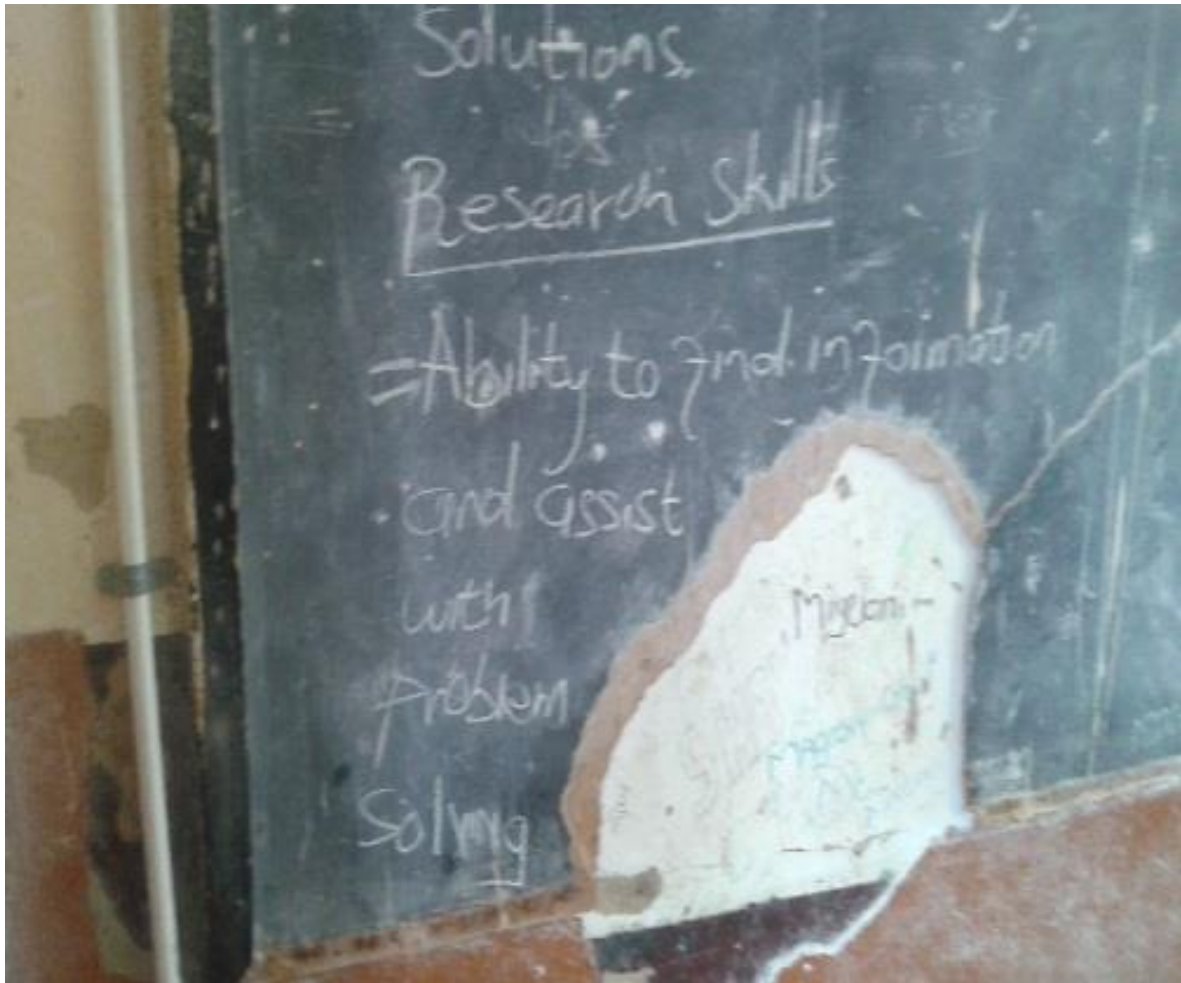
Picture 4.1: Falling of ceilings



Picture 4.2: Classroom potholes



Picture 4.3: Poor electricity usage



Picture 4.4: Old broken chalkboard



Picture 4.5: Broken windows

Looking at the pictures 4.1 to 4.5, I observed that poor classroom conditions negatively affect the quality of teaching and learning. The physical environments of the school were not safe and made school climate unbearable for quality teaching and learning. The physical environments of schools are often mirrored by the physical environments of their surrounding neighbourhoods. The physical learning environment is seen as a convectional classroom and as a combination of formal and informal education. Safe and secure environments are essential to successful educational programme. Good physical conditions can reduce absenteeism, improve test scores and improve teachers' retention rate, teacher's level of absenteeism, effort, and effectiveness in the classroom, morale and job satisfaction. Earthman (2004:16), stresses that inadequate school buildings cause health problems, lower learners morale and contribute to poor performance. The classroom environment is a vital to learner's success and impacts learners in their learning. Hence, a friendly classroom environment works well for both teachers and learners at a school.



Picture 4.6: Classroom environment

Picture 4.6 gives an indication of how a classroom in one of the four dysfunctional secondary schools looks like. Their states do not promote positive learning environments. The learning environments are affected by physical aspects, such as, poor arrangement of desks, dirty floors, messy book cupboards, leaky roofs and broken supplies, and limited resources, and as a result, the quality of teaching and learning is negatively affected. The above-mentioned physical things have impact on learner's academic achievement and overall learner behaviour leading to anxiety or depression.

4.7.3. Conducive classroom atmosphere

Effective teaching and learning processes take place where there is favourable atmosphere in the classroom. A positive atmosphere makes the classroom a more pleasant place to be in, and in turn, a more effective motivating place to learn.

Classrooms with positive messages, such as posters with motivational pictures and words, inspirational quotations from great people, and, drawings, have positive effects on the achievement of learners.



Picture 4.7: Graffiti on the walls

Through observation, I found that the classroom atmosphere is one of the challenges faced by teachers in dysfunctional secondary schools. Classroom walls are dirty, and learners write what they want on the walls. The walls look distractive and discourages to learners learning. The classroom atmosphere is not conducive to effective teaching and learning. There is lack of classroom management by the teachers in this dysfunctional secondary school. Classroom management is a fundamental part of learner success. Therefore learner's success is hard to achieve if the learner's classroom atmosphere is not conducive to learning but if a teacher has great classroom management skills and an encouraging and motivating spirit, learner success is much easier to achieve. To determine strategies for promoting a sustainable teaching and learning environment in dysfunctional secondary school,

teachers should create classrooms that are well organized and inviting classrooms, with clean walls, and where learners feel safe and characterized by mutual respect

4.8. TEACHERS WORKING CONDITIONS

Teachers' working conditions, ranked as the second from the highest practices that contribute towards quality teaching and learning environments in dysfunctional secondary schools, affects their ability to provide quality education. Teachers have a role to play in ensuring that learners get a quality education. The study found that poor working conditions are the main core of the problem that affects teachers to provide and to reach the level of quality teaching and learning environments in dysfunctional secondary schools. There are significant differences in the rating of this item by level (Chi-Square = 6.914 $p < 0.05$, Cramer's $V = 220$). Circuit managers perceive poor conditions as a deterrent of successful delivery of effective quality education. Teachers are lynch pins to improve learners' performance. Working conditions such as unavailability of resources, poor administrative support, large class size and poor infrastructure affect teachers' ability to produce quality education. To determine strategies for promoting a sustainable teaching and learning environments in a dysfunctional secondary school, teachers who are provided with quality resources and facilities with which to provide learning opportunities, it increases the variety of methods and activities that teachers can use to involve learners in learning and encourage achievement (Nix, Fraser & Ledbetter, 2005:5). Teachers who become highly influential, have positive attitudes, are committed to their work and care about their learners lead them to sustain the level of quality teaching and learning environments in dysfunctional secondary schools. Safe environments, strong administrative leadership, collegial cooperation, high parental involvement, and sufficient learning resources can improve teacher effectiveness enhancing their commitment to school and promote their job satisfaction (Darling-Hammond 2003; Guarino, Santibanez, & Daley 2006; McGrath & Princiotta 2005). Ladd (2009:10) indicates that favourable conditions of work predict academic growth and improve learners' achievement.

Resources and learning materials, school safety conditions, administrative support and class size have been identified as issues that affect the quality of teaching and learning. These are further discussed in detail below:

4.8.1 Human resources and learning materials

Resources and learning materials in dysfunctional secondary schools have been reported as contributory to negative academic situation in the schools, which result in learners' underperformance. Learners are finding it difficult to be taught effectively and learn under such poor conditions as shown in the pictures taken in the school. Curriculum development and curriculum materials are multipart matters that are of great governmental importance. To sustain the quality teaching and learning in dysfunctional secondary schools, resources and learning materials used in the classrooms should be relevant to the content, educational approach and effectiveness as well as in line with and reflect government policies.

Teachers working conditions affect their ability to provide quality education. Teachers in this study expressed frustration over their working conditions and undesirable school environment. There are insufficient learning materials that are hampering productivity, unclean facilities and unsafe, overworked load, poor administrative support and large class size. Inadequate school facilities contribute to poor pass rates. The Department of Basic Education is failing to provide qualified teachers. Teachers are teaching subjects that they are not trained for. Teachers need supportive conditions to have a positive attitude. This could be done by providing teachers with quality resources and facilities to promote learning opportunities and by increasing the range of approaches and activities that teachers can utilize to engage learners in learning and promote success. Sufficient resources and quality learning materials to provided quality teaching.

4.8.2 Safety in the schools

A hygienic and clean environment contributes to the quality of the environment. Improving clearing standards within schools creates and promotes a positive learning environment. The cleanliness of the environment presents the proper use of facilities,

which helps in the prevention of pollution of the environment and also limit health hazards for the whole people in the school. In the four selected dysfunctional secondary schools, the study found that the learners' toilets were the most concerning issue.



Picture 4.8: Condition of unhealthy toilets (Urinal)

Picture 4.8 shows one of the unhealthy toilets in one of the schools in the study. These conditions are unsafe and may contribute to poor health and safety of learners which may affect their ability to learn.

4.8.3. Administrative support

The administrative staff members play certain roles that may facilitate the improvement process of the school. MoE (2011c:74) suggests that administrative staff can work on the improvement of the school environments and make them conducive to learning.

The use of administrative support staff reduces the workload of teachers, Cooper and Lybrand (1998:10) also recognized that. They argue that schools need to ensure that they actively seek to reduce any unnecessary administrative tasks which teachers are presently required to carry out and manage those administrative duties that are unavoidable. Results show that teachers receive little or no administrative or clerical support. They do all their teaching and administrative activities themselves. The following are remarks by two of the teachers interviewed.

T1: We do not have an administrative support. The person that we have is the security Guard .We spend huge amount of time walking up and down photocopying learning materials.

T2: We have the clerical officer who only does photocopying information for staff only. She employed by the department of basic education under learner ship vacancies for the period of twelve month. Which means each and every year we have new clerical officer, no experience and others are not competent as they have Grade 12 only. Teachers do their own photocopying.

There is no administrative support staff in the dysfunctional secondary schools. Time is wasted by the teachers having to photocopy learning materials. The study by Pricewaterhouse-Coopers (2001a:2) argues that there is a range of time intensive tasks currently being undertaken by teachers and senior managers which could be successfully undertaken by administrative support staff. To overcome the challenges that are faced by teachers in dysfunctional secondary schools, the department of education should appoint formal administrative support specialist in schools. Morris (2001:92), argues that head teachers need to deploy strategies which can liberate teachers from tasks they do not need to be doing which will help them concentrate on improving learners' performance.

4.8.4. Class size

The study found that large class sizes are dominant in these schools. Class size is related to pupil and teacher instructional processes. Students are more directly and personally involved in learning. Class size affects pupil's attitude, either as a function

of better performance or contributing to it. In classroom situation, teachers face serious challenges whereby these learners distract other learners, preventing them from attending, focusing and concentrating and waste time and all these delays them from achieving their educational potentials. Levin and Nalon (1991:30) stress that the disruptive behaviour can also affect the learner's safety, readiness to learn, as well as future behaviour.



Picture 4.9 Overcrowded class

This study found that learners in all the four schools are overcrowded in the classroom (Picture 4.9). According to the Department of Education (2008:8), the national and average LERs (learner-educator ratio) in public schools is within the nationally and internationally desired level set maximum of 35 learners per educator in secondary schools, however, in one of the schools in the study, there were 86 learners attending in one Grade 8 classroom. Teachers in these schools show that large classes is one of the issues that affect them in their efforts to promote the quality teaching and

learning. Teachers are unable to give personal attention to learners to help them along the learning process. In addition, learners find it difficult to follow the lesson, or to ask questions when they do not understand the material taught.

The following is a remark by one of the teachers that attests to this:

Most of our classroom size is having about eighty-six learners and others is about seventy two learners. The large class sizes have negative impacts, such as more classroom misbehaviour learners make noises while teaching.

The results suggest that teachers in these dysfunctional secondary schools are unable to manage their learners in their classrooms.

4.9. SCHOOL MANAGEMENT AND LEADERSHIP

A considerable number of issues relating to school management and leadership, which affects teachers in their quest to promote the quality of teaching and learning have been identified. These are discussed below.

4.9.1 School improvement plan developed by involving staff

The majority of respondents (82%) in Table 4.8 revealed that school development contributes to the continuous improvement of quality teaching and learning by involving particularly all teaching staff. The study found that in some of the selected dysfunctional secondary schools, teachers are piled with too much workload of teaching many subject, therefore difficulties arises when they fail to reach the level of quality teaching and learning. The study also found that support staff work in isolation from each other and other stakeholder. There are significant differences in the rating of this item by level (Chi-Square 38.179, $p < 0.05$, Cramer's $V = 365$). Circuit managers think that school improvement plans lead to better teaching environment that promote good teaching and learning. It is also aimed at the improvement of quality teaching and learning in the school. To create a sustainable teaching and learning environment in dysfunctional secondary schools, schools need to make to improve the level of learner's achievement by enhancing the way curriculum is delivered. School improvement plan developed by involving teaching staff who have positive attitude

towards the school improvement process and understand that they need to work as a team. School development plan affects the quality of teaching and learning in the classroom situation where teachers can work.

4.9.2. Schools leadership and school effectiveness

The majority of respondents (80%) in Table 4.8 show that an effective school depends on the leadership in school to effect meaningful academic changes. There are significant differences in the rating of this item by level (Chi-Square 39.736 $p < 0.05$, Cramer's $V = 373$). Circuit managers think that effective schools depend on leadership to promote sustainable teaching and learning environments in a dysfunctional secondary school.

This study revealed that in some of the dysfunctional schools principals are directly responsible for sustaining learners' learning through shaping the nature of school conditions such as classroom condition, teacher's professional community and learner's family background condition. Effective leadership (principals) are sturdy educators securing their work on central issues of teaching and learning and continuous school improvement. Leadership is second only to classroom instruction among all school related factors at school. Learner's improvement in academic achievement happened in schools with good leadership.

4.9.3. Competency of the principal in motivating teachers to deliver good lessons

The responses in Table 4.5 show that competency of the principal in motivating teachers to deliver good lessons is a main issue (rated 73%) which contribute to effective lesson delivery. The results found that in some of these dysfunctional schools, there are principals who are less effective in boosting their teacher's morale to provide quality teaching and learning whereas other principals improve instruction so that teachers enable to teach at their best level to deliver quality teaching and learning. There are significant differences in the rating of this item by level (Chi-Square = 17.246, $p < 0.05$, Cramer's $V = 174$). Circuit managers think that teachers, to deliver good lessons, is one of the issues that is caused by principals who do not motivate their teacher and also boost their teachers' morale by giving them support. To

determine the strategies for promoting a sustainable teaching and learning environments in a dysfunctional secondary school, the principal is the one who is in position to ensure that excellent teaching and learning are part of every classroom. Principals have an influence on instructional practices. They have a significant positive relationship with teacher classroom innovativeness (Sheppard, 1996:24).

4.9.4. The dysfunctional schools turn around by the type of leadership

The professional leadership and management of the schools is the key to ensuring that the support systems, environments and programmes offered meet the needs of learners and allow them to develop to their fullest potential. It is leadership that can create an environment where different stakeholders can come together and work towards common goal. The results show that even though the ranking order rated third from the last, 73% of respondents believe that the principals can succeed in turning around the dysfunctional schools. There are significant differences in the rating of this item by level (Chi-Square 39.637, $p < 0.05$, Cramer's $V = .372$). Circuit managers agree that the type of leaders in dysfunctional schools can be able to turn its dysfunctionality and promote a sustainable teaching and learning environments. Turning around these dysfunctional secondary schools would require a transformative leader who has to get all stakeholders in the school to move in the same direction (Singh & Lokotsch, 2005:444). Schein (1999:238) determine that it is the leader who needs to embed and transmit culture of teaching and learning starting the culture formation process by imposing their own assumptions on their subordinates.

4.9.5. High learner pass rate reflects instructional quality in the schools

The majority of respondents (48%) in Table 4.9% strongly agree that a high pass rate of the students is a reflection of the instructional quality in the schools. There are significant differences in the rating of this item (Chi-Square 17.217, $p < 0.05$, Cramer's $V = .173$). Circuit managers think that a high pass rate of the students is a reflection of the instructional quality in the schools. The results suggest that in some of the dysfunctional secondary schools there is no active collaboration around instructional matters between the principals and teachers. Therefore the level of quality teaching and learning is negatively affected, pass rate is low. Grade 12 results and the

achievement scores of learners provide an indication about the performance of the education system in secondary level (Umalusi, 2004:10).

4.10. PARENTAL INVOLVEMENT IN LEARNERS ACADEMIC ACTIVITIES

Parental involvement is one of the strategies that can be used to improve learners' performance (Table 4.4). Respondents (72%) indicate that there is positive association with academic achievement of learners and parental involvement. There are significant differences in the rating of this item (Chi-Square 37.031 $p < 0.05$, Cramer's $V = 360$). Circuit managers feel that academic performance of students depend on the parental involvement on their academic activities. The study suggests that most of the parents do not attend meetings at which their children's' academic activities are discussed. Parents in these selected dysfunctional secondary schools, are unable to carry out the role expected of a good parent. They are also ignorant and unsupportive which cause negative impact on their children's performance. Therefore the level of quality teaching and learning deteriorates. Therefore the schools have high percentage of learner absenteeism due to minimal contribution of parental involvement. Teachers feel need for support in order to improve their performance at school level.

The following are remarks from the principals interviewed

P1: Few parents use to come and volunteer in cleaning learners classrooms. Attend and participate in school meetings when they are invited. Most parents would say "I do not have time".

P2: We used to call parents meetings Grade by Grade. Each year, we use to organize education forum whereby we invite Head man from the village, local Civic, Priests and counsellor. Students from other universities assist in teaching learners during winter school catch up operation.

Parental involvement in the schools plays a significant role in improving school programmes and climates, and provide family services (Van Wyk & Lemmer, 2004:261; Letsholo, 2006:6).

The level of parental involvement in high school influences the learners' expectations to complete college education (Henderson & Mapp, 2002:21). Researchers like Lemmer (2007) and Epstein (2006) also found that learners whose parents and teachers walk along the same wave-length find their children improving their academic performance in classroom. Sanders and Sheldon (2009:20) in their research emphasize that effective schools where learners are learning and achieving, has strong and positive school-home relationships by reaching out learners' parents in order to bring about liaison and cooperation. Related to the literature reviewed by this study indicated that the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001:4).

4.10.1 Parental influences on school management activities

The results show that 36% in Table 4.4 of the respondents in dysfunctional secondary schools view parental influences on school management activities as the lowest compared to other issues they think that affect quality teaching and learning. The results discovered that in some of these schools, parents who have influence on school management activities are those from the community. On the contrary, these parents are not interested in the affairs of the schools which impacts negatively on the level of teaching and learning. The study established that parents of rural learners tend to be low in their own personal achievement ambitions that leads to lower desire of their children. Rural cultures tend to have lower expectations of their children's career options, which give learners hopeless belief that they cannot succeed no matter what they do. To determine strategies for promoting a sustainable teaching and learning environments in a dysfunctional secondary school, good relationship between the community and the school's academic performance of learners and quality teaching and learning can improve. Barnard, Henderson, Shumox and Lomax, (2001:4) indicate that academic performance of student heavily depends upon the parental influences in their academic activities to attain the higher level of quality in academic success.

4.10.2. Parental influence on teaching strategies

From the results of the study, we establish that there is a lack of parental involvement in school work, learners lack support, guidance or help from their parents such as motivation to understand the importance of education and studying, which results in poor quality teaching and learning. The only area where a teacher is limited is in the area of home atmosphere on the learners' life. Classroom intervention is not enough for learners to learn effectively. Being parent also mean being a teacher, a role model, a protector and a confidante. Parents have the potential to contribute to the best learning of their children (Mtsweni 2013:45; Krikkhaug, Drugli, Klockner & Morch 2013:346).

Ranking order of practices that contribute to quality teaching and learning environment in dysfunctional secondary schools will discussed below.

The ratings of practices that contribute to quality teaching and learning environment were recorded into five categories to determine their ranking order. The categories of strongly agree, agree, not sure, disagree and strongly disagree. Table 4.9 presents the results in ranked order according to raw percentages.

Table 4.9. Practices that contribute to quality teaching and learning environment.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Effective teachers produce high academic performing students	56	31	7	5	1
External support is an important element in improving quality of teaching and learning in a dysfunctional school	52	36	6	3	4
High pass rates of the students is a reflection of the instructional quality in the schools	48	39	7	4	4

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Staff development activities should focus on teaching and learning	44	41	6	5	4
Shared values creates a stimulating learning climate using well placed teaching and learning approaches	44	39	11	2	4
Learning occurs when teachers motivate learners in instructional activities.	42	45	7	4	2
Effective teachers have high standards of professional practice	42	41	8	6	4
Good academic performance of students is linked to teacher's classroom performance.	39	46	4	4	7
Teachers' on-going professional development have direct impact on learners' achievement	38	43	11	6	3
External agencies can help to improve teaching practices	36	44	14	5	7
Peer networks with other schools are often particularly effective	32	51	8	4	4
Dysfunctional schools are often highly preoccupied with managing behaviour at the expense of a focus on learning.	29	32	23	13	2

4.10.3. Learning occurs when teachers motivate learners in instructional activities

This study established that learners themselves do not appreciate the value of learning activities. Teachers have the responsibility to motivate learners to attend class and to learn, it is important for the teacher to understand specially how to motivate learners. The beliefs that teachers themselves have about teaching and learning and the nature of expectations they hold for learners also exert a powerful influence (Raffini, 1993:1)

learners motivation is increased if they feel that they have control over their learning outcome (Callahan, 2010:3).

Teaching and learning activities are filtered through learner's motivation. Motivation brings life in the class, sustain positive energy and increase in ability to learn. Learners need more quality instruction input, interaction and opportunities for meaningful output. Teachers strengthen learners' ability and empowering their ability to learn while learners control the flow of the classroom. To establish the level of quality of teaching and learning in dysfunctional secondary schools, teachers should offer learners a deeper level of commitment and motivation through organizing class activities around the theme of self-expression. 45% of the respondents agree that learning occurs when teachers motivate learners in instructional activities.

4.10.4. Good academic performance of learners is linked to teacher's classroom performance

The results show that 46.9% of the respondents in Table 4.9 agree that good academic performance of students is linked to teachers' expertise in classroom performance. The results found that in some of the dysfunctional secondary schools, teachers do not know the content of some of the subjects they teach. This affects the quality of teaching and learning, which is why learners perform poorly in academic results. Learner performance at school will be determined by the effectiveness of the instructional techniques used to improve their learning. Pianta, Stenberg and Rollins (1995:49), stress that the quality of the instruction that students have with their teachers predict good academic success. Jensen (2009:3) emphasises that teachers need to be perfect in the interactional techniques and bring about changes in the lives of the learners. Meanwhile Johnson and Fargo (2014:847) explain that the teachers need to bring together knowledge, experience and a culture for successful learning. Osula and Ladeboen (2010:30) and Jeffrey and Woods (2003:37) put the emphasis on a democratic learning environment. They further indicate that learners learn better in social, involving and democratic environment. Jeffrey and Woods (2003:114) explain that learners gain knowledge and can have control over their learning if they engaged in interactive learning.

4.10.5. Teachers' on-going professional development has a direct impact on learners' achievement

Table 4.9 presents the results on teachers' on-going professional development as the forth from the lowest in ranking order as one of the practices that contribute to quality teaching and learning environment. According to the ranking order, the respondents do not considering teachers' on-going professional development as an important practice where else it would have direct impact on learners' achievement. The study found that some teachers in these dysfunctional secondary schools are engaged in professional learning to improve their practice in order to reach the level of quality teaching and learning. However, the learners still perform below the standard. Teachers' on-going professional development is a direct investment in the development of human wealth which is directed at ensuring that the quality of teaching and learning in schools is dynamic, up to date and effective. Pine (2009:92) stresses that professional development that takes place in school should have its aim helping the staff to improve learners' performance. Barber and Mourshed (2007:2) specify that ongoing learning is an essential component of continuous improvement for teachers as well as a key in clinical practice profession (Alter & Coggshall, 2009:2). To establish the level of quality teaching and learning in dysfunctional secondary schools, teachers need opportunities and support to learn to approach their practice in new way.

4.10.6. External agencies can help to improve teaching practices

The results in Table 4.9 show that some of the dysfunctional schools in the study build effective relationships with external stakeholders who supported them. Those schools performed better the following year but have not been able to sustain their performance. There is no means to create good level on the quality of teaching and learning in secondary schools without effective teachers. Effective teachers develop, support and have productive relationships with their learners to achieve high results in academic performance. Sammons, Hillman and Mortimore (1995:61) note that the quality of teaching and teacher expectations has the most significant role to play in fostering students' learning and progress.

On the other hand, Cawelti (1999:10) states that teachers who have classroom management skills can substantially improve student achievement. To determine the strategies for sustainable teaching and learning environment in a dysfunctional secondary schools teacher lesson preparation and expertise are the strongest predictors for learner high achievement.

4.10.7. Peer networks with other schools are often particularly effective

Results show that there is shortage of teachers for specific subjects, and these affect the quality teaching and learning. Therefore, there is collaboration among teachers where schools assist each other in case of need for the benefit of learners. Focused networks are considered as important for the entire schools development. Peer network among schools improve and stimulate learning whereby there is exchange of knowledge among peers. Teachers sacrifice their time by teaching even on Saturdays without getting paid. It is however incomprehensible that despite the efforts, learner performance in some schools do not considerably improve. The results suggest that schools should work together by providing common approach to professional development, sharing effective teaching practice and providing shared back-office support which will leads to create a stimulus for further sustainable improvement of academic results.

4.11. INTERVENTION PROGRAMMES IDENTIFIED FROM DATA COLLECTED

This section presents results from both quantitative and qualitative data.

4.11.1 Teacher–learner interaction

To establish the level of quality of teaching and learning in these schools categorized as dysfunctional, the results of this study show that there must be areas to be improved. Teacher–learner interaction has important, positive and long lasting implications for both learner academic and social development. Teacher–learner interaction draws learners into the process of learning and promotes their desire to learn, trust developed between the learner and teacher contributes to learner’s academic performance (Koplow, 2002:10; Lee, 2007:12). Effective learner–teacher interaction encourages greater confidence and classroom engagement. Miller (2000:13) established that the learner-teacher interaction play an important role in helping reduce the chances of future bad outcomes, for example, dropping out of school.

4.11.2 Learner-centred approach

In order to determine the strategies for promoting sustainable quality teaching and learning environment as one of the research objectives, teachers and learners should play an equal active role in the learning process. The teachers’ main part should be to instruct and assist learners in learning activities. Learners build knowledge over by collecting general information and integrating with the general skills of inquiry, communication, critical thinking and problem solving. Learners are frequently most effective when they have opportunity to think and talk together, discuss ideas, analyze and solve problems, without constant teacher mediation. Peer education is an approach where learners are actively involved in each other’s learning through group work. They learn to direct their own learning, ask questions and complete tasks independently. Learners are more interested in learning activities when they can interact with one another and participate actively.

Another strategy for promoting sustainable teaching and learning is that teaching does not always result in learning either, but like rapport, it is one of these factors that contribute positively to learning (Granitz, Koerning, & Hark, 2009:52). They also point out five factors that build rapport and there are:

Respect

Teachers experience difficulty to teach effectively if they do not respect their learners. In a respectful schools everyone's voice is recognized and appreciated. Teachers and learners must show respect for each other, for the process of learning and for the entire school. Lawrence-Lightfoot (2000:3) has further suggested that respect is not something that one can imitate but something one must embody. To create a sustainable positive teaching and learning environment in a dysfunctional secondary schools, teachers should foster youth development and learning necessary for productive and satisfying life in academic society (National school climate, 2007:5).

Approachable

Teaching and learning is facilitated by the teacher. A researcher viewed approachable teacher as a teacher who is available for his or her learners to come and talk with him or her anytime. To determine the strategies for sustainable teaching and learning, teachers should be viewed as approachable to their learners. Learners must feel comfortable not intimidated in such a way that they are afraid to ask questions or extra help. Teachers need to have open door policy whereby he or she allows learners to go into their classrooms to get help anytime.

Open communication

To establish quality teaching and learning in dysfunctional secondary schools it is important for the teachers to foster positive relationships in the classroom whereby open communication among the teachers and learners and learners themselves is achieved by encouraging learners to share their views and ideas. Teachers must be honest to their learners.

Caring

Teachers must care about their learners, they must see and respond to them as individuals.

Positive attitude

Teachers must have sense of humour and he or she should give learners chance to express their views rather than his /her only.

Teachers should ensure that learners are engaged in full participation with rapid change of knowledge and information. They should also employ a range of methods and techniques to facilitate the positive education practices. This creates an environment that is conducive, safe and caring for promotion of quality teaching and learning.

The results of the study conducted by Riviello et.al.,(2010:63) show that collaborative partnerships between schools and business benefit both parties; business benefit from unique academic solutions to real world problems while institutions benefit from funding, industry support and resources that would normally take away academic problems. Collaborative stakeholders of schools are associated and related by means of shared goals and purposes.

Corporal punishment has been abolished in South Africa, however, section 8(1) of the South African school Act (RSA, 1996a:8) states that discipline must be maintained in classroom situations so that education of learners flourishes, without disruptive behaviour and offences. To overcome the disciplinary challenges that schools are facing in dysfunctional secondary schools, results show that teachers and learners need to work as a team and learn from each other. Teachers should reward learners when they obey the rules appropriately for them to promote teaching and learning. Teachers should create the positive environments through encouraging learner participation and creating attractive classroom situation. Learners should also be involved in the development strategies for creating a positive classroom environment. Andrews (2008:3) writes that the involvement of learners allow them to become stakeholders in the learning process and encourage an atmosphere of shared beliefs.

Participated indicate that since principals have leadership and management skills and knowledge they should work with teachers to improve teacher's lesson delivery and learner achievement (Elmore 1999:19). According to Blase and Roberts (1994:25), principals who communicate school goals encourages teachers to use more reflection, which leads teachers to use their instructional techniques to address the needs of learners.

The study found that some of the dysfunctional secondary schools lack specific procedures of schools that effectively capture of relevant factors determining learner performance. Learners perform poorly where policies are in place and are aimed at improving learners, teachers and the school. The dysfunctional schools are the least capable of turning themselves around. Elmore (2002:8) designates that the state may not have the resources to intervene in every school whose performance is not up to par. To promote sustainable teaching and learning in dysfunctional secondary schools, academic standards for all learners should be raised.

4.11.2. Strong focus on subject content knowledge

This study observed that teachers are facing a serious challenge of teaching subjects that they do not have knowledge about them. These indicate that there is poor quality teaching and learning. Teacher's subject content knowledge is critical to the improvement of teaching and learning therefore teachers in these dysfunctional schools need to have skills and understanding of subjects they are required to teach. Teacher's subject content knowledge creates an important positive control on learner performance. The knowledge and understanding of the subject content the teachers have, are important for transferring information in a meaningful way to learners. Shulman (1987:5) notes that someone who assumes the role of teacher must first demonstrate knowledge of their subject matter before being able to help learners to learn with understanding. Teachers need to know the subject content for teaching and able to interpret the subject matter.

4.11.3. Effective lesson design

Results from this study show that teachers are failing to develop learner's personal responsibility for learning to promote good matric results. Teachers are the ones who prepare learners for the future that they cannot predict; to be self-responsible and for life-long learning. Participants indicated that teachers need to address their learner's needs and negative behaviours from a place of trust and positive relationships, these would create a situation where learners make good choices during learning inside and outside the classroom. Creating effective lesson design is a key to developing effective teaching and learning environment. Through effective lesson design teachers develop critical teaching skills in which learners achieve learning outcomes. It also reduces stress, confusion and anger that may be caused by poorly performed learners due to poorly designed lessons by the teachers. Teachers should create learning objectives and design lessons that allow learners to investigate various possibilities so that they truly understand why something is right. Froelich (2009:1) stresses that designing lessons that focus on learners' activities including listening, direct instruction, reading, writing discussing, illustrating would create a positive teaching and learning environment. These activities will create an interesting environment with high learning participation.

4.11.4. Parents involvement

To promote a sustainable teaching and learning environments in a dysfunctional secondary school, parents should communicate with the school, participate in the classroom, connect with the school community including other parents, and become part of the decision making process through various roles. They should establish links between school and home knowledge.

4.12. CONCLUSION

In the above section the study presented the issues affecting teachers in dysfunctional secondary schools that have an effect on the quality of teaching and learning in the Mutale area in the Vhembe district, and thereafter show the level of quality of teaching and learning in dysfunctional schools. This study discussed the issues according to

the ranking order to identify those issues that most important and affecting teachers to provide quality teaching and learning in dysfunctional secondary schools. The study also presents the issues that contribute to efficient lesson delivery and they are discussed in ranking order. Lastly the study presents the practices that contribute towards quality teaching and learning environment in dysfunctional secondary schools.

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter presents a summary of the findings, followed by recommendations for both the context of the study and future research study on similar research field. The outline of the study is presented based on the research objectives, followed by the research design and methodology, summary of the findings, conclusion and recommendations. The model developed is also presented in this chapter.

5.2. SYNTHESIS OF THE STUDY

The aim of the study was to investigate issues affecting teachers in dysfunctional secondary schools and to develop a model for creating a sustainable teaching and learning environments in dysfunctional secondary schools. A parallel question that was stated was: How can teaching and learning be made sustainable in dysfunctional secondary schools in Mutale area of Vhembe district?

The main question led to the following sub-questions.

- What are the issues affecting teachers in dysfunctional secondary schools in the Mutale area in the Vhembe district that has an effect on the quality teaching and learning?
- What is the level of quality of teaching and learning in dysfunctional schools in the Mutale area in the Vhembe District?
- What strategies can be put in place in promoting a sustainable teaching and learning environment in dysfunctional secondary schools?
- What are the perceptions of participants on the factors that affect the promotion of quality teaching and learning?
- Which model can be used to promote sustainable teaching and learning environments in secondary schools?

The study was outlined in five chapters. Chapter 1 focused on the background, aims of the study, research questions and assumptions, an outline of the study's design and

methodology, delimitations, significance, ethical considerations and outline of chapters.

Chapter 2 Presented relevant literature that is related for promoting a sustainable quality of teaching and learning in dysfunctional secondary schools is documented in this chapter. The chapter presented the general theoretical background for investigation, which involves the systematic identification, location and analysis of documents that contain information, which is related to my research problem.

Chapter 3 discussed the research design and methodology that was used to investigate issues that affect teachers in promoting the quality of teaching and learning in dysfunctional secondary schools. Qualitative and quantitative research design and methodology used in this study are provided in this chapter. Data collection procedure, sampling procedure, description of the research instruments, delimitation of the study, significance of the study and ethical consideration were presented.

Chapter 4 provided results of the study and discussion. In this chapter, a presentation, analysis and interpretation of data obtained through quantitative and qualitative methods was made. The data were presented with the help of tables showing the main and sub-categories in rank order which are subsequently be followed by discussions of interpretations from data. Other data is presented with the help of and figures and remarks from interviews. The chapter concluded with the provision of a summary of the main ideas.

This chapter presents the main findings, conclusion and recommendations of the study. The model develop is also presented in this chapter.

5.3. ISSUES AFFECTING TEACHERS IN DYSFUNCTIONAL SECONDARY SCHOOLS IN THE MUTALE AREA IN THE VHEMBE DISTRICT WHICH AFFECT THE QUALITY TEACHING AND LEARNING,

The qualitative and quantitative results were interlinked and are discussed simultaneously to address the first three objectives on which the fourth objective is based.

5.3.1. Summary of the findings presented according to objectives of this study.

This sub-section presents the summary of the findings in this study;

Commitment of teachers

These results indicate that though teachers were committed to their work, their morale had been low. Infrastructural weaknesses, poor condition of school facilities, which include classrooms, staff offices, laboratories, and libraries were found to be some of the factors that affect teachers in their quest to improve the quality of teaching and learning.

Teacher attendance of workshops for staff development

Teachers in the dysfunctional secondary schools selected for this study, attend or participated in workshops that are related to how learners learn and engage that learning effectively then. However, teachers were negatively affected by the manner in which these workshops had been organized. They attend these workshops after schools, and spend a few hours and a few days in a year whereby they gain very little contributing very little to their teaching skills. Despite the workshops that teachers attend, learner performance are still rated as poor and schools remain categorized as dysfunctional.

Self-professional development of teachers

The study found that teachers in dysfunctional secondary schools do not take the initiative of attending professional development workshops other than the few and insufficient organized by the department. Teachers are underdeveloped and have poor self-regulatory skills to collect relevant evidence of their teaching and poor adjustment to their teaching practices. This has a negative effect on their attempt to promote teaching and learning in schools where learning is not taking place as required.

Relationships between learners and teachers

The results indicate that the relationships between learners and teachers is not conducive for promotion of teaching and learning. Teachers are failing to maintain discipline in the schools. There are complaints by some principals that learner behaviour is not as required for promotion of teaching and learning. This affects teachers negatively. Teacher–learner interaction depends on different settings, in some school settings they are negative and in others they are positive. There are factors that contribute to either positive or negative teacher–learner interaction, such as school policies, disciplinary committee, administration and type of leadership.

However the results also found that in some of the dysfunctional secondary schools there is indication that a positive relationship between the teachers and the learners is developing. The conditions in these schools are conducive for quality teaching and learning and their results improve. Learners have positive relationships with their teachers and peers, and should do well academically. But it is surprising they are still performing low.

Developing learners' self-esteem and self-concept

The study found that learners in these dysfunctional secondary schools have low self-esteem and low self-concept. Teachers find it difficult to work with learners who do not have trust in themselves. There is an indication that teachers support them but lack this from their parents which impacts on their behaviour. These learners have various

personal, academic, social and emotional problems, which are unattended which may be contributing to a host pattern of undesirable behaviours.

The study also found that teachers have low self-esteem, which they are passing on to their learners. The learners express lack of faith in themselves and beliefs that they are not good enough in academic work. The study observed that in dysfunctional secondary schools majority of learners do not engage themselves in classroom activities. They do not have desire and ability to focus on their learning activities. Both the teachers and learners' low of self-esteem is affecting their academic performance which results the schools to be dysfunctional.

Community involvement in school academic activities

This study found out that these dysfunctional schools are located in deep rural areas where people from such communities are poor and uneducated. Therefore, they contribute very little to the school academic activities. There is also minimal participation by stakeholders. The presence of parents and community represented by the SGB members in schools would encourage children to learn more effectively and the school would become more successful. The SGBs in public schools play a major role with regard to their functions at schools. The study found that the governing bodies in these schools were not effective. In some of these dysfunctional secondary schools there is a division between the school governing body and the school management team. The quality teaching and learning service delivery is rained by these situations.

Competency of teachers handling classrooms discipline

The results of this study show that in some of these dysfunctional schools, learners' discipline is poor affecting teaching and learning negatively. Misconduct like noisiness, homework not done affect negatively the quality teaching and learning. Andrews and Taylor (1999:1) point out that learners who misbehave tend to perform poorly in academic performance. The study found that in some of the dysfunctional schools, teachers are not punctual, they do not come to school on time and delay in going back to classes after break for teaching. Teachers are the ones who are in the central part within stakeholders in education and as a result they are accountable to restore

respect and discipline in schools. On the other hand lack of discipline among learners leads to poor performance and severe barrier to effective teaching and learning.

The study established that teacher in some of the dysfunctional secondary school exercise less control over learners, they fail to provide the level of quality teaching and learning environments to learners in order for them to feel free and independent, however in some schools teachers share authorities with their learner to create amusing environments. However in some schools teachers are able to build strong positive relationships with learners, which lead to active engagement in academic activities and positive learner achievement.

Consistent school rules

The study found that following school rules is a problem for both the teachers and the learners in dysfunctional secondary schools. There is a lack of supervision and control that seems to contribute to learner's misbehaviour. Teachers come to teach not well prepared, and it therefore becomes difficult for them to control the learners. The results also indicate that teachers feel more pressure to succeed in teaching. Learners who are disruptive make teachers to feel disrespected and exhausted.

Classroom learning environment

This study found that classrooms environments were poorly kept and did not promote positive teaching and learning environment. The environment was affected by physical aspects, such as, poor arrangement of desks, dirty floors, messy book cupboards, leaky roofs and broken supplies, and the resources were limited, and as a result quality of teaching and learning had been negatively affected. The study also found that the classroom atmosphere was one of the challenges teachers were facing. Classroom walls were dirty, and learners wrote what they wanted on the walls. The walls look distractive and discourage learning. The classroom atmosphere was not conducive to effective teaching and learning. There was lack of classroom management by the teachers. Classroom management is a fundamental part of learner success, therefore, success is hard to achieve if the learner's classroom atmosphere is not conducive to learning. However, if a teacher has great classroom management skills and an

encouraging and motivating spirit, learner success is much easier to achieve. The study found that teachers did not respect their learners and had no confidence in them. Learners needed to know openly what behaviour they did that was correct and earned the acknowledgement of their teachers. General phrases such as 'good work' are sufficient to sustain change and positive behaviour. Acknowledgement of positive behaviour can act as motivation to strive for better results to learners. Teachers should not give any references to the past mistakes the learner has made.

Teachers' working conditions

The study found that poor working conditions form the core of the challenges that affect teachers for them to reach the level of quality teaching and learning required to make the school effective. There are conditions that affect teachers for them to promote teaching and learning, and these include unavailability of resources, poor administrative support, large class size and poor infrastructure negatively affected quality teaching and learning. The study found that in some of the selected dysfunctional secondary schools, teachers are piled with too much workload of teaching many subject, therefore difficulties arises when they fail to reach the level of quality teaching and learning.

Classrooms were overcrowded. Teachers in these schools show that large class is one of the issues that affect them negatively in their teaching. Teachers are unable to give personal attention to learners to help them along the learning process. And also learners find it difficult to follow the lesson, or to ask questions when they do not understand the material taught.

Time management

This study show that teachers are exhausted due to lack of personal care and time. Teachers in these dysfunctional secondary schools spend more time handling challenges related to learner's behaviour. Teachers need to spend more time in classroom teaching in order to improve learner academic performance. Increasing the amount of time allocated for teaching is one way of establishing the level of quality teaching and learning.

Teachers' knowledge of subject content

The results indicate that teachers were not knowledgeable in the subjects they teach and this contributed negatively towards establishing the level of quality teaching and learning required to make learners perform well. This study observed that teachers were facing serious challenges of teaching subjects that they do not have knowledge in. Some teachers were teaching subjects that they were not trained for. This resulted in poor quality of teaching and learning.

Use of different teaching approaches

The results showed that teachers implement one teaching method such as telling method where learners become passive participants. The results also indicated that the curriculum always changes but some teachers do not attend workshops to learn new strategies, as there are developments in the knowledge acquisition. The influence of teacher's teaching skills have significant role on learner academic performance. Quality teachers know what subject content to teach and how to convey it, this makes a difference in learners' academic achievement. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process.

Availability of resources and poor working condition

The study established that all the rural dysfunctional schools have poor facilities. They lack classroom materials, books, and other resources to assist them in the presentation of their subject matter. But even though schools are struggling to operate effectively to establish level of quality teaching, every school has created the best probable usage of their little teaching and learning resources for learners.

Teachers working conditions affect their ability to provide quality education. Teachers in this study expressed frustration over their working conditions and undesirable school environment. There are insufficient teaching and learning materials. The school facilities are unsafe and affect teachers' mental health promotion. The learners' toilets

are the most concerning issues for learners. The results revealed that the toilets are in a poor state and affected mental health of teachers and learners.

Learner's academic improvement

This study found some learners come from poor backgrounds, live in communities with many problems and few resources, understaffed and underachieving schools. Quality subject delivery in the classroom is the most important and indispensable factor to improve the academic performance of learners in the secondary schools. In classroom-based strategies teachers should continually monitor learner performance and learning needs and in turn adjust what they teach or how they teach to improve learner education. Teachers helping learners to regulate their learning through the use of effective learning techniques, learners in dysfunctional school will benefit for these techniques. To improve academic performance learners should learn that there are several study methods to use.

Creating a desirable physical environment

The study found that in all selected dysfunctional secondary schools, teaching and learning take place in disorderly, messy and poorly maintained environments. The study also found that teachers in these dysfunctional secondary schools do not use effective classroom management strategies that promote the quality of teaching and learning. The study found that lack of school improvement and educational effectiveness are the result of lack of sufficient distribution and use of physical resources. Physical environments of the school were not safe and made school climate unbearable for quality teaching and learning. This could be one of the main factors that contributed to school dysfunctionality.

Leadership and management for meaningful academic changes

This study revealed that in some of the dysfunctional school leadership are directly responsible for learner performance through shaping the conditions in the school in such a way that they would promote teaching and learning. The study established that some school principals did not share responsibilities with teachers in the school and

the school community members. School improvement plan developed by involving teaching staff who have positive attitude towards the school improvement process would improve conditions in the school. Some principals are less effective in boosting their teacher's morale for them to provide quality teaching and learning. Learners perform better where policies are in place and are aimed at improving school performance.

Peer networks with other schools are often effective

The study found that there is shortage of teachers for specific subjects, and these affected the quality teaching and learning. Therefore, there is collaboration among teachers where schools in the area use assist each other where there is a need to the benefit of learners of which those teachers sacrifice their time by teaching even on Saturdays without getting paid. Despite that the learner performance remain the same and poor achievement. Focused networks are considered as important for the entire schools development. Peer network among schools improve and stimulate learning whereby there is exchange of knowledge among peers.

Intervention programme

The study also found that teachers and learners are struggling to complete curriculum. The results found that there are intervention programmes in all selected organized by the department and other interested parties to promote teaching and learning. Circuit managers intervened in the schools by visiting them as they monitor activities that affect learning. Teachers' teaching is at lower levels than those demanded by the curriculum. However, the district support programmes in the schools and monitoring seemed to work in some schools while it failed in other schools.

5.4 A MODEL FOR PROMOTING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN DYSFUNCTIONAL RURAL SECONDARY SCHOOLS WAS DEVELOPED

Teaching and learning is a central function of the school. The following model was developed based on the literature review and study findings. All activities centered

around to the principal, teachers and learners to attain quality teaching and learning. This is done through the cooperation of all the members on the core centre of the model. The model for promoting sustainable teaching and learning environment in dysfunctional rural secondary schools has been developed.

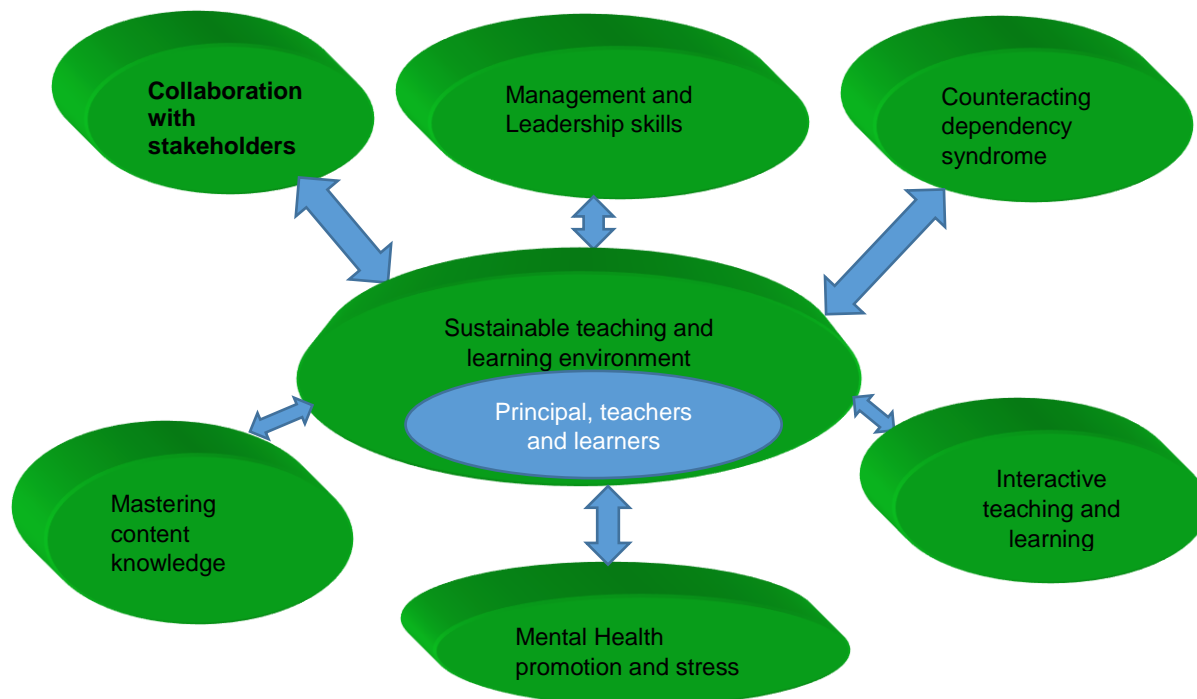


Figure 5.1: Teaching and learning environment promotion model

Management and leadership skills

To attain quality teaching and learning in dysfunctional secondary schools, management and leadership skills need to be given equal prominence so that principals, teachers and learners achieve their objectives. SMT and teachers need training on management and leadership skills to enable them to deal with classroom and school challenges. Learners also need training in leadership and management skills to enable them to cope with situations regarding their learning programmes. Learners manage their own school-work and their behaviour to improve their academic performance. Learner empowerment should involve leadership and management training, which includes their psychosocial and physical development so that they become responsible for their own learning and their leadership duties. Leadership in educational environments, at school level where most of the operational activities take

place, should be shared, are equally understood and owned among all who are concerned with school actions. The environments will enable teaching and learning to get done without difficulty.

Counteracting dependency syndrome (Social learning theory of dependency)

This study contributes to a body of knowledge, a unique theory of learning, the Social learning theory of dependency. The dependence in schools on support by those higher in the school management hierarchy can lead to the development of dependency. Schools end up thinking that additional support makes them succeed and that it is therefore necessary. When learners fail, the department (circuit managers) give additional support to schools in various ways. In the end, results are good. Schools observed that monitoring by the department is a good way of coping with poor results. The Social learning theory of dependency suggests recovery which consists of learning new ways to cope with poor results. This might include developing friendships with schools producing good results, associating with teachers who produce good results in their subjects, teachers observe and learn something new and boost their self-esteem. Recovery might also include watching a friend, coach, sponsor, or therapist modelling healthy behavior. We could then begin practicing these behaviors and learn new ways of improving the quality of teaching and learning without being dependent on support of those above in our hierarchy of management.

In each of the selected eight dysfunctional secondary schools, the principals, teachers and learners are dependent on each other for success. The model suggests that they must remove the attitude and belief they have that they cannot solve issues that affect quality teaching and learning without support. If they lack resources, they need to improvise. Teachers must believe that they can deliver quality services to learners without being forced or monitored. Learners must believe and depend on their own strengths that they can succeed in their school-work and only seek help from teachers when need arises.

Interactive teaching and learning

Learners are involved in the improvement of their learning. Specialists train teachers on teaching strategies and even have contact with learners during demonstrations. Teacher must have positive teacher-learner interaction to promote learner performance. They need to be assisted by means of supervision systems which would help them to perform their roles through the full participation of community by supplying the needs as required that would assist them in improving the quality of teaching and learning. Learners should have good relationship amongst themselves (Learner–learner interaction) so that they can discuss, share ideas and skills gained.

Mental health promotion and stress management

Due to poor physical and environmental conditions in the school, the mental health promotion of teachers has been negatively affected. The principal must be knowledgeable and capable of identifying teachers and learners who experience stress and are not motivated so as to come up with appropriate intervention strategies. Teachers must also have an insight to identify stressed learners so as to help them that they may concentrate in teaching and learning processes. Learners themselves must be able to manage their own stresses by accepting the situation and carry on with school-work.

Mastering content knowledge

The principal is to make sure that teachers specialised in those subject their teaching and see to it that the available teaching and learning resources relate to the current curriculum in use. Teacher must master the content of the subject they teach. This may require them to attend workshops and even initiate their own work and not be dependent on what is organised by the department.

Collaboration with stakeholders

The principal must have good relationships with the corporate world as there is interdependence between them. Companies can sponsor schools in areas like sports

and provide with teaching and learning resources. In turn the school can provide the companies with employees. People from the community and other institution must be invited to the school to give guidance, help and support to learners such as health professionals, educational experts and traditional authorities.

5.5 RECOMMENDATIONS

The study was conducted in the Vhembe district in the Mutale area targeting eight selected dysfunctional secondary schools. I recommend that the same study be conducted to other dysfunctional schools in all the districts.

I also recommend that a study on the promotion of mental health of teachers and learners in schools that are performing poorly be conducted in comparison with those learners in well performing schools. Principals from the dysfunctional schools should visit high performing schools to find out how excellent results are achieved. Teachers and learners must be workshopped about the concept of a healthy classroom culture.

To achieve change in teaching and learning, teachers require more than new tools, a new curriculum or new educational theories they need to help to adjust their thinking to take into account recent acquired knowledge. The dysfunctional schools should develop the social capability of networks and relationships with the functioning schools to provide principals, teachers and learners with extra support on effective teaching and learning. Sustainable education improvement requires the involvement of key stakeholders which include the state, parents, communities, teacher associations, NGOS, Universities, and the private sectors.

5.6 CONCLUSION

The Department of Basic Education needs to take into consideration the promotion of mental health of teachers in their quest to improve the quality of teaching and learning. Physical resources should be improved so that conditions in the schools are conducive for promotion of the teachers and learners mental health. There is need to employ school principals and teachers who can handle situations in schools without depending on intervention from the departmental officials, teach and motivate learners to work

hard and produce excellent results. Stakeholders should be involved in many ways that would bring about improvement in schools. Frequent workshop, training and seminars would support teachers to improve their teaching skills suited to their school situations, teacher development to increase subject knowledge as this would have a positive effect on promoting teaching and learning.

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ANNEXTURE A

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
Ms VM Mbulaheni

Student No:
11560164

PROJECT TITLE: Creating sustainable teaching and learning environment in dysfunctional secondary schools in Mutale area of Vhembe District.

PROJECT NO: SEDU/15/CSEM/05/0812

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof NP Mudzielwana	University of Venda	Promoter
Prof AP Kutame	University of Venda	Co-Promoter
Ms VM Mbulaheni	University of Venda	Investigator - Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: December 2015

Decision by Ethical Clearance Committee Granted

Signature of Chairperson of the Committee:

Name of the Chairperson of the Committee: Prof. G.E. Ekosse



University of Venda

PRIVATE BAG X5050, THOHoyANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060

"A quality driven financially sustainable, rural-based Comprehensive University"

ANNEXURE B

P.O. BOX 951
Phangami
0904

Dear Sir/Madam

I am studying at the University of Venda. I am interested in finding out about the challenges teachers are experiencing in schools categorized as dysfunctional for me to develop a model for creating a sustainable teaching and learning environment.

I should be most grateful if you would help me with this part of my research project by completing the inventory.

I assure you that the survey is anonymous and is designed mainly to obtain an overall statistical picture.

In anticipation, please accept my sincere appreciation for you for your willingness to assist me.

Yours sincerely

Visi Muriel Mbulaheni

082 3193742

ANNEXTURE C

Research consent letter

Name of Researcher: Mbulaheni Visi Muriel (11560164)

Title of study: Creating sustainable teaching and learning environments in dysfunctional secondary schools in Mutale area of Vhembe district.

Please read this letter carefully and complete where you are required to. Read the appropriate responses, sign and date the declaration at the end. If there is somewhere you need clarification, feel free to ask for assistance.

I have had the research satisfactorily explained to me verbally and in written form by the researcher.

- I understand that the research will involve: giving information about dysfunctional secondary schools using oral interviews and observations;
- I understand that I may withdraw from this study at any time without having to give an explanation;
- I understand that all information about me will be treated confidentially and that I will not be named in any written work arising from this study;
- I understand that I will not be compensated for giving information in this study;
- I understand that the researcher will be discussing the progress of the research study with the circuit managers.

I therefore freely give my consent to participate in this research study.

RESPONDENT

Signature:..... **Date:**.....

RESEACHER

Signature:..... **Date:**.....

ANNEXURE D

QUESTIONNAIRE

CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOLS QUESTIONNAIRE

The purpose of this study is an opportunity for you to reflect on which factors affect the quality of teaching and learning in dysfunctional secondary school

SECTION A: DEMOGRAPHICS

For each of the following statements place a cross X in the box that applies to you.

1. Gender

Female	1
Male	2

2. Age

15-17 years	1
18-20 years	2
21-23 years	3
24 years and older	4

3. Level

Circuit manager	1
SGB members	2
Principals	3
Teachers	4
Learners	5

SECTION B: ISSUES ON TEACHING AND LEARNING

4. Indicate the extent to which you think each of the following affect the quality of teaching and learning?

	Not at all	Lesser extent	Not applicable	Not sure	To a great extent
Parental influence on teaching strategies	1	2	3	4	5
Class size	1	2	3	4	5
Teachers' qualifications	1	2	3	4	5
Parental influences on school management activities	1	2	3	4	5
	Not at all	Lesser extent	Not applicable	Not sure	To a great extent
Community involvement in school academic activities	1	2	3	4	5
School leadership	1	2	3	4	5
Catch up operation of class activities	1	2	3	4	5
Collaboration with stakeholders	1	2	3	4	5
Teachers using different learning approaches	1	2	3	4	5
Commitment of teachers	1	2	3	4	5
Teachers knowledge of subject content	1	2	3	4	5
Learner teachers interaction	1	2	3	4	5

5. To what extent do each of the following contribute to efficient lesson delivery?

	Not at all	Lesser extent	Not applicable	Not sure	To a great extent
Availability of teaching resources	1	2	3	4	5
Competency of teachers handling classrooms discipline	1	2	3	4	5

6. Indicate the extent to which each of the following practices in secondary schools contribute to the conducive teaching and learning environment?

	Not at all	Lesser extent	Not applicable	Not sure	To a great extent
Formative assessment	1	2	3	4	5
Summative assessment	1	2	3	4	5

7. Indicate by making a mark in an appropriate block whether each of the following contribute towards quality teaching and learning?

	Yes	No
Do teachers consider learners to be source of school disciplinary problems?	1	2
Do teachers invite disciplinary problems if they fail to encourage the development of individual thinking pattern in learners?	1	2
Do effective schools depend on the leadership in school to effect meaningful academic changes?	1	2
Is school improvement plan developed by involving staff?	1	2
Does type of leadership turn around the dysfunctional schools?	1	2
Does academic performance of students depend on the parental involvement in their academic activities?	1	2
Do teachers' working conditions affect their ability to provide quality education?	1	2
Do teacher's classroom effectiveness have significant influence on student academic performance?	1	2

8. To what extent do you agree or disagree with each of the following statements about quality teaching and learning environment.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
External support is an important element in improving quality of teaching and learning	1	2	3	4	5
Effective teachers have high standards of professional practice	1	2	3	4	5
Dysfunctional schools are often highly preoccupied with managing behaviour, at the expense of a focus on learning.	1	2	3	4	5
Learning occurs when teachers engage learners in instructional activities.	1	2	3	4	5
Peer networks with other schools are often particularly effective	1	2	3	4	5
Staff development activities should focus on teaching and learning.	1	2	3	4	5
Teachers ongoing professional development can have direct impact on learners' achievement	1	2	3	4	5
External agencies can help to improve teaching practices	1	2	3	4	5
Effective teachers produce high academic performing students	1	2	3	4	5
High pass rates of the students is a reflection of the instructional quality in the schools	1	2	3	4	5
Good academic performance of students is linked to good teacher's performance.	1	2	3	4	5
Shared values creates a stimulating learning climate using well placed teaching and learning approaches	1	2	3	4	5

Thank you

ANNEXURE E

INTERVIEW SCHEDULE

The interview was guided by the following questions with probing based on the responses:

My name is Visi Muriel Mbulaheni, studying at the University of Venda. I am interested in finding out what the issues are which are affecting teachers in dysfunctional secondary schools in Mutale area in the Vhembe district which have effect on quality teaching and learning.

I wish, at the onset, to ensure you that the information you provide me will be treated as confidential. Feel free to answer all questions and if there are questions you do not feel free to answer, please indicate so.

Has any researcher or research organization like the Human Science Research Council, The Joint Education Trust or any University recently conducted research at your school? If yes, what was the topic? Which questions were asked? What were the research findings? Have you seen these results? Were these results published? Did you get a copy?

Some teachers may be experiencing challenges that could be affecting them in promoting the quality of teaching and learning.

- What are the issues affecting you or other teachers in dysfunctional secondary schools in Mutale area in the Vhembe district which affect quality teaching and learning?
- What is the level of quality of teaching and learning in dysfunctional schools in Mutale area in Vhembe District?
- What strategies can be put in place in promoting a sustainable teaching and learning environment in a dysfunctional secondary school?

All interviews were recorded using a data recorder with the permission of the respondents.

ANNEXTURE F

OBSERVATION SCHEDULE

The following observation schedule was used. A Camera was used to take pictures. Pictures and notes were taken.

1. Physical environment – take notes on what is observed about cleanliness of the school surroundings.
2. Classroom environment - take notes and photos on what is observed about the classroom and its resources.
3. Classroom atmosphere - take notes on what is observed about the learner and teacher behavior.
4. Teachers working conditions - take notes and photos on what is observed about conditions in which teachers work in the classroom.
5. Facilities and safety in the schools - take notes and photos on what is observed about school facilities including toilets and other facilities.
6. Class size - take notes and photos on what is observed about the classroom and its resources.

ANNEXTURE G1

Frequencies

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	71	49.7	49.7	49.7
	Male	72	50.3	50.3	100.0
	Total	143	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-17 years	6	4.2	4.2	4.2
	18-20 years	44	30.8	30.8	35.0
	21-23 years	6	4.2	4.2	39.2
	24 years and older	87	60.8	60.8	100.0
	Total	143	100.0	100.0	

Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Circuit manager	4	2.8	2.8	2.8
	SGB members	12	8.4	8.4	11.2
	Principals	6	4.2	4.2	15.4
	Teachers	66	46.2	46.2	61.5
	Learner	55	38.5	38.5	100.0
	Total	143	100.0	100.0	

Parental influence on teaching strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	20	14.0	14.0	14.0
	Lesser extent	50	35.0	35.0	49.0
	Not applicable	6	4.2	4.2	53.1
	Not sure	9	6.3	6.3	59.4
	To a great extent	58	40.6	40.6	100.0
	Total	143	100.0	100.0	

Class size

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	13	9.1	9.1	9.1
	Lesser extent	32	22.4	22.4	31.5
	Not applicable	8	5.6	5.6	37.1
	Not sure	8	5.6	5.6	42.7
	To a great extent	82	57.3	57.3	100.0
	Total	143	100.0	100.0	

Teachers' qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	11.2	11.2	11.2
	Lesser extent	24	16.8	16.8	28.0
	Not applicable	4	2.8	2.8	30.8
	Not sure	23	16.1	16.1	46.9
	To a great extent	76	53.1	53.1	100.0
	Total	143	100.0	100.0	

Parental influences on school management activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	14	9.8	9.8	9.8
	Lesser extent	53	37.1	37.1	46.9
	Not applicable	11	7.7	7.7	54.5
	Not sure	14	9.8	9.8	64.3
	To a great extent	51	35.7	35.7	100.0
	Total	143	100.0	100.0	

Community involvement in school academic activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	14	9.8	9.8	9.8
	Lesser extent	45	31.5	31.5	41.3
	Not applicable	9	6.3	6.3	47.6
	Not sure	13	9.1	9.1	56.6
	To a great extent	62	43.4	43.4	100.0
	Total	143	100.0	100.0	

School leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	8	5.6	5.6	5.6
	Lesser extent	28	19.6	19.6	25.2
	Not applicable	3	2.1	2.1	27.3
	Not sure	12	8.4	8.4	35.7
	To a great extent	92	64.3	64.3	100.0
	Total	143	100.0	100.0	

Catch up operation of class activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	6	4.2	4.2	4.2
	Lesser extent	33	23.1	23.1	27.3
	Not applicable	5	3.5	3.5	30.8
	Not sure	13	9.1	9.1	39.9
	To a great extent	86	60.1	60.1	100.0
	Total	143	100.0	100.0	

Collaboration with stakeholders

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	9	6.3	6.3	6.3
	Lesser extent	34	23.8	23.8	30.1
	Not applicable	13	9.1	9.1	39.2
	Not sure	26	18.2	18.2	57.3
	To a great extent	61	42.7	42.7	100.0
	Total	143	100.0	100.0	

Teachers using different learning approaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	10	7.0	7.0	7.0
	Lesser extent	20	14.0	14.0	21.0
	Not applicable	4	2.8	2.8	23.8
	Not sure	12	8.4	8.4	32.2
	To a great extent	97	67.8	67.8	100.0
	Total	143	100.0	100.0	

Commitment of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	9	6.3	6.3	6.3
	Lesser extent	21	14.7	14.7	21.0
	Not applicable	2	1.4	1.4	22.4
	Not sure	3	2.1	2.1	24.5
	To a great extent	108	75.5	75.5	100.0
	Total	143	100.0	100.0	

Teachers knowledge of subject content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	11	7.7	7.7	7.7
	Lesser extent	15	10.5	10.5	18.2
	Not applicable	2	1.4	1.4	19.6
	Not sure	8	5.6	5.6	25.2
	To a great extent	107	74.8	74.8	100.0
	Total	143	100.0	100.0	

Learner teachers interaction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	3.5	3.5	3.5
	Lesser extent	22	15.4	15.4	18.9
	Not applicable	3	2.1	2.1	21.0
	Not sure	15	10.5	10.5	31.5
	To a great extent	98	68.5	68.5	100.0
	Total	143	100.0	100.0	

Formative assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	3.5	3.5	3.5
	Lesser extent	21	14.7	14.7	18.2
	Not applicable	2	1.4	1.4	19.6
	Not sure	19	13.3	13.3	32.9
	To a great extent	96	67.1	67.1	100.0
	Total	143	100.0	100.0	

Summative assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	5	3.5	3.5	3.5
	Lesser extent	19	13.3	13.3	16.8
	Not applicable	5	3.5	3.5	20.3
	Not sure	23	16.1	16.1	36.4
	To a great extent	91	63.6	63.6	100.0
	Total	143	100.0	100.0	

Availability of teaching resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	16	11.2	11.2	11.2
	Lesser extent	35	24.5	24.5	35.7
	Not applicable	3	2.1	2.1	37.8
	Not sure	4	2.8	2.8	40.6
	To a great extent	85	59.4	59.4	100.0
	Total	143	100.0	100.0	

Competency of teachers handling classrooms discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	6	4.2	4.2	4.2
	Lesser extent	29	20.3	20.3	24.5
	Not applicable	5	3.5	3.5	28.0
	Not sure	11	7.7	7.7	35.7
	To a great extent	92	64.3	64.3	100.0
	Total	143	100.0	100.0	

Competency of the principal in motivating teachers to deliver good lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	2.8	2.8	2.8
	No	20	14.0	14.0	16.8
	3	3	2.1	2.1	18.9
	4	12	8.4	8.4	27.3
	5	104	72.7	72.7	100.0
	Total	143	100.0	100.0	

Do teachers consider learners to be source of school disciplinary problems?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	108	75.5	75.5	75.5
	No	35	24.5	24.5	100.0
	Total	143	100.0	100.0	

Do teachers invite disciplinary problems if they fail to encourage the development of individual thinking pattern in learners?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	92	64.3	64.3	64.3
	No	51	35.7	35.7	100.0
	Total	143	100.0	100.0	

Do effective schools depend on the leadership in school to effect meaningful academic changes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	116	81.1	81.1	81.1
	No	27	18.9	18.9	100.0
	Total	143	100.0	100.0	

Is school improvement plan developed by involving staff?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	117	81.8	81.8	81.8
	No	26	18.2	18.2	100.0
	Total	143	100.0	100.0	

Does type of leadership turn around the dysfunctional schools?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	105	73.4	73.4	73.4
	No	38	26.6	26.6	100.0
	Total	143	100.0	100.0	

Does academic performance of students depend on the parental involvement in their academic activities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	104	72.7	72.7	72.7
	No	39	27.3	27.3	100.0
	Total	143	100.0	100.0	

Do teachers' working conditions affect their ability to provide quality education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	88.8	88.8	88.8
	No	16	11.2	11.2	100.0
Total		143	100.0	100.0	

Do teacher's teaching skills have significant influence on student academic performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	129	90.2	90.2	90.2
	No	14	9.8	9.8	100.0
Total		143	100.0	100.0	

External support is an important element in improving quality of teaching and learning in a dysfunctional school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	76	53.1	53.1	53.1
	Agree	50	35.0	35.0	88.1
	Not sure	8	5.6	5.6	93.7
	Disagree	4	2.8	2.8	96.5
	Strongly disagree	5	3.5	3.5	100.0
	Total	143	100.0	100.0	

Effective teachers have high standards of professional practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	61	42.7	42.7	42.7
	Agree	58	40.6	40.6	83.2
	Not sure	11	7.7	7.7	90.9
	Disagree	8	5.6	5.6	96.5
	Strongly disagree	5	3.5	3.5	100.0
	Total	143	100.0	100.0	

Dysfunctional schools are often highly preoccupied with managing behaviour at the expense of a focus on learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	43	30.1	30.1	30.1
	Agree	45	31.5	31.5	61.5
	Not sure	33	23.1	23.1	84.6
	Disagree	19	13.3	13.3	97.9
	Strongly disagree	3	2.1	2.1	100.0
	Total	143	100.0	100.0	

Learning occurs when teachers motivate learners in instructional activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	60	42.0	42.0	42.0
	Agree	64	44.8	44.8	86.7
	Not sure	10	7.0	7.0	93.7
	Disagree	6	4.2	4.2	97.9
	Strongly disagree	3	2.1	2.1	100.0
	Total	143	100.0	100.0	

Peer networks with other schools are often particularly effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	47	32.9	32.9	32.9
	Agree	72	50.3	50.3	83.2
	Not sure	13	9.1	9.1	92.3
	Disagree	6	4.2	4.2	96.5
	Strongly disagree	5	3.5	3.5	100.0
	Total	143	100.0	100.0	

Staff development activities should focus on teaching and learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	62	43.4	43.4	43.4
	Agree	59	41.3	41.3	84.6
	Not sure	9	6.3	6.3	90.9
	Disagree	7	4.9	4.9	95.8
	Strongly disagree	6	4.2	4.2	100.0
	Total	143	100.0	100.0	

Teachers' on-going professional development have direct impact on learners' achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	54	37.8	37.8	37.8
	Agree	62	43.4	43.4	81.1
	Not sure	15	10.5	10.5	91.6
	Disagree	8	5.6	5.6	97.2
	Strongly disagree	4	2.8	2.8	100.0
	Total	143	100.0	100.0	

External agencies can help to improve teaching practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	52	36.4	36.4	36.4
	Agree	63	44.1	44.1	80.4
	Not sure	20	14.0	14.0	94.4
	Disagree	7	4.9	4.9	99.3
	Strongly disagree	1	.7	.7	100.0
	Total	143	100.0	100.0	

Effective teachers produce high academic performing students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	79	55.2	55.2	55.2
	Agree	45	31.5	31.5	86.7
	Not sure	10	7.0	7.0	93.7
	Disagree	7	4.9	4.9	98.6
	Strongly disagree	2	1.4	1.4	100.0
	Total	143	100.0	100.0	

High pass rates of the students is a reflection of the instructional quality in the schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	67	46.9	46.9	46.9
	Agree	56	39.2	39.2	86.0
	Not sure	10	7.0	7.0	93.0
	Disagree	5	3.5	3.5	96.5
	Strongly disagree	5	3.5	3.5	100.0
	Total	143	100.0	100.0	

Good academic performance of students is linked to teacher's classroom performance.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	55	38.5	38.5	38.5
	Agree	67	46.9	46.9	85.3
	Not sure	6	4.2	4.2	89.5
	Disagree	5	3.5	3.5	93.0
	Strongly disagree	10	7.0	7.0	100.0
	Total	143	100.0	100.0	

Shared values creates a stimulating learning climate using well placed teaching and learning approaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	63	44.1	44.1	44.1
	Agree	57	39.9	39.9	83.9
	Not sure	15	10.5	10.5	94.4
	Disagree	3	2.1	2.1	96.5
	Strongly disagree	5	3.5	3.5	100.0
Total		143	100.0	100.0	

ANNEXURE G2

Crosstabs results

Level * Commitment of teachers

			Crosstab					
			Commitment of teachers					
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	Total
Level	Circuit manager	Count	1	0	0	0	3	4
		% within Level	25.0%	0.0%	0.0%	0.0%	75.0%	100.0%
		% within Commitment of teachers	11.1%	0.0%	0.0%	0.0%	2.8%	2.8%
		% of Total	0.7%	0.0%	0.0%	0.0%	2.1%	2.8%
	SGB members	Count	2	2	0	0	8	12
		% within Level	16.7%	16.7%	0.0%	0.0%	66.7%	100.0%
		% within Commitment of teachers	22.2%	9.5%	0.0%	0.0%	7.4%	8.4%
		% of Total	1.4%	1.4%	0.0%	0.0%	5.6%	8.4%
	Principals	Count	0	0	0	0	6	6
		% within Level	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
		% within Commitment of teachers	0.0%	0.0%	0.0%	0.0%	5.6%	4.2%
		% of Total	0.0%	0.0%	0.0%	0.0%	4.2%	4.2%
Teachers	Count	1	3	0	0	62	66	
	% within Level	1.5%	4.5%	0.0%	0.0%	93.9%	100.0%	
	% within Commitment of teachers	11.1%	14.3%	0.0%	0.0%	57.4%	46.2%	
	% of Total	0.7%	2.1%	0.0%	0.0%	43.4%	46.2%	
Learner	Count	5	16	2	3	29	55	
	% within Level	9.1%	29.1%	3.6%	5.5%	52.7%	100.0%	
	% within Commitment of teachers	55.6%	76.2%	100.0%	100.0%	26.9%	38.5%	
	% of Total	3.5%	11.2%	1.4%	2.1%	20.3%	38.5%	
Total	Count	9	21	2	3	108	143	
	% within Level	6.3%	14.7%	1.4%	2.1%	75.5%	100.0%	
	% within Commitment of teachers	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	6.3%	14.7%	1.4%	2.1%	75.5%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
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Pearson Chi-Square	36.974 ^a	16	.002
Likelihood Ratio	39.929	16	.001
Linear-by-Linear Association	2.393	1	.122
N of Valid Cases	143		

a. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .06.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.508	.002
	Cramer's V	.254	.002
N of Valid Cases		143	

Level * Teachers knowledge of subject content

Crosstab

			Teachers knowledge of subject content					Total
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	
Level	Circuit manager	Count	1	0	0	0	3	4
		% within Level	25.0%	0.0%	0.0%	0.0%	75.0%	100.0%
		% within Teachers knowledge of subject content	8.3%	0.0%	0.0%	0.0%	2.8%	2.8%
		% of Total	0.7%	0.0%	0.0%	0.0%	2.1%	2.8%
SGB members		Count	1	1	0	2	8	12
		% within Level	8.3%	8.3%	0.0%	16.7%	66.7%	100.0%
		% within Teachers knowledge of subject content	8.3%	7.1%	0.0%	25.0%	7.5%	8.4%
		% of Total	0.7%	0.7%	0.0%	1.4%	5.6%	8.4%
Principals		Count	0	0	0	0	6	6
		% within Level	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
		% within Teachers knowledge of subject content	0.0%	0.0%	0.0%	0.0%	5.6%	4.2%
		% of Total	0.0%	0.0%	0.0%	0.0%	4.2%	4.2%
Teachers		Count	1	1	0	2	62	66
		% within Level	1.5%	1.5%	0.0%	3.0%	93.9%	100.0%
		% within Teachers knowledge of subject content	8.3%	7.1%	0.0%	25.0%	57.9%	46.2%
		% of Total	0.7%	0.7%	0.0%	1.4%	43.4%	46.2%
Learner		Count	9	12	2	4	28	55
		% within Level	16.4%	21.8%	3.6%	7.3%	50.9%	100.0%

	% within Teachers knowledge of subject content	75.0%	85.7%	100.0%	50.0%	26.2%	38.5%
	% of Total	6.3%	8.4%	1.4%	2.8%	19.6%	38.5%
Total	Count	12	14	2	8	107	143
	% within Level	8.4%	9.8%	1.4%	5.6%	74.8%	100.0%
	% within Teachers knowledge of subject content	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	8.4%	9.8%	1.4%	5.6%	74.8%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.935 ^a	16	.001
Likelihood Ratio	42.071	16	.000
Linear-by-Linear Association	6.269	1	.012
N of Valid Cases	143		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .06.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.522
	Cramer's V	.261
N of Valid Cases	143	.001

Level * Effective teachers produce high academic performing students

Crosstab

			Effective teachers produce high academic performing students					Total
			Strongly agree	Agree	Not sure	Disagree	Strongly disagree	
Level	Circuit manager	Count	3	1	0	0	0	4
		% within Level	75.0%	25.0%	0.0%	0.0%	0.0%	100.0%
		% within Effective teachers produce high academic performing students	3.8%	2.3%	0.0%	0.0%	0.0%	2.8%
		% of Total	2.1%	0.7%	0.0%	0.0%	0.0%	2.8%
	SGB members	Count	9	1	1	0	1	12

	% within Level	75.0%	8.3%	8.3%	0.0%	8.3%	100.0%
	% within Effective teachers produce high academic performing students	11.3%	2.3%	10.0%	0.0%	50.0%	8.4%
	% of Total	6.3%	0.7%	0.7%	0.0%	0.7%	8.4%
Principals	Count	5	1	0	0	0	6
	% within Level	83.3%	16.7%	0.0%	0.0%	0.0%	100.0%
	% within Effective teachers produce high academic performing students	6.3%	2.3%	0.0%	0.0%	0.0%	4.2%
	% of Total	3.5%	0.7%	0.0%	0.0%	0.0%	4.2%
Teachers	Count	38	21	2	5	0	66
	% within Level	57.6%	31.8%	3.0%	7.6%	0.0%	100.0%
	% within Effective teachers produce high academic performing students	47.5%	47.7%	20.0%	71.4%	0.0%	46.2%
	% of Total	26.6%	14.7%	1.4%	3.5%	0.0%	46.2%
Learner	Count	25	20	7	2	1	55
	% within Level	45.5%	36.4%	12.7%	3.6%	1.8%	100.0%
	% within Effective teachers produce high academic performing students	31.3%	45.5%	70.0%	28.6%	50.0%	38.5%
	% of Total	17.5%	14.0%	4.9%	1.4%	0.7%	38.5%
Total	Count	80	44	10	7	2	143
	% within Level	55.9%	30.8%	7.0%	4.9%	1.4%	100.0%
	% within Effective teachers produce high academic performing students	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	55.9%	30.8%	7.0%	4.9%	1.4%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.214 ^a	16	.312
Likelihood Ratio	19.321	16	.252
Linear-by-Linear Association	2.565	1	.109
N of Valid Cases	143		

a. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .06.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.357
	Cramer's V	.178
N of Valid Cases		143

Level * Teachers using different learning approaches

Crosstab

			Teachers using different learning approaches					Total
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	
Level	Circuit manager	Count	0	2	0	1	1	4
		% within Level	0.0%	50.0%	0.0%	25.0%	25.0%	100.0%
		% within Teachers using different learning approaches	0.0%	9.5%	0.0%	8.3%	1.0%	2.8%
		% of Total	0.0%	1.4%	0.0%	0.7%	0.7%	2.8%
	SGB members	Count	0	1	0	3	8	12
		% within Level	0.0%	8.3%	0.0%	25.0%	66.7%	100.0%
		% within Teachers using different learning approaches	0.0%	4.8%	0.0%	25.0%	8.2%	8.4%
		% of Total	0.0%	0.7%	0.0%	2.1%	5.6%	8.4%
	Principals	Count	0	1	0	0	5	6
		% within Level	0.0%	16.7%	0.0%	0.0%	83.3%	100.0%
		% within Teachers using different learning approaches	0.0%	4.8%	0.0%	0.0%	5.2%	4.2%
		% of Total	0.0%	0.7%	0.0%	0.0%	3.5%	4.2%
Teachers	Count	4	2	1	2	57	66	
	% within Level	6.1%	3.0%	1.5%	3.0%	86.4%	100.0%	
	% within Teachers using different learning approaches	44.4%	9.5%	25.0%	16.7%	58.8%	46.2%	
	% of Total	2.8%	1.4%	0.7%	1.4%	39.9%	46.2%	
Learner	Count	5	15	3	6	26	55	
	% within Level	9.1%	27.3%	5.5%	10.9%	47.3%	100.0%	
	% within Teachers using different learning approaches	55.6%	71.4%	75.0%	50.0%	26.8%	38.5%	
	% of Total	3.5%	10.5%	2.1%	4.2%	18.2%	38.5%	
Total	Count	9	21	4	12	97	143	
	% within Level	6.3%	14.7%	2.8%	8.4%	67.8%	100.0%	
	% within Teachers using different learning approaches	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	6.3%	14.7%	2.8%	8.4%	67.8%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.752 ^a	16	.002
Likelihood Ratio	38.784	16	.001
Linear-by-Linear Association	3.433	1	.064
N of Valid Cases	143		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .11.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.507	.002
	Cramer's V	.253	.002
N of Valid Cases		143	

Level * Community involvement in school academic activities

Crosstab

			Community involvement in school academic activities					Total
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	
Level	Circuit manager	Count	1	2	0	0	1	4
		% within Level	25.0%	50.0%	0.0%	0.0%	25.0%	100.0%
		% within Community involvement in school academic activities	7.1%	4.4%	0.0%	0.0%	1.6%	2.8%
		% of Total	0.7%	1.4%	0.0%	0.0%	0.7%	2.8%
SGB members		Count	1	2	1	0	8	12
		% within Level	8.3%	16.7%	8.3%	0.0%	66.7%	100.0%
		% within Community involvement in school academic activities	7.1%	4.4%	11.1%	0.0%	12.9%	8.4%
		% of Total	0.7%	1.4%	0.7%	0.0%	5.6%	8.4%
Principals		Count	0	2	0	1	3	6
		% within Level	0.0%	33.3%	0.0%	16.7%	50.0%	100.0%
		% within Community involvement in school academic activities	0.0%	4.4%	0.0%	7.7%	4.8%	4.2%
		% of Total	0.0%	1.4%	0.0%	0.7%	2.1%	4.2%
Teachers		Count	5	24	4	3	30	66
		% within Level	7.6%	36.4%	6.1%	4.5%	45.5%	100.0%

	% within Community involvement in school academic activities	35.7%	53.3%	44.4%	23.1%	48.4%	46.2%
	% of Total	3.5%	16.8%	2.8%	2.1%	21.0%	46.2%
Learner	Count	7	15	4	9	20	55
	% within Level	12.7%	27.3%	7.3%	16.4%	36.4%	100.0%
	% within Community involvement in school academic activities	50.0%	33.3%	44.4%	69.2%	32.3%	38.5%
	% of Total	4.9%	10.5%	2.8%	6.3%	14.0%	38.5%
Total	Count	14	45	9	13	62	143
	% within Level	9.8%	31.5%	6.3%	9.1%	43.4%	100.0%
	% within Community involvement in school academic activities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	9.8%	31.5%	6.3%	9.1%	43.4%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.357 ^a	16	.572
Likelihood Ratio	16.336	16	.430
Linear-by-Linear Association	.230	1	.631
N of Valid Cases	143		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .25.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.317	.572
	Cramer's V	.158	.572
N of Valid Cases		143	

Level * Competency of teachers handling classrooms discipline

Crosstab

			Competency of teachers handling classrooms discipline					Total
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	
Level	Circuit manager	Count	0	2	0	0	2	4
		% within Level	0.0%	50.0%	0.0%	0.0%	50.0%	100.0%
		% within Competency of teachers handling classrooms discipline	0.0%	6.5%	0.0%	0.0%	2.2%	2.8%
		% of Total	0.0%	1.4%	0.0%	0.0%	1.4%	2.8%
	SGB members	Count	2	1	0	1	8	12
		% within Level	16.7%	8.3%	0.0%	8.3%	66.7%	100.0%
		% within Competency of teachers handling classrooms discipline	33.3%	3.2%	0.0%	9.1%	8.9%	8.4%
		% of Total	1.4%	0.7%	0.0%	0.7%	5.6%	8.4%
	Principals	Count	0	1	0	0	5	6
		% within Level	0.0%	16.7%	0.0%	0.0%	83.3%	100.0%
		% within Competency of teachers handling classrooms discipline	0.0%	3.2%	0.0%	0.0%	5.6%	4.2%
		% of Total	0.0%	0.7%	0.0%	0.0%	3.5%	4.2%
	Teachers	Count	1	10	2	2	51	66
		% within Level	1.5%	15.2%	3.0%	3.0%	77.3%	100.0%
		% within Competency of teachers handling classrooms discipline	16.7%	32.3%	40.0%	18.2%	56.7%	46.2%
		% of Total	0.7%	7.0%	1.4%	1.4%	35.7%	46.2%
	Learner	Count	3	17	3	8	24	55
		% within Level	5.5%	30.9%	5.5%	14.5%	43.6%	100.0%
		% within Competency of teachers handling classrooms discipline	50.0%	54.8%	60.0%	72.7%	26.7%	38.5%
		% of Total	2.1%	11.9%	2.1%	5.6%	16.8%	38.5%
Total	Count	6	31	5	11	90	143	
	% within Level	4.2%	21.7%	3.5%	7.7%	62.9%	100.0%	
	% within Competency of teachers handling classrooms discipline	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	4.2%	21.7%	3.5%	7.7%	62.9%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.551 ^a	16	.061
Likelihood Ratio	25.738	16	.058
Linear-by-Linear Association	1.370	1	.242
N of Valid Cases	143		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .14.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.423
	Cramer's V	.211
N of Valid Cases		143

Level * Availability of teaching resources

Crosstab

			Availability of teaching resources					Total
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	
Level	Circuit manager	Count	0	2	0	0	2	4
		% within Level	0.0%	50.0%	0.0%	0.0%	50.0%	100.0%
		% within Availability of teaching resources	0.0%	5.7%	0.0%	0.0%	2.4%	2.8%
		% of Total	0.0%	1.4%	0.0%	0.0%	1.4%	2.8%
	SGB members	Count	1	4	0	0	7	12
		% within Level	8.3%	33.3%	0.0%	0.0%	58.3%	100.0%
		% within Availability of teaching resources	6.3%	11.4%	0.0%	0.0%	8.2%	8.4%
		% of Total	0.7%	2.8%	0.0%	0.0%	4.9%	8.4%
	Principals	Count	0	1	0	0	5	6
		% within Level	0.0%	16.7%	0.0%	0.0%	83.3%	100.0%
		% within Availability of teaching resources	0.0%	2.9%	0.0%	0.0%	5.9%	4.2%
		% of Total	0.0%	0.7%	0.0%	0.0%	3.5%	4.2%
Teachers	Count	3	12	2	3	46	66	
	% within Level	4.5%	18.2%	3.0%	4.5%	69.7%	100.0%	

	% within Availability of teaching resources	18.8%	34.3%	66.7%	75.0%	54.1%	46.2%
	% of Total	2.1%	8.4%	1.4%	2.1%	32.2%	46.2%
Learner	Count	12	16	1	1	25	55
	% within Level	21.8%	29.1%	1.8%	1.8%	45.5%	100.0%
	% within Availability of teaching resources	75.0%	45.7%	33.3%	25.0%	29.4%	38.5%
	% of Total	8.4%	11.2%	0.7%	0.7%	17.5%	38.5%
Total	Count	16	35	3	4	85	143
	% within Level	11.2%	24.5%	2.1%	2.8%	59.4%	100.0%
	% within Availability of teaching resources	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	11.2%	24.5%	2.1%	2.8%	59.4%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.406 ^a	16	.301
Likelihood Ratio	19.879	16	.226
Linear-by-Linear Association	2.404	1	.121
N of Valid Cases	143		

a. 18 cells (72.0%) have expected count less than 5. The minimum expected count is .08.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.359
	Cramer's V	.179
N of Valid Cases		143

Level * Do teachers' working conditions affect their ability to provide quality education?

Crosstab

			Do teachers' working conditions affect their ability to provide quality education?		Total
			Yes	No	
Level	Circuit manager	Count	3	1	4
		% within Level	75.0%	25.0%	100.0%
		% within Do teachers' working conditions affect their ability to provide quality education?	2.4%	6.3%	2.8%
		% of Total	2.1%	0.7%	2.8%
SGB members	SGB members	Count	12	0	12
		% within Level	100.0%	0.0%	100.0%
		% within Do teachers' working conditions affect their ability to provide quality education?	9.4%	0.0%	8.4%
		% of Total	8.4%	0.0%	8.4%
Principals	Principals	Count	5	1	6
		% within Level	83.3%	16.7%	100.0%
		% within Do teachers' working conditions affect their ability to provide quality education?	3.9%	6.3%	4.2%
		% of Total	3.5%	0.7%	4.2%
Teachers	Teachers	Count	62	4	66
		% within Level	93.9%	6.1%	100.0%
		% within Do teachers' working conditions affect their ability to provide quality education?	48.8%	25.0%	46.2%
		% of Total	43.4%	2.8%	46.2%
Learner	Learner	Count	45	10	55
		% within Level	81.8%	18.2%	100.0%
		% within Do teachers' working conditions affect their ability to provide quality education?	35.4%	62.5%	38.5%
		% of Total	31.5%	7.0%	38.5%
Total	Total	Count	127	16	143
		% within Level	88.8%	11.2%	100.0%
		% within Do teachers' working conditions affect their ability to provide quality education?	100.0%	100.0%	100.0%
		% of Total	88.8%	11.2%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.914 ^a	4	.140
Likelihood Ratio	7.987	4	.092
Linear-by-Linear Association	1.436	1	.231
N of Valid Cases	143		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .45.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.220
	Cramer's V	.220
N of Valid Cases	143	

Level * Is school improvement plan developed by involving staff?

Crosstab

			Is school improvement plan developed by involving staff?			Total
			Yes	No	5	
Level	Circuit manager	Count	3	0	1	4
		% within Level	75.0%	0.0%	25.0%	100.0%
		% within Is school improvement plan developed by involving staff?	2.6%	0.0%	100.0%	2.8%
		% of Total	2.1%	0.0%	0.7%	2.8%
	SGB members	Count	11	1	0	12
		% within Level	91.7%	8.3%	0.0%	100.0%
		% within Is school improvement plan developed by involving staff?	9.4%	4.0%	0.0%	8.4%
		% of Total	7.7%	0.7%	0.0%	8.4%
	Principals	Count	6	0	0	6
		% within Level	100.0%	0.0%	0.0%	100.0%
		% within Is school improvement plan developed by involving staff?	5.1%	0.0%	0.0%	4.2%
		% of Total	4.2%	0.0%	0.0%	4.2%
Teachers	Count	54	12	0	66	
	% within Level	81.8%	18.2%	0.0%	100.0%	

	% within Is school improvement plan developed by involving staff?	46.2%	48.0%	0.0%	46.2%
	% of Total	37.8%	8.4%	0.0%	46.2%
Learner	Count	43	12	0	55
	% within Level	78.2%	21.8%	0.0%	100.0%
	% within Is school improvement plan developed by involving staff?	36.8%	48.0%	0.0%	38.5%
	% of Total	30.1%	8.4%	0.0%	38.5%
Total	Count	117	25	1	143
	% within Level	81.8%	17.5%	0.7%	100.0%
	% within Is school improvement plan developed by involving staff?	100.0%	100.0%	100.0%	100.0%
	% of Total	81.8%	17.5%	0.7%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.179 ^a	8	.000
Likelihood Ratio	12.406	8	.134
Linear-by-Linear Association	.604	1	.437
N of Valid Cases	143		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.517	.000
	Cramer's V	.365	.000
N of Valid Cases		143	

Level * Do effective schools depend on the leadership in school to effect meaningful academic changes?

Crosstab

			Do effective schools depend on the leadership in school to effect meaningful academic changes?			Total
			Yes	No	5	
Level	Circuit manager	Count	2	1	1	4
		% within Level	50.0%	25.0%	25.0%	100.0%
		% within Do effective schools depend on the leadership in school to effect meaningful academic changes?	1.7%	3.7%	100.0%	2.8%
		% of Total	1.4%	0.7%	0.7%	2.8%
SGB members		Count	9	3	0	12
		% within Level	75.0%	25.0%	0.0%	100.0%
		% within Do effective schools depend on the leadership in school to effect meaningful academic changes?	7.8%	11.1%	0.0%	8.4%
		% of Total	6.3%	2.1%	0.0%	8.4%
Principals		Count	6	0	0	6
		% within Level	100.0%	0.0%	0.0%	100.0%
		% within Do effective schools depend on the leadership in school to effect meaningful academic changes?	5.2%	0.0%	0.0%	4.2%
		% of Total	4.2%	0.0%	0.0%	4.2%
Teachers		Count	57	9	0	66
		% within Level	86.4%	13.6%	0.0%	100.0%
		% within Do effective schools depend on the leadership in school to effect meaningful academic changes?	49.6%	33.3%	0.0%	46.2%
		% of Total	39.9%	6.3%	0.0%	46.2%
Learner		Count	41	14	0	55
		% within Level	74.5%	25.5%	0.0%	100.0%
		% within Do effective schools depend on the leadership in school to effect meaningful academic changes?	35.7%	51.9%	0.0%	38.5%
		% of Total	28.7%	9.8%	0.0%	38.5%
Total		Count	115	27	1	143
		% within Level	80.4%	18.9%	0.7%	100.0%

% within Do effective schools depend on the leadership in school to effect meaningful academic changes?	100.0%	100.0%	100.0%	100.0%
% of Total	80.4%	18.9%	0.7%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.736 ^a	8	.000
Likelihood Ratio	13.273	8	.103
Linear-by-Linear Association	2.623	1	.105
N of Valid Cases	143		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.527	.000
	Cramer's V	.373	.000
N of Valid Cases		143	

Level * Competency of the principal in motivating teachers to deliver good lessons

Crosstab

			Competency of the principal in motivating teachers to deliver good lessons					Total
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	
Level	Circuit manager	Count	0	0	0	0	4	4
		% within Level	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
		% within Competency of the principal in motivating teachers to deliver good lessons	0.0%	0.0%	0.0%	0.0%	3.8%	2.8%
		% of Total	0.0%	0.0%	0.0%	0.0%	2.8%	2.8%
	SGB members	Count	1	2	0	0	9	12
		% within Level	8.3%	16.7%	0.0%	0.0%	75.0%	100.0%
		% within Competency of the principal in motivating teachers to deliver good lessons	25.0%	10.0%	0.0%	0.0%	8.7%	8.4%
		% of Total	0.7%	1.4%	0.0%	0.0%	6.3%	8.4%
	Principals	Count	0	1	0	0	5	6
		% within Level	0.0%	16.7%	0.0%	0.0%	83.3%	100.0%
		% within Competency of the principal in motivating teachers to deliver good lessons	0.0%	5.0%	0.0%	0.0%	4.8%	4.2%
		% of Total	0.0%	0.7%	0.0%	0.0%	3.5%	4.2%
	Teachers	Count	1	6	1	3	55	66
		% within Level	1.5%	9.1%	1.5%	4.5%	83.3%	100.0%
		% within Competency of the principal in motivating teachers to deliver good lessons	25.0%	30.0%	33.3%	25.0%	52.9%	46.2%
		% of Total	0.7%	4.2%	0.7%	2.1%	38.5%	46.2%
	Learner	Count	2	11	2	9	31	55
		% within Level	3.6%	20.0%	3.6%	16.4%	56.4%	100.0%
		% within Competency of the principal in motivating teachers to deliver good lessons	50.0%	55.0%	66.7%	75.0%	29.8%	38.5%
		% of Total	1.4%	7.7%	1.4%	6.3%	21.7%	38.5%
Total	Count	4	20	3	12	104	143	
	% within Level	2.8%	14.0%	2.1%	8.4%	72.7%	100.0%	
	% within Competency of the principal in motivating teachers to deliver good lessons	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	14.0%	2.1%	8.4%	72.7%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.246 ^a	16	.370
Likelihood Ratio	19.284	16	.254
Linear-by-Linear Association	2.414	1	.120
N of Valid Cases	143		

a. 19 cells (76.0%) have expected count less than 5. The minimum expected count is .08.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.347
	Cramer's V	.174
N of Valid Cases	143	.370

Level * Does type of leadership turn around the dysfunctional schools?

Crosstab

			Does type of leadership turn around the dysfunctional schools?			Total
			Yes	No	5	
Level	Circuit manager	Count	2	1	1	4
		% within Level	50.0%	25.0%	25.0%	100.0%
		% within Does type of leadership turn around the dysfunctional schools?	1.9%	2.6%	100.0%	2.8%
		% of Total	1.4%	0.7%	0.7%	2.8%
	SGB members	Count	10	2	0	12
		% within Level	83.3%	16.7%	0.0%	100.0%
		% within Does type of leadership turn around the dysfunctional schools?	9.6%	5.3%	0.0%	8.4%
		% of Total	7.0%	1.4%	0.0%	8.4%
	Principals	Count	5	1	0	6
		% within Level	83.3%	16.7%	0.0%	100.0%
		% within Does type of leadership turn around the dysfunctional schools?	4.8%	2.6%	0.0%	4.2%
		% of Total	3.5%	0.7%	0.0%	4.2%
Teachers	Count	52	14	0	66	
	% within Level	78.8%	21.2%	0.0%	100.0%	

	% within Does type of leadership turn around the dysfunctional schools?	50.0%	36.8%	0.0%	46.2%
	% of Total	36.4%	9.8%	0.0%	46.2%
Learner	Count	35	20	0	55
	% within Level	63.6%	36.4%	0.0%	100.0%
	% within Does type of leadership turn around the dysfunctional schools?	33.7%	52.6%	0.0%	38.5%
	% of Total	24.5%	14.0%	0.0%	38.5%
Total	Count	104	38	1	143
	% within Level	72.7%	26.6%	0.7%	100.0%
	% within Does type of leadership turn around the dysfunctional schools?	100.0%	100.0%	100.0%	100.0%
	% of Total	72.7%	26.6%	0.7%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	39.637 ^a	8	.000
Likelihood Ratio	12.031	8	.150
Linear-by-Linear Association	.345	1	.557
N of Valid Cases	143		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.526	.000
	Cramer's V	.372	.000
N of Valid Cases		143	

Level * High pass rates of the students is a reflection of the instructional quality in the schools

Crosstab

			High pass rates of the students is a reflection of the instructional quality in the schools					
			Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Total
Level	Circuit manager	Count	3	1	0	0	0	4
		% within Level	75.0%	25.0%	0.0%	0.0%	0.0%	100.0%
		% within High pass rates of the students is a reflection of the instructional quality in the schools	4.4%	1.8%	0.0%	0.0%	0.0%	2.8%
		% of Total	2.1%	0.7%	0.0%	0.0%	0.0%	2.8%
	SGB members	Count	8	4	0	0	0	12
		% within Level	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
		% within High pass rates of the students is a reflection of the instructional quality in the schools	11.8%	7.3%	0.0%	0.0%	0.0%	8.4%
		% of Total	5.6%	2.8%	0.0%	0.0%	0.0%	8.4%
	Principals	Count	4	2	0	0	0	6
		% within Level	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
		% within High pass rates of the students is a reflection of the instructional quality in the schools	5.9%	3.6%	0.0%	0.0%	0.0%	4.2%
		% of Total	2.8%	1.4%	0.0%	0.0%	0.0%	4.2%
Teachers	Count	30	29	2	4	1	66	
	% within Level	45.5%	43.9%	3.0%	6.1%	1.5%	100.0%	
	% within High pass rates of the students is a reflection of the instructional quality in the schools	44.1%	52.7%	20.0%	80.0%	20.0%	46.2%	
	% of Total	21.0%	20.3%	1.4%	2.8%	0.7%	46.2%	
Learner	Count	23	19	8	1	4	55	
	% within Level	41.8%	34.5%	14.5%	1.8%	7.3%	100.0%	
	% within High pass rates of the students is a reflection of the instructional quality in the schools	33.8%	34.5%	80.0%	20.0%	80.0%	38.5%	
	% of Total	16.1%	13.3%	5.6%	0.7%	2.8%	38.5%	
Total	Count	68	55	10	5	5	143	
	% within Level	47.6%	38.5%	7.0%	3.5%	3.5%	100.0%	
	% within High pass rates of the students is a reflection of the instructional quality in the schools	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	47.6%	38.5%	7.0%	3.5%	3.5%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.217 ^a	16	.372
Likelihood Ratio	18.940	16	.272
Linear-by-Linear Association	7.009	1	.008
N of Valid Cases	143		

a. 20 cells (80.0%) have expected count less than 5. The minimum expected count is .14.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.372
	Cramer's V	.372
N of Valid Cases	143	

Level * Parental influences on school management activities

Crosstab

			Parental influences on school management activities					
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	Total
Level	Circuit manager	Count	1	0	0	1	2	4
		% within Level	25.0%	0.0%	0.0%	25.0%	50.0%	100.0%
		% within Parental influences on school management activities	7.1%	0.0%	0.0%	7.1%	3.9%	2.8%
		% of Total	0.7%	0.0%	0.0%	0.7%	1.4%	2.8%
SGB members	SGB members	Count	1	7	0	0	4	12
		% within Level	8.3%	58.3%	0.0%	0.0%	33.3%	100.0%
		% within Parental influences on school management activities	7.1%	13.2%	0.0%	0.0%	7.8%	8.4%
		% of Total	0.7%	4.9%	0.0%	0.0%	2.8%	8.4%
Principals	Principals	Count	1	2	1	1	1	6
		% within Level	16.7%	33.3%	16.7%	16.7%	16.7%	100.0%
		% within Parental influences on school management activities	7.1%	3.8%	9.1%	7.1%	2.0%	4.2%
		% of Total	0.7%	1.4%	0.7%	0.7%	0.7%	4.2%
Teachers	Teachers	Count	4	29	3	5	25	66
		% within Level	6.1%	43.9%	4.5%	7.6%	37.9%	100.0%

	% within Parental influences on school management activities	28.6%	54.7%	27.3%	35.7%	49.0%	46.2%
	% of Total	2.8%	20.3%	2.1%	3.5%	17.5%	46.2%
Learner	Count	7	15	7	7	19	55
	% within Level	12.7%	27.3%	12.7%	12.7%	34.5%	100.0%
	% within Parental influences on school management activities	50.0%	28.3%	63.6%	50.0%	37.3%	38.5%
	% of Total	4.9%	10.5%	4.9%	4.9%	13.3%	38.5%
Total	Count	14	53	11	14	51	143
	% within Level	9.8%	37.1%	7.7%	9.8%	35.7%	100.0%
	% within Parental influences on school management activities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	9.8%	37.1%	7.7%	9.8%	35.7%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.630 ^a	16	.410
Likelihood Ratio	19.625	16	.238
Linear-by-Linear Association	.144	1	.704
N of Valid Cases	143		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .31.

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal	Phi	.341
	Cramer's V	.171
N of Valid Cases		143

Level * Parental influences on school management activities

Crosstab

			Parental influences on school management activities					Total
			Not at all	Lesser extent	Not applicable	Not sure	To a great extent	
Level	Circuit manager	Count	1	0	0	1	2	4
		% within Level	25.0%	0.0%	0.0%	25.0%	50.0%	100.0%
		% within Parental influences on school management activities	7.1%	0.0%	0.0%	7.1%	3.9%	2.8%
		% of Total	0.7%	0.0%	0.0%	0.7%	1.4%	2.8%
	SGB members	Count	1	7	0	0	4	12
		% within Level	8.3%	58.3%	0.0%	0.0%	33.3%	100.0%
		% within Parental influences on school management activities	7.1%	13.2%	0.0%	0.0%	7.8%	8.4%
		% of Total	0.7%	4.9%	0.0%	0.0%	2.8%	8.4%
	Principals	Count	1	2	1	1	1	6
		% within Level	16.7%	33.3%	16.7%	16.7%	16.7%	100.0%
		% within Parental influences on school management activities	7.1%	3.8%	9.1%	7.1%	2.0%	4.2%
		% of Total	0.7%	1.4%	0.7%	0.7%	0.7%	4.2%
Teachers	Count	4	29	3	5	25	66	
	% within Level	6.1%	43.9%	4.5%	7.6%	37.9%	100.0%	
	% within Parental influences on school management activities	28.6%	54.7%	27.3%	35.7%	49.0%	46.2%	
	% of Total	2.8%	20.3%	2.1%	3.5%	17.5%	46.2%	
Learner	Count	7	15	7	7	19	55	
	% within Level	12.7%	27.3%	12.7%	12.7%	34.5%	100.0%	
	% within Parental influences on school management activities	50.0%	28.3%	63.6%	50.0%	37.3%	38.5%	
	% of Total	4.9%	10.5%	4.9%	4.9%	13.3%	38.5%	
Total	Count	14	53	11	14	51	143	
	% within Level	9.8%	37.1%	7.7%	9.8%	35.7%	100.0%	
	% within Parental influences on school management activities	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	9.8%	37.1%	7.7%	9.8%	35.7%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.630 ^a	16	.410
Likelihood Ratio	19.625	16	.238
Linear-by-Linear Association	.144	1	.704
N of Valid Cases	143		

a. 16 cells (64.0%) have expected count less than 5. The minimum expected count is .31.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.341	.410
	Cramer's V	.171	.410
N of Valid Cases		143	

ANNEXURE G3

Interview Transcript 1

CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOLS TRANSCRIPT

Interviewer

My name is Visi Muriel Mbulaheni, studying at the University of Venda. I am interested in finding out what the issues are which are affecting teachers in dysfunctional secondary schools in Mutale area in the Vhembe district which have effect on quality teaching and learning.

I wish, at the onset, to ensure you that the information you provide me will be treated as confidential. Feel free to answer all questions and if there are questions you do not feel free to answer, please indicate so.

Has any researcher or research organization like the Human Science Research Council, The Joint Education Trust or any University recently conducted research at your school? If yes, what was the topic? Which questions were asked? What were the research findings? Have you seen these results? Were these results published? Did you get a copy?

P1: Principal 1

No!

Interviewer: How is the relationship between learners and teachers?

The following are remarks from some of the principals interviewed:

P1: There is a mutual relationships. Learners respect their teachers, they feel free to ask questions. Teachers also support their learners

Interview Transcript 2

CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOLS TRANSCRIPT

Interviewer

My name is Visi Muriel Mbulaheni, studying at the University of Venda. I am interested in finding out what the issues are which are affecting teachers in dysfunctional secondary schools in Mutale area in the Vhembe district which have effect on quality teaching and learning.

I wish, at the onset, to ensure you that the information you provide me will be treated as confidential. Feel free to answer all questions and if there are questions you do not feel free to answer, please indicate so.

Has any researcher or research organization like the Human Science Research Council, The Joint Education Trust or any University recently conducted research at your school? If yes, what was the topic? Which questions were asked? What were the research findings? Have you seen these results? Were these results published? Did you get a copy?

P2: Principal 2

No!

Interviewer: How is the relationship between learners and teachers?

P2: The relationship between learners and teachers is good. There is strong cooperation of learners they are discipline and loyal.

Thank you very much for your contributions

Interview Transcript 3

CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOLS TRANSCRIPT

Interviewer

My name is Visi Muriel Mbulaheni, studying at the University of Venda. I am interested in finding out what the issues are which are affecting teachers in dysfunctional secondary schools in Mutale area in the Vhembe district which have effect on quality teaching and learning.

I wish, at the onset, to ensure you that the information you provide me will be treated as confidential. Feel free to answer all questions and if there are questions you do not feel free to answer, please indicate so.

Has any researcher or research organization like the Human Science Research Council, The Joint Education Trust or any University recently conducted research at your school? If yes, what was the topic? Which questions were asked? What were the research findings? Have you seen these results? Were these results published? Did you get a copy?

T1: Teacher 1

No!

Interviewer: How is the relationship between learners and teachers?

The following remarks attest to this: T1: mmmmmm the relationship between learners and teachers is healthy. There is co-operation and they are participating very well.

Thank you very much for your contributions

Interview Transcript 4

CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOLS TRANSCRIPT

Interviewer

My name is Visi Muriel Mbulaheni, studying at the University of Venda. I am interested in finding out what the issues are which are affecting teachers in dysfunctional secondary schools in Mutale area in the Vhembe district which have effect on quality teaching and learning.

I wish, at the onset, to ensure you that the information you provide me will be treated as confidential. Feel free to answer all questions and if there are questions you do not feel free to answer, please indicate so.

Has any researcher or research organization like the Human Science Research Council, The Joint Education Trust or any University recently conducted research at your school? If yes, what was the topic? Which questions were asked? What were the research findings? Have you seen these results? Were these results published? Did you get a copy?

Thank you very much for your contributions

Interview Transcript 5

CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOLS TRANSCRIPT

Interviewer

My name is Visi Muriel Mbulaheni, studying at the University of Venda. I am interested in finding out what the issues are which are affecting teachers in dysfunctional secondary schools in Mutale area in the Vhembe district which have effect on quality teaching and learning.

I wish, at the onset, to ensure you that the information you provide me will be treated as confidential. Feel free to answer all questions and if there are questions you do not feel free to answer, please indicate so.

Has any researcher or research organization like the Human Science Research Council, The Joint Education Trust or any University recently conducted research at your school? If yes, what was the topic? Which questions were asked? What were the research findings? Have you seen these results? Were these results published? Did you get a copy?

T2: Teacher 2

No!

Interviewer: How is the relationship between learners and teachers?

T2: The relationship between learners and teachers is good. My learners enjoy my lessons. Learners pay attention while I am teaching they follow instructions. They are motivated in such a way that the do not miss my class. They also respect other teachers.

Thank you very much for your contributions

Interview Transcript 6

CREATING SUSTAINABLE TEACHING AND LEARNING ENVIRONMENT IN A DYSFUNCTIONAL SECONDARY SCHOOLS TRANSCRIPT

Interviewer

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P3: Principal 3

No!

Interviewer: Does discipline at schools had deteriorated teachers' passion for teaching?

The following remark by the principal confirms this:

P3: Yes, Learners are difficult to listen while teachers teaching .Learners do not take teachers serious while teaching. The teacher's tries by all means to engage them, even though some do respect. They are not time conscious. Techers waste time calling them to get into the classrooms after break.

Thank you very much for your contribution

Interview Transcript 7

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P4: Principal 4

No!

Interviewer: Does discipline at schools had deteriorated teachers' passion for teaching?

P4: Yes, Learners disrespect teachers. When teachers teaches they make noise, bagging them to go to class after break. Teachers become impatient of not being respected.

Thank you very much for your contributions

Interview Transcript 8

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L: Learner

No!

Interviewer: Does discipline at schools had deteriorated teachers' passion for teaching?

L: There are learners that do not listen and they disrupt the class, by laughing or whispering vulgar words at the teacher whereby the teacher get angry and leave the class before the end of period. But there are also teachers who misses their period, sited in the staff room busy with their laptops. Learners start making noise and fighting in the classroom. Some teachers come to class not well prepared their lesson presentation.

Thank you very much for your contributions

Interview Transcript 9

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L1: Learner 1

No!

Interviewer: How is the relationship between learners and teachers?

The following remark by learners confirms this:

L1: The relationship is good. Teachers use their spare time even on holiday to assist us in catch up programmes. Many teachers work long hours in the evening

Thank you very much for your contributions

Interview Transcript 10

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L2: Learner 2

No!

Interviewer: How is the relationship between learners and teachers?

L2: Teachers do not communicate with us properly. Some times when we need help to teachers we do not get help. Teachers use to insult us about our family background. They ask questions when you give wrong answer they refer us to our family background. He or She may say I knew that you will never answer it correctly because there is no one in your family who is educated.

Thank you very much for your contributions

Interview Transcript 11

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T1: Teacher 1

No!

Interviewer: How do the school organize learning to meet its aims?

Following remark by one of the teachers interviewed confirms this:

T1: As teachers we are trying very hard to render good quality teaching. Many of us work long hours from morning till late in the evening.

Thank you very much for your contributions

Interview Transcript 12

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No!

Interviewer: Why Grade 12 results are not sustainable in your school?

T1: You know, we are having a serious problem. There are learners who are promoted from grade 11 therefore this learners are not ready to be in Grade 12. They do not study, not coming to school regularly and they are ill-discipline learners.

Thank you very much for your contributions

Interview Transcript 13

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T1: Teacher 1

No!

Interviewer: Why Grade 12 results are not sustainable in your school?

T1: You know, we are having a serious problem. There are learners who are promoted from grade 11 therefore this learners are not ready to be in Grade 12. They do not study, not coming to school regularly and they are ill-discipline learners.

Thank you very much for your contributions

Interview Transcript 14

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T2: Teacher 2

No!

Interviewer: Why Grade 12 results are not sustainable in your school?

T2: There is a problem of language. Our learners need to be taught in vernacular. They cannot express themselves in English. When I teach them in English they will say, we don't understand you, can you explain in our mother tongue.

Thank you very much for your contributions

Interview Transcript 15

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L1: Learner 1

No!

Interviewer: Why Grade 12 results are not sustainable in your school?

L1: My performance is poor, I do not know whether I am going to pass Grade 12. I am just promoted from Grade 11 to Grade 12 by QP. On the other hand teachers have attitude to those learners who are promoted by qualified pass (QP).

Thank you very much for your contributions

Interview Transcript 16

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T: Teacher No!

Interviewer: Does school involve other stakeholders in all school activities?

T: Yes! We involve parents. Each and every quarter the principal invites all parent in school meetings. Parents, support schools in paying some school project funds even though other parents will be complaining due to poverty status.

Thank you Mam.

You are welcome.

Interview Transcript 17

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P1: Principal 1

No!

Interviewer: Does school involve other stakeholders in all school activities?

P1: mmmmmm to start allow me to say in this school, school governing body members are the people who come from the community around this school. They do not like me. They have negative attitude towards me and there are many distractive challenges that I am experiencing.

Interviewer: Why do you say so?

P1: I think community members are having interest to someone who stays around these village. We have poor relationship with parents. Eish let me just end this conversation.

Thank you very much for your contributions

Hockey!

Interview Transcript 18

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P2: Principal 2

No!

Interviewer: Does school involve other stakeholders in all school activities?

P2: Few parents are dedicated themselves to school activities. They use to come and volunteer in cleaning learners classrooms. Attend and Participate in school meetings when they are invited. Most parents would say "I do not have time". Most of the parents are domestic workers. They even work on weekends

Thank you very much for your contributions

Interview Transcript 19

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P3: Principal 3

No!

Interviewer: Does school involve other stakeholders in all school activities?

P3 We use to call parents meetings Grade by Grade. Each year, we use to organize education forum whereby we invite Head man from the village, local Civic, Priests and counselor. Students from other universities assist in teaching learners during winter school catch up operation.

Thank you very much for your contributions

Interview Transcript 20

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T: Teacher

No!

Interviewer: Does the school have active collaborative partnerships?

T: Yes! We involve local priest, political leaders, local headman and parents of learners in our school all these stakeholders assist us in planning school activities in order to improve quality teaching and learning. They donate funds, Motivate learner's especial Grade 12 learners. Student from different universities also intervene in winter school catch up programme.

Thank you very much for your contributions

You are welcome

Interview Transcript 21

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Interviewer: Does teachers teach you effectively?

L: Learner

L: Not all teachers. Sometimes I do not like to participate in the class but my English teacher use to call me Scottish man. He will say Scottish man give me the answer when I got the answer correctly he will say again the Scottish man got it correctly it is going to rain today. And also when got high marks in the test he will also say what you have eaten today.

Thank you very much for your contributions

Interview Transcript 22

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Interviewer: Does physical environments have an impact on the learning academic performance?

L: Learner

L: Yes! The physical environments of our school have an impact on the learning of our academic performance. Our classrooms have no window panes, during windy days we are suffering with dust and feeling cold. Inside the classroom there are cracks all over the walls, holes in the floor and also the chalkboard are not eligible for the teacher to write on it and it is not all the words you can see or read in that chalkboard.

Thank you very much for your contributions

Interview Transcript 23

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T: Teacher

No!

Interviewer: Does physical environments have an impact on the learning academic performance?

T: Yes! Heiiii, yaaa (laughing) is tough you know learners' academic performance are affected by the poor physical environments of these school.

Interviewer: How?

L: Most of our classrooms have terrible conditions like: they have no window panes and doors. There are falling and broken ceilings and roofs, unhealthy toilets, electrical systems, broken chalkboards, and walls. Worse part of it there is a bad smell and noise of (Nyamulemalema) bats mate that are falling from the falling ceiling.

Thank you very much for your contributions. You are welcome Mam.

Interview Transcript 24

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T1: Teacher 1

No!

Interviewer: Does the school have administrative support staff?

T1: No! We do not have an administrative support. The person that we have is the security Gard .We spend huge amount of time walking up and down photocopying learning materials.

Thank you very much for your contributions

Interview Transcript 25

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T2: Teacher 2

No!

Interviewer: Does the school have administrative support staff?

T2: Yes! We have the clerical officer who only do photocopying information for staff only. She employed by the department of basic education under learner ship vacancies for the period of twelve month. Which means each and every year we have new clerical officer, no experience and others are not competent as they have Grade 12 only. Teachers do their own photocopying.

Thank you very much for your contributions

Interview Transcript 26

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T: Teacher

No!

Interviewer: Do teachers' working conditions affect their ability to provide quality education?

T: Definitely yes! Because most of our classroom size is having about eighty-six learners and others is about seventy-two learners. Soooooo, you know.

Interviewer: What?

Interviewer: There are a lot of challenges such as misbehavior learners make noises while teaching others fighting and stealing from each other.

Thank you very much for your contributions

ANNEXTURE G4

FOCUS GROUP INTERVIEWS

Through focus group interviews in the classroom. The following is the transcript from learners during interview

Interview Transcript

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L1: Learner 1, L2: Learner 2, L3: Learner 3, L4: Learner 4, L5: Learner 5, L6: Learner 6

Noooooooooo!

Interviewer: Hello! How are you?

All Learners: Aaaaaa! Ndaaaa!

Interviewer: Tell me, does poor school performance due to lack of time to perform academic task?

L1: Eish! Madam, I don't think poor performance is due to lack of time. You know! Mmmmmmm....

Interviewer: What?

L1: I have baby. Sometimes the child get sick and I have to take her to the hospital. I do not write some of the tests and to attend school regularly. My mother is a domestic worker. She do not have time to take care of my baby. I think is all that I can say.

Interviewer: *Thank you very much for your contributions*

L2: Learner 2

L2: Eeeeeh! I blame myself.

Interviewer: Why?

L2: I don't live with my parents, they are working in Johannesburg. We are left with my grandmother. I do not have enough time to study. I am always busy with WhatsApp everyday till late.

Interviewer: *Thank you very much for your contributions*

Interviewer: What do you think?

L3: Learner 3

L3: Noooooo teacher, you see what, I think absenteeism is also causing us to perform poorly. My respond will be similar like that one of learner 1. I also have a baby, I miss classes the day of collecting child support grant for my child.

Interviewer: *Thank you very much for your contributions*

Interviewer: What about you?

L4: Learner 4

Interviewer: Does poor school performance due to lack of time to perform academic task?

L4: Eish! You see now.

Interviewer: What?

Aah teacher... (Silent a bit)..... my parents passed away. I live with my sisters, I spend most of my time looking for piece jobs. I think is all that I can say.

Interviewer: *Thank you very much for your contributions*

Interviewer: Do you think poor school performance is due to lack of time to perform academic task?

L5: Learner 5

L5: No!

Interviewer: Then what?

Eish! yaaa, you know ... my father is an Oldman .He is having Buckie .People around the village use to hire my fathers' Buckie and I am the only one who drives it. When we have many customers, I do not go to school. Sooooo We use to fetch water and carry peoples 'goods from the shops to their homes.

Interviewer: *Thank you very much for your contributions*

L6: Learner 6

Interviewer: I will repeat the question. Does poor school performance due to lack of time to perform academic task?

L6: Heish! Your question is difficult for me. But what I can say is that my parent are illiterate, they do not concerned about my education. There is no support at home. No one monitors my school work. Sometimes I come late from school no one will ask me. When I passed Grade 12 I do not know what would happen.

Interviewer: *Do you have anything else to add?*

Both learners Noooooooo teacher.

Thank you once more for your contributions and time

You are welcome Teacher