

QUALITY TEACHING AND LEARNING IN RURAL PRIMARY SCHOOLS

**HOW TEACHERS AND SCHOOL MANAGERS
MANAGE WITH QUALITY TEACHING AND
LEARNING IN THREE RURAL PRIMARY
SCHOOLS IN KWAZULU-NATAL**

By

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DECLARATION

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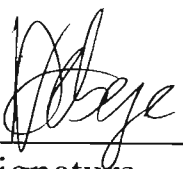
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***QUALITY TEACHING AND LEARNING IN RURAL
SCHOOLS***

***How Teachers and School Managers Manage with Quality
Teaching and Learning in Three Rural Primary Schools in
KwaZulu-Natal***

is the result of my own investigation and research and that it has
not been submitted in part or in full for any other degree or to any
other University.

All work for this thesis was completed at the former University of
Durban-Westville.



Signature

26/4/04
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ABSTRACT

This research presents an understanding of the experiences of school managers and teachers who manage evaluate teaching and learning in rural primary schools. In documenting their experiences I composed an analytical description which explores managers' leadership choices and teachers instructional decisions (the support and accountability) measures, which characterize the responsibilities managers and school teachers engage with in their positions within the context of rural schools.

In collecting data from the rural primary schools in KZN within the case study approach I employed a diverse range of research instruments and data production process. Through an analysis of selected documents, questionnaires administered to teachers and interviews conducted with a small sample of school managers and teachers I was able to make school meaning of how teachers and school managers manage teaching and learning in three rural primary schools. Emerging along two levels, leadership support and teacher accountability this research identifies particular interests and practices both teachers and managers enact out in their daily responsibility as educators. In particular I show what happens beyond accountability and support, within spaces where power relations between managers and teachers are exercised in different ways to create an educational climate appropriate for better ways of teaching and learning.

Managing teaching and learning by school managers and teachers lies in their ability to engage collectively in particular practices within the rural schooling context. While teachers and managers occupied specific responsibility in their respective positions within the hierachical structures prevelant in schools, teachers and managers in these rural schools are able to move beyond the levels creating spaces where different possibilities for change can happen personal, professional and communal. In this study creating more spaces for professional, personal and communal relations is what enables

a better cultural climate conducive to school through which better ways for teaching and learning in rural schools can happen.

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PREFACE

Eight years ago, on completion of my teacher education qualification at the University of Durban-Westville one of the higher educational institutions in Durban, I assumed a position as a teacher at a private school situated approximately 80 kilometres from Umzinto. At that time, I had only 8 weeks of teaching experience. That particular school had been built by a charity organization in a remote rural area for the purpose of providing education to the children of that community. The vast majority of people in that community continued to live below the poverty line. Mr Kadwa, the owner of a huge farm on which the school is been built, donated the land to the predominantly Zulu speaking community. The inhabitants reside on this huge farm and work as labourers on the sugar plantation. They were in no position to educate their children. It was thus a blessing to have a school exclusively built for the sake of their childrens` education. However, because of its location at the top of a hill, the school is isolated from the community. Children walk long distances in order to reach the school. The principal lived in Durban (approximately 210 kilometres from the house) and had to commute every day. The teaching staff are housed in cottages on the school`s premises and return to their homes only during weekends.

My initial experience at this private school, brought home the realisation that teaching is not an easy task. Some of the major problems that I encountered among the learners were lack of discipline, poor performance, late coming and absenteeism. Only two percent of the teaching staff had teaching qualifications while the vast majority had either completed their standard ten education or had teaching diplomas. Complaints always arose over salary since most of the staff was underpaid. Although we had all the necessary resources for teaching and learning, the learners` academic performance was disheartening. Consequently I became interested in finding out how teachers in similar rural settings, manage to overcome their problems or challenges.

I struggled with the learners. I tried to unravel the reasons for their poor performance. It was not easy for me to seek assistance from other staff members since I was newly appointed at that school. Sometimes I used to think and wonder whether other educators were actually sharing the same feelings as I was. But it hurt me mentally not knowing what to do and how to make the changes that I wanted in this school.

I often pondered on what actually happens in other rural schools in their struggle to enhance teaching and learning. Since we had some of the resources at my school, the challenge was how, as teachers, do we successfully utilize these resources? As a black learner who had schooled in similar contexts where little or no resources were available, and with seventy other learners crowded in a blocked built classroom, I continue to ask myself, “ How and what do some managers and teachers do to enable learners to engage meaningfully in the educational experience.”

My experience as a teacher at this school spurred me to undertake this research. My journey thus begins

CHAPTER ONE

HOW CAN WE TALK ABOUT QUALITY TEACHING AND LEARNING IN RURAL SCHOOLS DIFFERENTLY?

This study attempts to respond to the announcement made by the former MEC in KwaZulu Natal, Faith Gasa, that rural schools are not performing very well academically (2001) (Education Indaba, KwaZulu/Natal) and that the quality of teaching and learning in these contexts is in question. Poor matriculation results in rural schools are often attributed to the lack of resources and unqualified or underqualified teachers who manage the schools. School managers in rural schools are perceived as being inefficient in managing teaching and learning in their schools. A range of studies by Fleisch (2001), Taylor (2001), Christie (1999) and others conducted nationally attempt to understand the nature of teaching and learning in rural schools.

Since the inception of the new democratic government in South Africa, one of the key areas of focus was to redress the problem of poor teaching and learning in black education as legislated through numerous policy initiatives and Educational Acts eg. South African Schools Act, 1996, South African Council of Educators Act, 2000, Redeployment and Rationalisation 1994 and Whole School Evaluation and etc. The main purpose of this study is therefore to understand how some rural schools are able to manage teaching and learning within very specific teaching and learning sites in these present times of continued change. Currently matriculation results are the only external mechanism for measuring the standard of quality of education. Being the only external mechanism for determining quality of the teaching and learning experiences, the system evades the accountability and support that needs to be considered by teachers at other levels like intermediate and foundation phases.

This research argues from the position that matriculation results should not be the only indicator of quality and improvement. While the present system of education employs the matriculation examination results as a benchmark for understanding quality teaching and learning, this study argues that quality teaching is an ongoing process, and it should operate at all levels of schooling and not only in the matric year. The problem is difficult to rectify at the matriculation level and many of the learners move on to higher education institutions of learning (for example, Universities) where they continue to face different kinds of problems (Samuel and Pillay, 2003). This study pays attention to earlier educational experiences of learners, especially in the intermediate primary levels. Primary schooling offers the site to explore the possibilities that teachers and school managers create for young learners to perform successfully. This study attempts to understand the choices and decisions managers and teachers make to create a better climate for teaching and learning to happen.

1.1 WHY SHOULD WE STUDY QUALITY TEACHING AND LEARNING IN RURAL SCHOOLS?

“Teachers will remain loyal to the profession.

We will feed these lambs, even if within them are jackals.

We will not give up because a negative Minister says we spend most of our quality time in shebeens and not in class.

We will teach no matter if we have resources or not.

We will teach whether we have running water and sanitation.

We will teach whether the class is full or empty.

We will teach whether it rains or shines.

We will not tire. We are going to change our attitudes and those of our critics – and produce ministers, teachers and critics. We will teach.” (Abraham Mokone Sesane, Rustenberg - The Teacher, September 1998).

Pupils learn under trees

By Selby Makgotho

EVERY day, life at the Nelson Ramodike High School in Limpopo is a struggle for hundreds of pupils who are being taught under the morula trees while goats, donkeys and sheep roam freely around them.

The situation at the school has been like this since its establishment in 1993. On rainy days, pupils are sent home. When *Sowetan* visited the school in Marumofase village outside Lenyenye, Tzaneen, and the neighbouring Moyakayaka Senior Secondary School, it found hundreds of determined pupils receiving their lessons under trees.

Thabo Magabane, the deputy provincial chairperson of the SA Democratic Teachers' Union (Sadtu) and school principal, said their attempts to secure funding to build classrooms for the school had repeatedly been unsuccessful.

"In summer, for instance, when morula fruit is ripe and falls abruptly, it

is very difficult to teach these children under the trees, and those are our only ones that provide a form of shelter where we can offer lessons," he said.

Sowetan was also shown some of the regret letters from support institutions such as the Nelson Mandela Foundation, British High Commission in Pretoria and Shell South Africa.

"We are working under very stressful conditions. Our children know that when it rains or the weather is very cold there won't be lessons. There is simply no infrastructure at the school and we have been writing letters unsuccessfully to draw the officials' attention to this depressing situation."

Teachers do not have a staff-room and instead rely on the very same trees to do schoolwork. One building at Nelson Ramodike was blown away in high winds in 1996 and has not been repaired because of lack of funds.

In Giyani, more than 50 rural schools are without classrooms which Prof Harry Nengwekhulu, provincial education superintendent-general, has described as a national problem.



Makole Mashapu, a Grade 12 teacher at Nelson Ramodike High School in Lenyenye, near Tzaneen, writes on a chalk board. The school has had no proper classrooms since wind damage in 1996. PHOTO: EDWARD WA MAAHLAMELA

Limpopo focuses on more classrooms

By Selby Makgotho

THE Limpopo education department, whose schools are characterised by a severe shortage of classrooms, has unveiled a new plan to provide infrastructure in less than five years.

In its 80-page strategic planning document for 2003-2006 submitted to the provincial legislature this week, the department noted that it would take about 15 years to overcome the back-

logs of classroom shortages. Abdul Kader Carim, the department's chief financial officer, told *Sowetan* that the department has, in the current financial year, budgeted about R264 million to build about 798 classrooms in the most needy areas.

Carim said rural schools are being preferred over urban areas, as the need is greatest in those communities. "Our priorities in the 2003-2004 budget are as follows: building of new classroom


blocks, renovations, fencing of schools, and provision of water and sanitation." Many schools also lack absolutely basic utilities such as electricity, water, toilets and phones.

"This situation prevails, despite the great strides made since 1994. More than 7 000 classrooms had been built between 1995 and 2001," Carim said, adding the department spent almost its entire budget on the provision of new classroom blocks with a very small per-

centage on rehabilitation and major maintenance.

"At current rates it will take about 15 years to overcome the backlogs. To remedy the situation infrastructure spending increased by 50 percent in the current year and will be increasing by a further 50 percent in 2003-04.

"Although this will assist in providing more classrooms, the fact that not enough money is available for maintenance is still of major concern."



Mr Abraham Mokone Sesane echoed the words above in reaction to a speech made by Professor S'busiso Bhengu, (1994), the former Minister of Education. In his speech Professor Bhengu criticised teachers for being lazy and spending their quality teaching times in shebeens. Mr Mokone's remarks portray the challenges confronted by many school managers and teachers teaching in dislocated contexts where there is a scarcity of resources, poor sanitation, dilapidated classrooms and gravel roads. Who are these teachers and managers who continue to sustain their commitment to better ways of teaching and learning and ongoing improvement of schools? Who are those teachers who spend most of their time engaging in quality education irrespective of whether the class is full or empty while others loiter in shebeens? How do these teachers teach despite the dislocated contexts they have to work in? Who are those managers and teachers who continue to articulate the desire to transform their thinking about their work in rural schools and who perform their responsibilities to improve the quality of teaching and learning in these challenging and changing times?

An article in Sowetan (April 2003), " Pupils Learn Under Trees", paints a bleak picture of the challenges teachers face in the course of delivery of education in rural schools in Giyani. Mention is also made of 50 other rural schools in the same district that are without classrooms, which led Professor Harry Nengwekhulu, the Provincial Education Superintendent-General in the Limpopo province to admit that this is a national problem.

In such an environment, it is unthinkable that the teachers would be in a position to deliver quality education. Yet, despite the fact that there is no roof to "shade" the teachers and learners, particular managers and teachers are able to create the desire for teaching and learning. This study wants to understand how these educators create the possibilities for better ways.

1.1.1 DEFINITION OF TERMS

It may be appropriate at this point to define the terms, rural, quality and effectiveness and to provide the explanations that are crucial in the exploration of this study. Rural generally refers to isolated, poor or traditionally administered areas (Kozol, 1991). Rural schools tend to be characterized by poverty and geographical isolation whereby facilities and essential services are usually non-existent or in a poor state, the population density is high and there is a limited range of employment possibilities (Hartshorne, 1985).

According to Rees (1995) most of the rural communities parents are unemployed, or they depend on farming and livestock for their livelihood. Isolated from the city, some members of rural communities move to the cities for employment. In rural schools, a shortage of qualified teachers, inadequate classrooms for teaching and learning, and access to schools make teaching and learning difficult. There is no clean running water at these schools and no sanitation. These factors have had a disastrous effect on the deliverance of good quality education and an adverse effect on how teachers perform their duties (Gibbs, 1989).

However as McNamara (1982) rightly points out, we cannot solve any problem that is related to socio-economic or political situations without providing quality education for all. What does quality mean? According to the Concise Oxford Dictionary 'quality' is described as a "degree of excellence." Dare (2002) describes a quality education system as "one which produces learners with the knowledge, skills attitudes, values and work habits needed to become productive citizens. It provides clear goals, high standards, good teachers and a well-organized curriculum.

It is important to define the two concepts used in this study and to bring the distinction between the two which are " manager and teacher". According to Taylor (2002) a

(teacher) person who gives direction, set performance standards and monitor outcomes. This person also offers incentives and administers rewards and sanctions as a consequence of performance. Taylor uses the term accountability that is suitable for this type of person (manager) who performs these duties. A person who empowers individuals and build capacity, provides training, establishes systems and structures and distribute resources in order to meet expectations is known as support measures. This support measures are closely to the duties that is done by the manager. In this study these two terms are used for school managers and teachers because teachers are accountable for collecting resources, providing training to teachers in order to meet their expectations, while teachers are accountable for teaching in classrooms and to set performance standards and to make sure that learners are learning.

According to Hawes and Stephen (2001) school managers make choices and teachers make decisions but quality decision-maker should be knowledgeable or possess knowledge of choices available for consideration, skills in negotiation and communication and experience and training in carrying through decisions in a manner that is both impartial and professional. This is how these abovementioned terms are going to be used in this study.

Quality constitutes efficiency, relevance and *something more* (meaning to journey a little further than efficiency and relevance (Hawes and Stephens, 2001). Hawes and Stephens also argue that quality is the end product of a worthwhile critique or discussion and relies upon knowledge (ideas, statistics) of the status quo. They believe that if the available resources in schools are used efficiently and are relevant to the needs or objectives or contexts of that particular school and with the right choices and decisions taken unanimously by stakeholders it is possible that quality teaching and learning can be attained

According to Edmonds (1979), effectiveness goes hand in hand with effective teachers or school managers and learners' performance, because effective instruction ought to be promoted or facilitated by the observable behaviour that an effective teacher exhibits in the classroom and on the school premises. Effective instruction remains a means by which the teacher presents his or her material by using different methods and strategies in order to ensure that he or she will lead to the expected outcome, that includes the decisions which the teacher takes in the course of his or her presentation (Edmonds, 1979). The strategies employed by a teacher has a significant influence on the learners learning process. There is no "best" method of teaching nor is there any one method that will suit every occasion. According to Owunka (1981) different subject matter and different types of learners require different teaching strategies and different learning contexts. Hence this study attempts to explore how teachers and managers in rural schools manage quality teaching and learning. Joyce and McKibbin (1983) outlined, the attribute of effective schools into social, instructional and curriculum factors. Factors significant for instruction and curriculum are high academic learning time, frequent and monitored homework, frequent monitoring of learners progress, coherent organized curriculum, variety of teaching strategies, and opportunities for learners' responsibilities. According to Edmonds, (1979); Duke, (1987); Dimmock (1995) 'effectiveness' is defined as the acquisition of knowledge, and understanding of skills in ways that foster assimilation and accumulation of knowledge, with learning enduring for as long as it is found relevant by learners. Rees (1996) comments that effective teaching is about learners who receive a specified curriculum and are able to demonstrate knowledge at the end of their schooling. According to the majority of researchers the term effectiveness is not a narrow definition because it aligns and includes competency of the teacher, that is about how qualified the teacher is, the motivation, this includes the climate in which the teacher is working, how the principal motivates the teacher in terms of teaching resources, financial resources and the school climate. This study supports the

understanding that the teacher will not perform well when the whole working environment does not support him or her.

The Journalism Research Fellowship Report (1980) came up with characteristics for effective schools that contributed to describe success in a variety of rural settings. The report identified the following points that could contribute to making a school successful in the rural areas:

- effective rural schools should assess community social dynamics to develop grass roots efforts' for approaching learning;
- rural school issues are community issues;
- rural school curriculum, while emphasizing the academics should also provide skills, attitudes, and understandings, for real world effective rural schools encourage adults to attend classes; effective rural schools take advantage of their setting and maintain environmental education programmes;
- effective rural schools maintain a strict discipline code;
- rural schools should maintain effective career education and work study programmes;
after school activities are often conducted by members of the community
- staff in effective rural schools tend to live in and be part of the community, and effective rural schools provide on-going- staff development and growth.

1.1.2 STAFF DEVELOPMENT

Staff development as an activity organised by the school leadership to enhance effective teaching behaviour and provide opportunities for teachers to improve and develop skills. This is the backbone of the teaching profession according to one teacher I interviewed. The effective schools' literature also indicates that schools will not improve unless

teachers, individually and collectively, improve their knowledge, skills and attitudes (Reynolds, 1996). All these mentioned characteristics by the researchers as the most appropriate ones for quality teaching and learning to take place. These characteristics are suitable or appropriate for support basis by the school principals and could make schools conducive for teaching and learning if followed.

1.1.3 SCHOOL ETHOS

According to Burger (1991) an effective school is distinguished by its ethos, that is the culture of the school, teachers and the management team including support staff, if available, and the climate of the school that is a peaceful environment that is conducive for teaching and learning to take place. Burgers' (1991) argument schools which are identified as effective show more positive results in the learners' achievement, self esteem, the desire to learn, high staff morale, co-operation, shared expectations, the desire for collaborative work with colleagues and a commitment to the school by all stakeholders, appears valuable.

Effectiveness in the context of this study may be defined as the ability or capacity of school managers and teachers to realize the goals of quality teaching and learning within a cultural ethos conducive to teaching and learning.

In this study I use multiple meanings and definitions. The definitions of rural, quality and effective schools I have addressed through key questions that will assist me to understand what and how quality education can be sustained and the possibilities that are created for ongoing improvement and quality education in rural schooling contexts.

1.2 CRITICAL QUESTIONS

There are basically two key research questions that guide the study that will assist in defining or simplifying what the questions seek to explore and understand:

1. What leadership choices do school managers make in supporting quality teaching and learning in rural primary schools?
2. What instructional decisions do teachers take to enhance the quality teaching and learning in rural primary schools?

1.3 WHY THE NEED FOR UNDERSTANDING TEACHING AND LEARNING IN RURAL SCHOOLS?

In the domain of apartheid education, historically each racial group, Whites, Indians, Coloureds and Blacks had their own type of education. These separate education provisions were created in order to accomplish certain aims and objectives of the apartheid regime, and was in no way for the betterment of the various racial communities (Christie, 1990). Christie further argues that the implementation of Bantu Education took place in 1953, Indian Education in 1963, followed by that of the Coloureds in 1965 and finally White education implemented in 1967 on the basis of a Christian National Education (CNE) and CNE promoted language, norms, values, cultures and the traditions of the British Colonial government. The curriculum was shaped to cater for the needs of the whites who were seen as superior to other races, and their education was supposedly provided with better opportunities. The aim of Bantu education on the other hand was to oppress black people by dwarfing their minds and one that would entrench them to become better slaves to their white masters. Such education was meant to segregate the South African people and keep them separated from one another so as to breed suspicion, hatred, violence and to keep them backward (COSAS, 1984).

A review of Black education in South Africa before 1994 offers us insight into the type of education that existed in South Africa during the apartheid era as a necessary backdrop for us to understand the current situation in rural primary schools. Black education in South Africa has been in crisis since the introduction of Native Education in 1951, and Bantu Education in 1953 Hartshorne, (1992) and Kallaway, (1985). Black education in this study refers to the type of education that was offered to the indigenous Africans in South Africa under a white minority rule. According to Hartshorne, (1992) and Kallaway, (1985), Black education in the country has been inferior in comparable terms to other racial groups. Many black students attended the least funded schools, with the least qualified teachers, poorest facilities and the largest class sizes during the apartheid period. The following table shows how education in the apartheid era was subsidized per learner:

Table 1: PER CAPITAL EXPENDITURE ON EDUCATION IN SOUTH AFRICA

YEAR	AFRICAN	COLOURED	INDIAN	WHITE
1953 – 1954	R17	R40	R40	R128
1969 – 1970	17	73	81	282
1975 – 1976	42	140	190	591
1977 – 1978	54	185	276	657
1980 – 1981	139	253	513	913
1982 –1983	146	498	711	1 211

(Sources: Blignaut, 1981 and SAIRR Surveys)

An inadequate subsidy for Black education resulted in parents having to pay school fees

for their children and yet the majority of these parents were living in poverty and unemployed. All Whites received free and compulsory education (Christie, 1985)

Rural schools were most disadvantaged. Education was shaped by apartheid policies that created an unjust society with great disparities between the rich and the poor and the advantaged and disadvantaged schools whereby the problems were related to major resource deficiencies, lack of support for the development of science subjects and weak school leadership. The culture of under-qualified and unqualified teachers existed in many of the rural schools and this contributed to the poor teaching and poor management of education in rural schools. Access to rural schools is difficult due to the non-existence of roads leading to them. Parents (Blacks) had to build these schools at their own expense because Black education was not equally subsidized like that of other races. In general, rural schooling was even worse off than urban African education under the Department of Education and Training (DET) (Greenstein, 1996). Hartshorne (1988/9) reiterates the deprived context of South African education as follows:

“..... the background and context is an inferior, discriminatory, politically driven education system reflecting a political and economic system. Everything was based on racial segregation and class distinction, the purpose of which is to maintain the domination and privilege of the white sector of society. Just as clear is that poor facilities, large classes, unqualified teachers, unsuitable curricula, disturbed conditions in the school and community, poor socio-economic environment and unsatisfactory examining methods are all part of the context.”

1.4 POLICIES IMPLEMENTED TO IMPROVE EDUCATION IN SOUTH AFRICA

Overall educational policies, post 1994 were envisaged to transform the educational

legacy of the past into a democratic and equitable education system that moved contribute to the development of productive human beings in the country. In South African Schools, for example, the teachers' work and teachers' identities have been identified as a key focus to the transformation of the education system (Barasa and Mattson, 1998). This form of education was initiated after the government had noticed that traditional systems of education were not producing citizens with the knowledge, skills and values that were needed. These skills were needed for citizens to participate effectively in a rapidly changing world of work in an increasing global economy. The citizens also needed to actively build and sustain a dynamic, creative and culturally diverse society based on principles of individual freedom, tolerance, caring and democratic participation.

According to Taylor (2002) "although provision of schools, qualified teachers and other resources by the State do not guarantee opportunity to learn or at least not opportunity on any quality, the quality of schooling is amenable to improvement by fitting resources together optimally and leveraging higher levels of performance, through the deployment of a state of accountability and support measures." Taylor argues that we can have beautiful and good policies in our education and well resourced schools with highly qualified teachers but that alone do not make schools effective or provide quality education. As Asmal, (1994) rightly claims that the major weakness in our desire for transformation is that our education system carries deadly baggage from our past, with massive inequalities in access and facilities, the serious state of low morale among the teaching force, failures in governance and management, poor quality of learning in much of the system."

In June 1996 the government promulgated the South African Schools' Act of 1996. The objective of this particular act was to encourage greater community participation and to allow for transparency in education and for greater community involvement in school

governance. This was the first Act aimed at removing the responsibility of the schools from the hands of the Department officials and educators and delivering it to the community. Parents were for the first time given a say or privileges in their children's education. It became incumbent on every public and independent school to have a Schools' Governing Body, comprising learners, parents, teachers, community leaders and principals of schools.

With the promulgation of the SASA in 1996, legitimate school governing bodies had been elected in schools. Parents, through the governing bodies, began to play an important role in mediating conflict, particularly between principals and teachers. To some schools the implementation of the schools act did bring about change while other schools did not see this intervention as a progressive one. This act involved parents in school governance which was new in black or rural schools. All school activities and functions were to be organized in consultation with parents and other stakeholders. Likewise, the employment of teachers, school policy, code of conduct, admission policy, and disciplinary committee necessitated the participation of all stakeholders.

This Act in effect transferred the burden of running the schools to the communities, thereby resulting in the government subsidy being slashed. In my view, the aim of this Act was not to empower the parents, but rather to shift the heavy burden of running the schools from the government to the communities. The participation of parents in the involvement of schools proved successful in many black rural schools especially with regards to raising funds and for subsidising education.

While the act brought about some change in some schools, anecdotal evidence has revealed that most of the parents of learners in rural schools are uneducated and hence we find that there is very little involvement of parents in the School Governing Bodies of these schools eg. the appointment of teachers is still very much under the supervision of

the principal and his decision is final.

In 1996 Continuous Assessment (CA) as system of ongoing learner evaluation was initiated. This approach for assessing or evaluating the learner in all types of programmes either written work or oral work that was implemented at the schools, and it focused does not consist of a series of tests given under examination conditions, but includes on written exercises, project work, general observations, class discussions, homework and tests. Year and tests and examinations were replaced by continuous assessments. In my view, the CA system assisted the rural and disadvantaged schools to be in a position to assess their learners on better ways given attendance and other contextual constraints rural schools experience. Through the CA system it was possible to take into consideration the learners' performance throughout the year and not merely on their performance in the final examinations. The CA system ensured that learners could still be promoted if their work had been satisfactory throughout the year. This ruling offered of assessment strategies to teachers who are employed.

The South African Council of Educators' Code of Conduct provides for the registration of all educators and promotes and ensures the professional development of educators and maintains and protects ethical and professional standards for educators. The objectives of SACE (2002) are to:

- Provide for the registration of educators;
- Promote the professional development of educators, and
- Set, maintain and protect ethical and professional standards.

The powers of the Council include taking disciplinary measures against teachers who are guilty of professional misconduct. It may also strike teachers from its register – in the same way that the Medical Council scraps doctors from its roll. The importance of

this act in this study is to maintain professional development among educators, because without professional development quality teaching and learning will not take place in any school. In this study this act seems relevant because of the emphasis on discipline among all teachers registered with this council. According to the literature on effective schools, schools will never progress effectively without discipline among the staff and learners (Duke, 1989).

The African National Congress educational policy framework also list curriculum as central to educational policy and a major initiative in addressing the biased educational context in favour of a democratic structure. OBE-Curriculum 2005 reflects a significant shift for teachers and their changing roles as educational practitioners. The role of the educator shifts from one of authoritative producer of knowledge to one of facilitator engaging in practices and discourses that are creative, innovative and personal.

Teachers in the new system of education, OBE, were to play an important role as curriculum developers and mediators of learning. OBE makes 'things easy' for teachers, especially those in disadvantaged schools, to improvise their own resources. Teachers are allowed to use OBE to create their school curriculum that is in accordance with the learners' environment and experiences. In this study I find OBE and Curriculum 2005 relevant because rural schools should benefit and develop their own teaching resources that are equivalent and appropriate to their school environment, to address the challenge of resources. This policy also tries to address and explain how the issue of resources in rural schools can be resolved in this study in order to manage teaching and learning.

It must be acknowledged that in general, the OBE system brought about the freedom of expression especially for the learners and teachers in our schools. Previously there was less interaction between teachers and learners. Teachers dominated the classroom and learners were given fewer opportunities to ask questions. Teachers were compelled by

the old system to impart knowledge to learners. There was no freedom for teachers to choose what to teach and how to teach. Through the implementation of OBE or Curriculum 2005, teachers are able to adopt a certain degree of flexibility in teaching by making use of the vast variety of resources to enhance the lessons and enable to active participation in the lessons. The OBE system empowers teachers to develop their own curricula that would equip the learners and their communities to benefit. As a result of the implementation of the OBE system, members of the community are also able to participate actively in the educational experiences of learners by presenting certain lessons that would be of benefit to the learners. It ought to be pointed out though that in order for Curriculum 2005 to become effective, more open space ought to have been made available. Space has become a major hindrance in rural schools impeding the effective implementation of the OBE system (Gay, 1998). Curriculum 2005 thus calls for radically new approaches to programme design, teaching methods, and an improved relationship and assessment.

In recognition of the need to support teachers to engage with the numerous initiatives, the National Department of Education and the Education Labour Relations Council developed the ELRC Manual for Developmental Appraisal (1998) for schools. According to the ELRC task team, this system was driven by the need to:

- create a nationally unified system of appraisal;
- recognize those educators who were successfully committing themselves to the fluid context, engaging in a range of practices that enhances the quality of teaching and learners' experiences
- encourage ongoing professional development to ensure continuing commitment of quality service delivery
- Lay the foundation for performance management (Barasa and Mattson 1998)

Given the numerous policy initiatives of which some have been explored in the above

section, since 1994, that seek to create possibilities for better ways of educating learners, public schooling, more especially rural education continues to be faced with challenges that impede the quality of teaching and learning. However, as the article in my introduction suggests there are still teachers who will not tire or change their attitude to teach whether there are resources or not or whether the class is full or empty and whether it rains or shines. What choices do managers in these schools make to ensure that better quality teaching and learning is taking place?

What decisions do teachers take in terms of improving quality teaching and learning in their classrooms? I think that these questions will help me to understand how quality teaching and learning is sustained in some rural schools in KwaZulu Natal.

1.5 OUTLINE OF CHAPTERS

Chapter one describes the nature of this study, the critical questions to be explored, the reasons for undertaking this study, and the policy context against which the critical questions are to be explored within a changing educational context.

Chapter two reviews the literature research conducted in the field. This chapter provides a framework within which the research is structured. The analytical framework was created to understand how school managers and teachers manage quality teaching and learning in rural schools.

Chapter three explains the case study approach as the research design. The site of the research, the sample and the research methods used to conduct the study are discussed herein. Here a brief description of the interpretive framework is also discussed.

Chapter four presents the findings of the study. The conclusions drawn, based on the data, provide the implications of the terrain for this study.

Chapter five brings a sense of closure by providing conclusion to the research questions I set out to answer in chapter one.

CHAPTER TWO

LITERATURE REVIEW

2.1 ORIENTATION

In this chapter a critical review of the literature that is relevant to rural teaching in South Africa and abroad is presented. This literature review attempts to:

- broaden the readers' understanding of teaching and learning in rural primary schools and the management of teaching and learning in rural contexts
- clarify and sharpen the critical research questions
- provide an international as well as national comparison to understanding the South African situation
- provide an analytic framework for understanding teaching and learning in rural schools.
- develop the research instruments and provide direction in establishing broad categories for the analysis of my data.

The purpose of this study is to understand how teachers and school managers manage teaching and learning in rural schools. The hermeneutic approach underpins this study to make meaning of the practices teachers and managers employ to better meaning with teaching and learning in rural schools. My study also tries to find out how teachers and school managers make meaning of teaching and learning in rural schools. I have chosen this approach as an appropriate position to teachers and school managers trying to make meaning at their workstations using teaching and learning. People, who subscribe to this approach, are willing to admit that they do not know something or that they are wrong about something. Some people regard this approach of making meaning as a science and some as a philosophy in its own right. Everything we want to understand in this study is

human and the hermeneutic approach claims that everything we understand is human and we should never treat history and documents as if they were non-human. I find this approach relevant to this study because it suggests that any process of understanding has to begin by two parties accepting each other as they are and not as they think they should be, so that their act of mutual communication will help both to re-interpret and re-understand themselves and their worlds.

2.2 UNDERSTANDING QUALITY TEACHING AND LEARNING IN RURAL SCHOOLS

2.2.1. THE RESEARCH LANDSCAPE

Taylor (2002) developed a systemic view of bringing school reforms or change in schools. He argues that there are two kinds of measures that are crucial and available in his frame for improving equity, efficiency and quality teaching and learning in schools: Accountability and Support. These two measures fall under two levels. The first level comprises of support measures and this includes managers and their leadership approach. This only involves the school managers, because school managers are the only chosen people to support teachers by organizing and providing them with resources, and without these resources teachers would not be able to perform their responsibilities to meet their expectations. Taylor also argues that teachers will not be able to meet the expectations and demands that are set by the school managers if there is a shortage of support from the school managers. School managers are also responsible for organizing or providing training programmes like staff development programmes for the staff and establishing systems and structures, and distributing resources. This is the first level that deals with support measures that only involves school managers.

The second level that Taylor (2002) talks about is accountability. What does he mean

about accountability measures? He means the duties that are allocated to teachers and that teachers are accountable for. Once teachers have been appointed in every school, they have to assume their duties of teaching, but before they can teach they have to make decisions and agree among themselves on issues related to curriculum, timetable, set performance standard for learners and assessment (how evaluation and monitoring) to be conducted within the classrooms. Teachers should also take decisions on how to motivate learners to learn and how to administer rewards and sanction as a result of performance.

Fleisch (2002) argues that genuine change and improvement of learning or reforms at school-level need both state or central policy mandates such as system-wide standards and school-by school assistance. Fleisch (2002) argues in this study that why school improvements fail? His framework is also similar to Taylor but only the difference is that he uses technical, cultural and political issues as his framework. Fleisch reveals what he found in his study that causes school improvements to fail. When he uses the term “technical” he refers to the supportive or all the material that is available including people who provide support and resources for teachers in order to improve quality teaching and learning in schools. Finally he implicates the failure of school improvement to the political that includes managers and teachers’ decisions and their ideology underpinning teaching and learning practices in particular schooling contexts. He argues that the most important and most enduring explanation of failure of school improvement initiatives is that the approaches adopted for school improvement were not based on substantial evidence of effectiveness. He says that evidence should agree when the chosen approaches implemented as intended should succeed and improve the quality of teaching or should bring reforms. The first level of Fleisch’s findings focuses on support issues, these support issues are reflected in the form of learning materials, teachers’ manuals, and focused professional development, prescribed patterns of staffing, and internal and external assessment. These should be the main responsibilities for school

managers. Fleisch's second point for the failure of school improvement is politics. He says politics could be one of the causes for failure of school reforms. He argues that political issues influence the school improvement initiatives by playing a decisive role in decision making processes. As a result problems like racism and class tensions accompanied by shortages of resources and difficult environment for teaching and learning impact on and hindered the school improvement initiatives. Politics also impacts on the level of access to voice and conflicting ideologies and in the struggle over resources. These issues of racial tensions are associated with teachers. These conflicts could be accompanied by the duties of teachers when it comes to taking decisions on teaching agenda or curriculum. The diversity of ideologies and different opinions when it comes to making decisions among teachers creates unnecessary politics that impact on hindering school improvement.

Lastly, Fleisch blames culture that comes from dominant families around the school. He further argues that families that have dominant culture and greater influence at schools seem to control everything and the community remained ignored. This influence is always imposing ideologies to the school culture. The aim of these foreign cultures is to try to improve the quality of teaching and learning without knowing that these cultures will be conducive for South African schools. Teachers in the classrooms sometimes try to impose traditional cultures or beliefs demanding learners to adopt them uncritically and sometimes teachers usually import foreign ideologies to school improvement that have been adopted outside the country eg. from USA in which local context lacks some resources for making that foreign culture successful.

Hawes and Stephens (2001) argue that if we need to understand quality and action we surely need equally to understand the processes of change and how it occurs, who defines it; the contexts and constraints in which it operates, and the forces, external and internal that shape it. According to Hawes and Stephens (2001), quality should be

defined in terms of efficiency, relevance and *something more*. When they talk about efficiency they are referring to the available resources in schools including teachers and the curriculum, and teachers' method of teaching and learning and these resources must be relevant to school needs and objectives, the type of teaching subjects or curriculum for the particular school because schools are different and pursue different needs. Both Hawes and Stephens (2001) suggest that, that should not be the end of the road to the school managers, and that something more should also be done to improve quality teaching and learning in schools. This something more should be the school managers to try to make their schools more effective and above other schools, that is beyond the school boundaries. They describe change as a continuous shifting, on-going process or improvements which has its constraints in different contexts. They also stressed that understanding quality and action towards its improvement are complex processes in themselves, dynamic and constantly shifting in tune to new needs and changing conditions. This means that change or quality is not static, it keeps changing. It is important to continue shifting and developing new ways or designs so that our product will always be marketable. To Hawes and Stephens this is not adequate, something more should be done in order to bring quality. Principals of schools should do more than just grounding supportive choices to improve and bring quality to schools. The three very crucial processes that bring change: as choice, decision- making procedures and power. These are the three processes that effect change. Hawes and Stephens (2001) conclude by saying that without these three components of change, the quality of teaching in schools is doomed to fail.

According to Leithwood and Stager (1986) highly effective principals have an overall style which provides a more central role for others (consultative, collaborative shared problem solving). Who decides the needs of the school? What needs to be changed and why and how and when and by whom? These are the important questions and should be taken into consideration before the agenda of choice is drawn. Power is the main item on

the agenda of choice. The school manager has the power to make choices, to decide what is to be discussed on the agenda and to take the final decision, but the power of the leader should not be an oppressive one.

In the following section, a review of studies has explored leadership support as the core level for quality teaching and learning.

2.3 MANAGEMENT ISSUES/ LEADERSHIP

2.3.1 INSTRUCTIONAL LEADERSHIP ROLE

Herman and Stephen (1989) asserted that for principals to be more effective instructional leaders, they must be granted four conditions which are as follows: sufficient autonomy, responsibility for operating their buildings, authority commensurate with responsibility and support from the central office. These conditions will produce positive outcomes in the school climate, staff morale, student achievement, and community satisfaction.

The above indicates the atmosphere that can lead to create a healthy environment which impacts upon learners' learning. It is also said that effective schools have effective principals. According to the National Association of Elementary School Principals (NAESP), an effective principal is one who gets high marks in decisiveness, organizational ability, judgement, problem analysis, leadership, sensitivity, the ability to endure stress and an ability to communicate well, both written and orally, at all levels.

Tlale (1991) equally emphasises that the above characteristics ought to prevail in effective schools, but he says these should reflect the active involvement of the strong leadership and the stakeholders. In the absence of involvement of stakeholders in the school improvement programmes, there are slim chances of the visibility of the following characteristics: professional leadership, shared common vision and goals,

concentrating on teaching and learning, monitoring progress and high expectations of learners to learn and home-school partnerships.

Other characteristics of the resource schools highlighted in the international studies relate to good leadership management, effective instructions, encouraging staff development programmes, monitoring of learners' performance and taking into consideration the learners' background. Williams (1983) witnessed that the quality of leadership of any school is the determination of an effective school, and it is the most essential factor which contributes to school effectiveness. He also points out that the leadership style of a principal has a direct impact on the performance of a school, its staff and learners. If the principal uses an open door policy or shares his or her vision with staff, chances of success are plenty. Benjamin (1981) and Austin (1979) are of the view that the role of the principal should be extended to include supervising and evaluating teachers' instructions, coordinating the curriculum, monitoring learners' progress, protecting instruction time and promoting instructional improvement.

One of the major functions of the principal is to engage in research and that is constantly mentioned in the development and clarification of the goals and the objectives that give direction to the school. To fail to do so creates confusion among teachers, students and parents and this results in lowered levels of effectiveness. Stein (1994) contends that visibility has explicitly been identified as one of the characteristics of effective leaders and may be defined as principals' intentional and directed presence in all areas of school life with a view to improving education and human relations in the school. He also concluded that principals' active involvement, improve cooperation of all participants and support client directedness. However, valuable insight as to the characteristics of effective principals' emphasizes achievement, set instructional strategies, and provides an orderly atmosphere.

2.3.2 THE PRINCIPAL AS A SERVICE PROVIDER

The question of educational resources or teaching resources should be one of the crucial questions facing rural schools. This is the responsibility of the leadership in terms of support teaching and learning in rural schools. The main function of the principal is to provide resources to teachers. A research study done in America by the Florida State Department of Education, (Huff, Lake, and Schaalman, 1982) found that beyond the basic competencies, the effective principal has a clear sense of mission and control, tests the limits in providing needed resources, is persuasive and committed to high standards, uses a participatory style, and is not content to maintain the status quo. A large portion of research suggests that principals that are effective assess their environments, know their limitations and strengths and understand the kinds of programmes and outcomes they desire for their students. Their energy is directed towards improving the school climate and the quality of the instructional programme (Dwyer, 1984). Effective principals initiate, encourage and facilitate the accomplishment of instructional improvement according to their own abilities, styles, and contextual circumstances (De Bevoise, 1984). Effective principals have human, managerial, and technical skills. While human relations and management are important, technical skills must not be neglected, since they make the role of instructional leadership unique.

This research also identifies among effective principals a sense of vision that includes skills for consensus building seeking creative solutions, an organizational developer that uses skills in team building and conflict resolution, instructional support that requires the principals to have expertise in teaching and designing staff development programmes, monitoring learning that requires skills in establishing clear indicators of student performance and providing progress reports to parents (Cawelti, 1987).

2.3.3 RELATIONSHIP WITH COMMUNITY

It is very rare to find a school running smoothly without the intervention of the community. Canter and Canter (1991) point out that parent involvement is an effective factor in effective schools and should occur throughout the year. School forming relationships or partnerships with the community are what makes schools succeed (Hopkins, 1995). Learners are (part) coming from the community, parents are taking care of their learners, so to educate learners the school should communicate with parents through learners. Good relationships with the community is necessary to facilitate teaching and learning in schools. In terms of discipline the community or parents are playing an important role. According to Christie (1996), communities in these schools have great contributions in terms of supporting the culture of teaching and learning. Some teachers have stated clearly that parents also help the school with discipline cases and also designing the school policy, admission policy, the schools' mission statement and vision of the school. Rural schools also use communities as resources in terms of skills development and sponsors for other resources and also teaching learners' craftwork. The involvement of the community has also been highlighted by the utilising of the schools' resources for burial services and tribal authority and sports meetings. Teachers also seek the assistance of the community to monitor their learners when they are given homework.

Christie (1996) undertook a study to identify the features characterizing schools that operate well under difficult circumstances. These schools were mainly located in the township and rural areas. The schools selected for the study were remarkable in that they functioned where others failed, especially with a society wrecked by social problems like unemployment, poverty, resource shortages and drug wars. Further findings arising from this research that are very rare in other studies of effective schools are the issues of governance, parental involvement and strong relationship with education departments.

Governance issues are by no means straightforward. Involving parents in school governance in a meaningful manner is difficult, as many working-class parents work for long hours. Other parents often see education as the responsibility of the school and do not see the need to be involved in school at the governance level. The overall parental involvement in schools is fairly limited, even though most schools acknowledge their potential involvement. In most of the schools in which the study was carried out, parents were not involved in day-to-day issues. However, in many schools parents are used as a back up in discipline cases. In some schools parents are involved in some school fundraising projects. According to Taylor (2001) it is important to take account of the socio-economic status of schools and their parent communities in monitoring performance.

The policy implications arising from Taylors' findings in relation to parents' involvement were:

- it should not be assumed that the governance structures are necessarily the most
- important ways of involving communities in schools
- requiring schools to establish governing bodies may be more energy consuming than sustaining at this issue
- the forms of support offered by education departments should be carefully considered a sense of agency or urgency and responsibility.

In this section the researcher has focused on school managers as being key in providing support to teachers for managing quality teaching and learning. In this section I will be focusing on teachers as classroom managers and their decision taking for improving teaching and learning in their classrooms.

2.3.4 STAFF DEVELOPMENT PROGRAMMES

Reynolds (1996) defines staff development as any activity organized by the school to enhance effective teaching behaviour and providing opportunities for teachers to improve and develop their skills. Staff development involves any effort made by educational leaders to promote personal and professional growth of staff. The effective schools' literature also indicates that schools will not improve unless teachers, individually and collectively, improve their knowledge, skills and attitudes (Reynolds, 1996).

Staff development programmes play a major role in making schools effective. I suggest that in any school staff development should take place across the board. All staff members should take part in these programmes regardless of their specific responsibility. According to Resolution 7 of 1998 of the Educator Labour Relations Council (ELRC, 1998), teachers may be required to attend programmes for ongoing professional development, up to a maximum of 80 hours per year. These programmes are to be conducted outside the formal school day or during vacations. When it comes to academic staff, it is compulsory for educators to attend staff development programmes in order to increase their knowledge. Knowledge is dynamic, therefore, it is wise for educators to always seek and update their knowledge for the purpose of quality teaching and learning.

The following questions may prove very helpful in guiding school managers who want to accomplish effective teaching and learning in their schools:

1. Is the in-service training of staff seen as an institutional as well as an individual responsibility? Has a senior member of staff been appointed as the school's staff development officer?

2. What opportunities are available, within the school, and by attending courses elsewhere, for members of staff to receive in-service training in subject areas, teaching methods and school management?
3. Is the allocation of tasks in the school linked to staff development? For example, are tasks rearranged or re-allocated from time to time to promote staff growth and to maintain staff morale and motivation?
4. Are there adequate arrangements for the in- service training of technical and ancillary staff?
5. Do members of staff receive guidance in evaluating their own performance? Is there an accepted procedure for the teachers to appraise their own schemes of work and programme performance, and as a group in relation to agreed educational objectives and criteria?

Reynolds, Creemers, Hopkins and Stol (1996) unanimously agree that staff development is very crucial and that it should be an activity organized by school managers to enhance effective teaching and learning behaviour and to provide teachers to improve and develop their skills. This would involve any effort made by educational researchers to promote personal and professional growth of staff. Hughes (1987) suggests that principals or school inspectors should ensure that school objectives and methods are reviewed periodically in the schools. By providing continuing in-service education, teachers will have the opportunity to think about their objectives and the best use of local resources to achieve them. Through such activities the teachers will develop the professional confidence to assess their own performance.

Consultation with the staff may also be seen as an aspect of staff development, both for the principal and for his colleagues. The principal who is prepared openly to discuss with staff the factors which have to be weighed up in reaching an important decision would in effect be encouraging his colleagues to feel involved in the school community and be

committed to the welfare of learners. The experience and insight obtained by staff will also provide good preparation for some to undertake more extensive responsibilities in the future, whether in their present school or elsewhere.

In conclusion with issues affecting school managers it is important to note that most of the literature reviews have unanimous agree that the most crucial issues or characteristics of effective schools mentioned occupy the front line of all projects that are created for the school improvement, without these points it is unlikely to develop programmes that will sustain schools in rural environments with a strong culture of learning and teaching.

2.4 KEY ASPECTS PERTAINING TO TEACHERS

2.4.1. Teachers as key role players for quality teaching and learning

In this section I provide a review of literature while the previous section foreground studies that explore the leadership as being the key positions for enabling change. Studies argue that teachers are the main components for quality teaching and learning that takes place in schools. According to Anderson (1979) good classroom management refers to anything that the teacher does in order to organise learners, space, time and materials so that instruction in content and learner materials can take place. Teachers are accountable for quality teaching and learning in classrooms. According to Christie (1997), effective teachers maintain an academic emphasis where learners have the opportunity to learn expected content, monitor learners' progress carefully, report results and use them to improve teaching. This also concur with Taylor (2002) when he says accountability measures give direction, set performance standards and monitor outcomes and in the absence of accountability sub-systems, support measures are very much a hit and miss affair. Taylor also agrees that accountability measures (teachers) provide motivation for and direction to support measures.

According to Christie and Potterton (1994) the most important responsibilities as teachers are as follows:

- Teachers decisions taken with regard to effective instructions
- Strategies and approach for classroom teaching

2.4.2 DECISIONS IN TERMS OF EFFECTIVE INSTRUCTION

Effective instructions remain a means by which the teacher presents his or her materials using different methods and strategies. This is done to ensure that he/she will lead to the expected outcome that includes the decisions which the teacher takes in the course of his or her presentations. The method employed by the teacher has a significant influence on the learners' learning process. There is no 'best' method of teaching nor is there any one method that will suit every occasion. According to Owunka (1981) different subject matter and different types of learners require different teaching strategies and different learning contexts.

Effective instruction goes hand in hand with effective teachers in terms of learners' performance as stated in the beginning. The use of the concept "effective" in this study is utilized on the basis of learners' performance. Effective instruction ought to be promoted or facilitated by the observable behaviour that an effective teacher exhibits in the classroom and on the school premises (Cawelti, 1987). This section seeks to explain that good behaviours of teachers contribute to the improvement of the learners' performance. The assumption here is that the principal has certain specific characteristics in cultivating a good climate for teaching and learning situations, giving rise to good learners' achievements (Edmonds, 1983).

Learners described their teachers as very effective for factors of organizational direction, interactive processes, and organizational linkage. Teachers were perceived to be very active in giving guidelines to learners of how they should perform well in their studies and become successful in their future.

2.4.3 CLASSROOM MANAGERS

Teachers spend more time in classrooms with learners therefore they should know and be equipped to deal with problems facing learners in their classrooms. Principals are the last people to be contacted by teachers and learners. As Fleisch (2002) mentions in his study for school improvement that one of the causes of the failure of school improvement is culture. He associates culture with the teachers by saying teachers have great influence over learners. Teachers contributed to the failure of school improvement by bringing their own culture and imposed to the learners. Learners in lower grades are not trained to questions some of the things happening at school.

Teachers as classroom managers have to take decisions in order to improve teaching and learning in their classrooms. As mentioned in this study school managers have to make choices and teachers have to take decisions of what they are going to teach in class. There are a variety of decisions taken by teachers, these decisions regarding the type of curriculum in which the school follows. Teachers cannot teach maths in schools where the resources pertaining to maths are not available. I also agree with Hawes and Stephens when they say teaching programmes in school should be relevant to the aims and objectives of the schools' mission statement. Teachers take decisions regarding their duties in their classrooms such as teaching subjects, time allocation, resources to be used how long the presentation will take and so forth.

Research studies done by other researchers in England have also pointed out that

effective schools have effective classrooms. Teaching and learning could not be effective without adequate classrooms. Studies done by Stallings (1979), Brophy (1979) show classrooms where learners with histories of failure were eventually able to achieve considerable success. The main focus point for improving teaching and learning that was used was the resources. Brophy (1979) argues that classrooms were the main cause of the school improvement.

While this section foregrounds studies that highlight that principals and teachers as having separate but key responsibilities for understanding how managers and teachers make meaning of their responsibilities to effect quality teaching and learning in rural schools, this study argues that an appropriate cultural climate that enables ongoing improvement of teaching and learning is possible when and if these two different roles and responsibilities are able to move beyond issues of accountability and support. This study attempts to understand what happens when teachers and managers move beyond these hierarchical structures to create new possibilities.

This clearly shows that teachers and school managers should function together, in identifying shortcomings, establishing outcome targets and setting in place incentives and sanctions which motivate and constrain teachers and managers throughout the system and will able them to apply the lessons learned on training courses in their daily work practices.

2.5 MOVING BEYOND ACCOUNTABILITY AND SUPPORT

This section foregrounds studies that highlight principals and teachers and their separate but key responsibilities for effecting quality teaching and learning. This section provides a discussion of a third feature that offers crucial space for sustaining ongoing improvement. Effective teaching and learning goes hand in hand with an orderly and

positive climate that supports learning and teaching. This climate determines a school's success or failure as a place of learning. According to Purkey and Smith (1982) the learning climate is the product of interactions between the organizational culture that surrounds the school and the rules, norms and values expressed in the attitudes, behaviour and communication patterns of the people involved. Purkey (1982) believes that the climate of the school also includes: (a) cohesiveness, i.e. the degree to which staff members are able to work together to solve problems, (b) expectations, i.e. the degree to which high expectations are communicated to both staff and learners and (c) goal orientation, i.e. the sense of direction shared by the staff and (d) leadership, i.e. the process of successfully getting everyone to work together towards the same goals.

The climate in rural schools may either stimulate or hinder effective teaching and learning and are likely to influence the manner in which the classroom teacher manages the specific classroom situation. Researchers like Barr and DeBreen (1981) also argue that classroom environment factors influence learners' learning and others see the teacher as an agent of change in the teaching process. While the leadership issue is crucial in this study others thought that the teachers' role is more important than the role of the principal. These two work hand in hand in creating a healthy environment for conducive teaching and learning to take place. These two should always collaborate on any issue affecting the school. This will finally improve the quality of teaching and learning in rural schools.

While some research studies see leadership as the key factor to improvement and others view teachers and the classroom environment as crucial to improving teaching and learning, this study aims to show that working independently of each other is damaging to programme teaching and learning. Teachers and principals tend to work separately and in an isolated manner. Having your own personal responsibility does not only mean working in isolation, but sharing responsibilities as a way of understanding and shared

educational vision. While school managers and teachers have particular responsibilities there needs to be cohesiveness. This involves the school managers working together with teachers, and teachers also working among themselves like a teaching team or teaching groups. There is play between leadership role and teachers' role and between support and accountability, and power can be exercised differently in these asymmetrical relations. It is important for the school managers and teachers to work collectively and not individually. By individually I mean principals working alone without involving teachers in any issue affecting school improvement teaching and learning.

As Taylor (2001) argues that if anyone wants to understand change, he or she should understand it in two stages, support and accountability as two separate but interrelated, constraints that open up possibilities for change. In this study I show what happens between teachers and school managers when power is exercised differently. I align myself with the argument of Hawes and Stevens (2001) when they say that the process of change happens at two levels: effective instruction and collaborative approach, and a strengthening of the relationship between these two groups (school managers and teachers).

Here I explore how collective or cohesive cultures or relations are constructed in particular rural schools and how, particular leadership choices instructional decisions and teachers' actions are key issues through which capacity for sustained commitment and improved teaching and learning is structured, by moving beyond support and accountability levels, beyond leadership choices and instructional decisions. This study understands the spaces between these hierarchical structures or levels to a space where there is play between managers and teachers that enables a cultural climate, where power between teachers and principals are exercised in different ways. This study shows how teachers and school managers in some schools work collectively to enable a sustained commitment to teaching and learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter analyses the research methodology used to explain how school managers and teachers make meaning of their responsibilities in their commitment for quality teaching and learning in specific rural schooling sites. I argue that primary schooling is an active site for the monitoring and evaluation of quality teaching and learning. In this regard both school managers and teachers occupy key positions in the creation of a quality educational climate that enables or stimulates quality teaching and learning (Pillay, 2003). According to Hughes (1995) the choice of the method is determined by the chosen topic and the kind of data to be collected, and according to him the type of data collected needs to be related to the kind of analysis that is going to be made. It is qualitative and very little use of quantitative (but quantitative approach is only chosen for data analysis collected through the use of questionnaires that assisting the researcher with the calculation of percentages. According to Patton (1999), qualitative research attempts to understand situations in their uniqueness as part of a particular context and interactions therein. This understanding is an end in itself for it does not attempt to predict what may necessarily happen in the future, but to understand the nature of that setting - what it means for participants to be in that setting, what their lives are like, what is going on for them, what their meanings are, what the world looks like in that particular setting and in the final analysis to be able to communicate that faithfully to others who are interested in that setting. Choosing a qualitative approach enables me to view social phenomena as human creations. It is also concerned with understanding the educational climate in particular, by understanding and analyzing the views of school managers and teachers involved in the study.

For this study three rural schools have been selected as sites in and through which specific teaching and learning practices are acted out as possibilities for teaching and learning. To understand how managers and teachers engage with ongoing improvement and quality teaching and learning aspects of a case study as a philosophical understanding for the research design was used.

Yin (1989: 23) defines a case study as “an empirical enquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. I have chosen this definition because of its emphasis on “investigating contemporary phenomena in their real life context’. Since the focus of my study is the investigation of how teachers and managers manage teaching and learning in rural schools, the choice of a case study according to Hammersely (1992: 56) “involves buying greater detail and likely accuracy of information about particular cases at the cost of being less able to make effective generalizations to a larger population of cases.” Case studies allow for rapid reporting and a rich description that comes from a small sampling of detailed case studies. This allows for patterns to be identified which could lead to an in-depth analysis. A case study enables the researcher to get ‘beneath the skin’ of a situation instead of studying it in a detached way (Nisbet, 1980).

Case study as a qualitative approach examines the meaning that social actors give to their activities. In this study I make use of interviews, classroom observations and surveys since the case study approach allows multi-methods of data gathering. Case study method has been chosen in this research, because it allows multi-sources of evidence to be used in the study. Denzil (1970) points out that methodological triangulation combines dissimilar methods such as interviews, questionnaires, observation schedules, and document analysis to study the unit. The reasons for this strategy is that the flaws of one method are often the strengths of the other, and by

combining the methods, observers can achieve the best of each, while overcoming their deficiencies.

This research study is driven by the two critical questions that try to find out how these three rural primary schools manage quality teaching and learning yet other schools in rural areas fail. The first question is based on managers and viewing the support provided by school managers to teachers so that they can manage teaching and learning. The question is also trying to find out the choices school managers make for effective teaching and learning? The second question is based on how teachers take decisions in their classrooms. How do teachers choose teaching methods for effective teaching and learning?

3.2 DATA PRODUCTION PROCESS

It is essential to tabulate the objectives of the study in order to facilitate understanding not only of the research questions, but also of methodologies employed in this study. The main objectives of the study were:

- to examine the methods and choices and decisions used or taken by teachers and school managers in rural primary schools for improving teaching and learning
- to explore the kind of teaching resources teachers employ to meet the desired goals
- to explore the internal accountability measures set for teachers in rural schools to meet the required goals.
- to find out what sort of support is being offered to teachers by school managers in order to enhance teaching and learning
- to find out the kind of support that the school managers provide to teachers in order to ensure that the quality of rural education provides a more comprehensive type of education and how, if any, short fall exists and how the quality of education in such schools could be improved?

- to examine the accountability measures that is put in place for teachers when teaching.

This study includes studies of three specific primary rural schools in KwaZulu Natal. The schools chosen reflect the experiences of school managers and teachers in the rural areas that surround Durban in the province of KwaZuluNatal. Purposive sampling was used in the selection of the schools. This meant that I hand picked the schools on the basis of their typicality, their location and accessibility, and in this way it built a sample based on my needs (Cohen and Manion 1994). I needed to access schools that reflected the contextual features of being rural, and teachers and managers who articulated a commitment to teaching in rural schools. The names appearing to these three schools are pseudo names, they are not real names and this is done for the sake of confidentiality.

Table 3.2.1 General school profile on all three Researched school

	Zwelihle Senior	Nqobile Comm	Bonginkosi J P
Gender	27 female + 4 male	14 female + 5 male	19 female + 6 male
Age Profile	22 to 43	25 to 40	24 to 46
Residence	4 rural + 27 urban	7 rural + 12 urban	10 rural + 5 urban
Nature of Appoint.	29 perm + 2 tempo	16 perm + 3 tempo	20 perm + 5 tempo
Teaching Exp.	3 – 20 years	2- 25 years	2- 23 years
Academic Quali.	Std 10 to BA	Std 10 to BA	Std to BA
Professional Quali.	S.T.D. to HDE	JTD to HDE	S.T.D. to HDE

3.3 BIOGRAPHICAL FACTORS

I looked for physical similarities in the three schools. Two of these schools had an excess of 1000 learners, a teaching staff complement of between 18 and 31, and heads of departments who had served these schools for more than ten years. All schools had 2 support staff, each school was approximately 25 years old.

All three schools are situated in remote and mountainous areas where it is practically impossible to reach when it rains, because access to these schools is only via gravel roads. All the schools selected have learners belonging to one racial group, namely African. The educators included one Indian (Zwelihle) teacher who is the deputy principal. All these schools have learners who travel more than 20 kilometres per day to reach the schools.

The profile shown above represents the constituencies of all schools interviewed. The only noticeable thing in this profile is that the majority of teachers in rural schools are females. Most of the teachers who teach at rural schools reside in urban areas and live temporarily in rural areas. This profile also points out that these teachers are highly qualified and there are some teachers are serving for a long services in these schools. The question needs to be asked is why are teachers who teach in rural schools coming from urban areas? Why rural schools failing to produce qualified teachers from their community?

3.3.1 Description of the three primary schools

Table 3.3.2. Description of the three school sites

Location school sample	Schooling phase	School managers	Teachers or educators	Gender
Zwelihle primary school	Intermediate	Mr Sosibo Mr Naidoo(DP)	Mr Ndwandwe Mr Zondi Mr Cele	Male Male Male
Nqobile primary school	Intermediate Intermediate Foundation	Mrs Cele Mr.Hlophe (HOD)	Mr Vezi Mr Gumede Mrs Mkhize	Male Male Female
Bonginkosi primary school	Foundation Intermediate Intermediate	Mr Zungu Mrs Gabi (DP)	Mr Mkhize Mr Zondo Mrs Ngcobo	Male Male Female

The final sample of teachers and school managers included in the study.

These schools were also willing to participate in interviews. This also concurs with Fraenkel and Wallen (1993) who acknowledge that ‘a convenient sample is a group of individuals who are conveniently available for the study’. According to Patton (1990) “a researcher must ensure that ‘informants are information rich’; the selection of schools that permit entry become crucial.

Sample refers to a group in a study from which the information is obtained. It was impossible for me to conduct a research study in all schools in the KwaZulu-Natal Province, thus, I decided to select three rural primary schools in one circuit of the South Durban region of Kwa Santi. The detailed descriptions for the three schools is mentioned below. The three rural primary schools chosen for this study comprised 75 teachers and 3 principals. No complicated criteria were used to select the teachers except that every phase was represented by a teacher from foundation phase to the intermediate. The three schools were selected because of being situated in remote rural areas. These rural primary schools are neglected schools. Their buildings are poorly built; they do not have purified water, electricity, accessible roads and share similar problems of being under-resourced. Names of schools have been changed to facilitate confidentiality.

3.3.3 ZWELIHLE SENIOR PRIMARY SCHOOL

Zwelihle senior primary school is situated in a remote, inaccessible, mountainous area and lacks the necessary teaching resources. The school has 1 238 learners with 31 teaching staff, 4 males, the remainder are females, and 2 support staff who receive their salaries from the government.

The school has 16 classrooms and two rooms that were used by the school watchman.

These two rooms were converted to two classrooms for grade one learners. The school is essentially a primary school and has learners from grade one to grade seven. Two extra classrooms had recently been built for grade seven from the school funds. The school still retains its good structure despite little cracks on the walls of the classrooms. The school also has a huge incomplete hall which is used for the morning assembly and on weekends by the community for church services and other social activities. Three other classrooms in the hall are used for grades one and two.

Within the school premises is a building structure, which is used as a clinic. The principal has the intention of converting that building into extra classrooms. The classrooms are overcrowded. In grade seven there are approximately 75 learners in each class, and in other grades there are even more. The school has one huge sports' ground for male learners and another one for the female learners. The community uses the playground which is allocated to the male learners. The school is fenced with barbed wire. The school is 'u-shaped' and in the centre of the school there are parking facilities for the teachers' vehicles. Hawkers sell their goods outside the school gates. During break times the school becomes very noisy because of the large number of learners.

The morning assembly starts at 07:50 and lessons start at 8:00 and end at 13:30. Teachers leave school at 14:30. The school is built in a busy area and is very close to the shops and is not far off from the tar road where taxis are mobile. A small room used as a storeroom for textbooks and stationery and a small table for a senior Head Of Department. A staff-room that is close to the administration building can only accommodate about five teachers. The majority of the teachers prefer to use their classrooms as staff-room. Some of the classrooms have broken windows.

3.3.4 NQOBILE COMMUNITY SCHOOL

This school is in the district of Pinetown. This school is about five kilometers apart from Zwelihle but is separated by the hills and gravel and winding road that cover Nqobile and this makes it difficult to see the school. There are 17 female teachers, 5 male teachers and two support staff. The school has 12 classrooms from foundation phase to intermediate phase with 712 learners in total. The school has a small office that is used by the principal and his deputy and another small room which is used for keeping books as a library. There is no staff rooms for teachers, teachers use classrooms as staffrooms. The school building is approximately 20 years old and it looks good because they always renovate the building. In each classroom I found more than 75 learners in grade six and seven. The day I visited the school was not a good day it was raining and the school manager arrived late from another meeting and that day it was impossible for me to meet the school manager I had to go back and plan another day. The second visit in the school I managed to interview the school manager and he was very delighted with our interview and told me he still wants to further his studies in the field of educational management. The school starts at 07: 50 and ends at 14:30 pm. but teachers leave at 15:00 pm. The bell rings and all learners gather in the assembly area in the centre of the school for prayer and announcements. I managed to interview and observe other teachers in their classroom and I interview them. Some of the teachers were very nervous but I did explain to them that I am not a school inspector I am just a student doing a research. Immediately, after the assembly learners move swiftly to their classrooms for the first period. The road to this school is narrow, gravel and similar to Bonginkosi Junior Primary school.

3.3.5 BONGINKOSI JUNIOR PRIMARY SCHOOL

Bonginkosi Junior primary school is closely situated to Nqobile Senior primary school.

It has an enrolment of 1 230 learners including grade 0, but from grade one to grade seven there are 1 093 learners. It comprises 21 well built classrooms, 25 teaching staff and 2 support staff. The school has a computer and a photocopying machine which are located in the main office. The principal is a lady who is in her late forties. Her deputy is a male and the secretary is a female. All three of them share a small office. The school is well built on top of the mountain. The school starts at 08:45. The first bell rings and all learners gather in the assembly area in the center of the school for prayer and announcements. Immediately after the assembly learners move swiftly to their classrooms for the first period.

The school has some classrooms built with tin. The administration building can only accommodate the principal's office but is shared by the other two staff members and the deputy and secretary. The staff-room is too small to accommodate all 25 teachers, the majority of whom are females. There is no library in the school. The small stock of textbooks are kept in the classrooms. The school building is approximately 27 years old, the foundation phase building is the only one built with tin. Each class has more than 67 learners. The school ends at 2:30 pm. The teachers leave at 3:00 pm.

3.4 INITIAL COMMUNICATION

Once I had identified the three rural primary schools, I followed the necessary procedures in order to meet the principals of these mentioned schools.

I introduced myself as a researcher and explained the focus of my study. I outlined my plan of data collection and we were able to negotiate possible dates on which I will be given access to the schools and to particular classrooms

Since the implementation of the Schools Act of 1996, School Governing Bodies have been empowered to play a crucial role in all matters affecting the schools, like admission

of learners; formulation of a mission statement and the code of conduct; employment of educators and the planning of the school budget, to name only a few. I wrote to the chairperson of these schools' governing bodies, I outlined the purpose of my study and I requested permission to visit the schools. I had to undertake in writing that I would not disclose the identity of the schools. I was granted permission telephonically as well as in writing as confirmation.

The description thus far on managing entry and sample selection serves to introduce my case study approach and the multiple data sources that I accessed to (enable) understand the every day choices and decisions managers and teachers take in rural primary schools in KwaZulu Natal.

3.5 RESEARCH INSTRUMENTS

Instrumentation refers to the means of collecting data for the study. Basically in this study the following types of research instruments have been used. (i) observation schedules (ii) questionnaires, (iii) in-depth interviews, (iv) document analysis. Each of these instruments is discussed hereunder individually. As mentioned at the beginning of this chapter I used the case study because it allows for multiple- sources of data gathering for the purpose of collecting multiple evidence that I can use in this study. The aim of using different instruments for data collection in the study was to assist in the process of data triangulation. This method assists when the sample population is small. This prevents generalizations because the data collected in the study must resemble other data collected through different instruments. When you observe a teacher teaching in the classroom and after that you interview him or her it easy to notice whether what is being said is true or not. This is how this process of triangulation helps in research, and how the different tools validate the data collected. The next part of this study puts to work some of the methodological issues that I have introduced and discussed in this chapter.

My study also necessitated the use of the case study method research, since a method provides us with an opportunity to examine strategies used by teachers to manage effective teaching and learning in rural primary schools. I also administered questionnaires so as to be sure that the data collected is valid. In order to ensure that the distribution of the questionnaires be done successfully, the principal of each school was requested to distribute the questionnaires to all teachers. The principal was used because in school-based surveys a higher response rate can be obtained, if the questionnaire is administered by the person in authority (Fraenkel and Wallen, 1993).

All four instruments used in the study targeted similar data, in the questionnaire. All information produced was based on the questionnaire, my interview questions were also seeking the same information. Information requested was regarding the school profile, resources, staff development programmes, school development programmes and the school organization. All instruments collected similar information in different ways.

3.5.1 OBSERVATION SCHEDULE

Fraenkel and Wallen (1993) state that “observations are a primary source of data collection in doing case studies.” Data collected from observing things, listening to people talk and interact is useful.” Observation helps to understand the school environment and to be familiar with it. It is like an orientation week at a school. This observation also assisted me in identifying the types of resources that are in the school and how teachers use resources. These observations took place mainly in classrooms and in the principals’ office.

I conducted these observations to make sense of contextual features specific to the three rural schools. I had to observe the contextual structures including school managers and teachers on who they work when they are in their work place. This observation was

followed by the interview conducted with school managers and teachers that lasted one hour. I also observed the teachers in their classrooms and thereafter interviewed them. This type of approach helped me to triangulate the data collected during the observation period.

Observation schedules also permitted me to gain a richer picture of features specific to rural schools. The observation schedule that I used as my guideline for data collection (shown in appendix 4) has contained all the following categories of data. The guideline I drafted was to assist me with all the necessary information that was needed for my study, but unfortunately not all the schools are the same, some schools do have information documented and others did not have information on papers. The following guide was used in my study:

- A description of the school eg. the age of the school, location, number of teachers, number of learners, physical layout, current condition and so on.
- School factors eg. management team strategies.
- High expectations of teachers and learners eg. attainment of their goals as teachers and learners and opportunities for improvement.
- Order and discipline, eg. the school rules, mission statement, school policy and so forth
- Management styles eg. is there any flexibility or autonomy in the management style?
- Inputs from the school, financial support, frequent communication with teachers and community, number of staff meetings, attendance, community role/involvement or community role in the school governance, are the teachers capable of teaching? Do they have a positive attitude? Do they show confidence, caring and commitment? Do they use a variety of teaching strategies?
- The curriculum (is there sufficient learning material available?) What is the process of assessment?
- Efficient use of resources
- Innovative strategies or ways

➤ Relevancy of resources to content

The above data formed the basis of my observation schedule guide. The answers to all these questions are shown in my observation schedule sheet. (Refer to appendix number three) This schedule with particular questions guided my investigations in all three schools. All the notes that were recorded from each school during the period of my observation were analyzed the very same evening to avoid the risk of forgetting what I had observed.

3.5.2 QUESTIONNAIRE

The research instrument that I developed was based entirely on sources that I used for my literature review on effective schools. The questionnaire was divided into five categories or sections namely:

Section A: Biographical Data

Section B: Resources for Teaching and Learning

Section C: Staff Development Programmes

Section D: School Policies

Section E: General Information regarding school re-organisation

I placed the questions in different categories that are in broad themes. I have concentrated on four broad themes namely the leadership role in terms (support) of school management, this includes provision of teaching resources, professional development of teachers, teachers' role in terms of accountability or effective instruction on teaching and learning, school cultural climate and Community involvement.

These questionnaires were administered to all teachers in the three schools. The objective behind the distribution of the questionnaires was to reach more people in a

short time period and to gather more data. Reasons for choosing questionnaires as one of the instruments of research, is because a questionnaire which is self-administered has the advantage to reach out to a large number of people and is cost effective (Fraenkel and Wallen, 1993) and (Rudestan and Newton, 1992). Moreover, it has the following advantages: it is relatively economical, has questions that are standardized, ensures anonymity and questions are specifically focused. Macmillan and Schumaker (1993) concur that questionnaires enable researchers to get valid and reliable information. The questions asked are always linked to the objectives which the researcher has set and are based on the research questions.

I confined administering the questionnaires to a total number of 70 teachers in these three rural primary schools because teachers are the persons who are directly involved in the teaching and learning culture from which we can evaluate the effectiveness of the school. I also chose to include the questionnaire method in the process of this study because it has numerous advantages as an instrument for collecting data.

Some teachers felt that their time was being imposed upon and consequently failed to respond to all questions adequately. I had to remind some of the teachers repeatedly to return questionnaires. But, despite the above difficulties, the majority of teachers cooperated in the completion of the questionnaires. Issues which were mainly focused in the questionnaires were the active role played by leadership in terms of making choices, decisions taken by teachers in terms of implementation in their classrooms, staff development, effective instruction and methods of teaching.

3.5.3 INTERVIEWS

Interviews also played a substantial part in my research. However, I restricted the interviews to school managers and selected teachers because I believe school managers are directly involved with learners and teachers on daily basis and they understand the types of challenges they face. Teachers that I selected were those whom I observed in the classrooms. I selected one teacher from the foundation phase and one from the intermediate phase. The reason for choosing these teachers for interviews and observations was to triangulate the data. Interviews were employed as a tool for my research in order to compare the responses from the teachers and the management team. According to Fraenkel and Wallen (1993) interviewing is the most important data collection technique a qualitative researcher possesses. I had the opportunity to interview the three school managers for about an hour each. My interviews with school managers were based on three research questions. The first question was trying to find out choices managers made, what support did the school managers provide for teachers in order to teach effectively? The second question was trying to find out about the accountability measures that are being used by the principals to assess teachers' performance. The last one was about professional development programmes that are available for the improvement of teachers' knowledge in schools. Choices and decisions made by teachers on which teaching resources were available and appropriate for their teaching were also part of the interview but this only pertained to teachers. Most questions for teachers were based on teachers' accountability and the ways and means they endeavored to improve their teaching and learning. Management issues were about bringing support for teachers and producing a climate for effective teaching and learning to take place. This was done through the organisation of resources, collaborative working with teachers and providing teachers with necessary skills for teaching by organising development programmes and workshops. My questions also try to find out the schools' relationship with the community. Studies done locally and abroad have emphasised the great importance of building good relations between the school and community because that, on its own, makes schools effective.

3.5.4 DOCUMENT ANALYSIS

The data collected was analyzed on the basis of instruments and research methodologies that were employed. The discussion of the manner in which data was analyzed followed the pattern of methods used. Documents that I requested for analysis in this study are enlisted below:

- **The school mission statement** (to inform me in sum about the educational vision).
- **School policies** (particularly to behaviour and discipline in the whole school).
- **Composite school timetable** (to inform about teaching time, hours of teaching per subject, and what curriculum they use, time allocated for staff meetings or school development programmes).
- **Class register** (to ascertain school enrolment, learner attendance, days when schools are closed).
- **Staff -list and staff duties** (subjects educators teach and their involvement in extra curricula activities).
- **Minutes of management meetings** (decisions taken or choices made regarding topics of concern, how they prioritise and what particular tasks each manager is entrusted with).
- **The school register** is very important and it is a legal document. It is to determine whether that learner is at school or not. It is helpful for parents to determine whether their children are at school or not.
- **The scheme book** (is also known as the syllabus and in this document the curriculum for each grade has to be completed for the whole year or semester and is safely kept in it).
- **Test record books** (they provide one with substantial evidence of how the teachers perform their responsibilities in rural schools).

- **Official timetable** (is an important document that gives one an insight into all the activities that take place in the school. For example, how many subjects are being taught in the whole school)

How many hours a week per subject? How much time is allocated for staff development programmes, extra curricula activities, etc.

Document analysis also helped me to study the stated goals, content and assumptions of how school managers' support teaching and learning in rural schools. Whatever school documents were made available to me, I analyzed them in terms of what were revealed as the goals that were set by the schools, the strategies that were being used by the teachers and school managers when teaching in rural primary schools. I made copies of some of these documents (mentioned above) and I simply glanced through some of them at the various schools. Unfortunately, some schools did not possess some of the stated documents eg. Nqobile told me that some of their minutes for staff meetings were not written down and their mission statements were not available. The majority of teachers in all researched schools were up to date with their books.

This chapter has managed to introduce the research practices that I engaged with at the three rural primary schools. The methodological form is intended to show how leadership and instructional relations are managed in rural primary schooling contexts for a relevant and efficient educational climate. This chapter has also shown how the choice of the case study approach provides the basis of a methodology that is relevant to the complexities in understanding teaching and learning in such dislocated contexts.

The different instruments used for data collection in the study were utilized to validate this research study. Case study method has been useful because of its flexibility or allows more than one instrument for data collection. Although the questions in the

questionnaires, interviews for principals and some teachers and observations and document analysis were not much different they were all searching for the same information. The questions phrased for teachers were related to their duties as classroom managers eg. teaching strategies, availability and the utilising of the current resources, professional development and so forth. On the management side questions like policies, resources, staff development programmes, community involvement and the school ethos were asked. Observations based on what is being used to facilitate teaching and learning by all teachers and school managers. Observation method was also chosen to see what resources the school has and to observe strategies the teachers use to facilitate teaching and learning in their classrooms. Finally document analysis was used in the study to ensure that what the teachers and school managers say correlate with what is happening on the school premises. This is proof to show what teachers do in their classrooms.

3.5.5 DATA ANALYSIS

The data produced through the use of multiple instruments were analysed according to specific thematic categories that I developed out of the literature review and the data that I produced through the use of multiple data sources eg. documents analysis, interview, questionnaires and observation schedules in all three primary schools. The representation of the data will focus on specific issues that are fore grounded by the two critical questions that I have set out for this research study. These specific issues that are grounded by the critical questions are support from the school managers and accountability from the teachers. Support issues will look at choices taken by the school managers in order to support teaching and learning in their schools by providing teaching resources to teachers. On the side of the teachers, I will be looking at issues of accountability. Teachers have to take decisions about teaching and learning in their classrooms. Teachers need to agree with the school curriculum and the school timetable and other issues affecting teachers in their workplace.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter offers a discussion of the findings of my study in relation to the two key questions that I set out to explore in this research. I provide an analysis of the leadership choices that school managers make in support of teachers and teaching in the three rural schooling contexts and then offer an understanding of the instructional decisions and actions teachers take in creating better ways of teaching and learning within the school. Lastly I foreground those practices teachers and school managers collectively engage in to create an appropriate educational climate for possibilities to change and question.

This study argues that principals and teachers are the two key role players managing teaching and learning in rural schools. While the study shows that each of these positions have different responsibilities within the hierachical grids, there are spaces in and through which teachers and managers work outside these assymetrical power relations to create possibilities for a more progressive educational climate. This chapter is divided into three sections.

Section A: Leadership Choices: Leadership choices mean the activities that school managers do in providing support to teachers so that quality teaching and learning take place.

Section B: Instructional Decisions: Instructional decisions are those actions taken by teachers in order to make their teaching effective in their classrooms. These instructions are in the form of approaches, choice resources strategies and teaching methods that can be used for effective teaching and learning in their classrooms.

Section C: Collective Community: this section will also explore those common practices, ideas and interests in all the three schools that make these schools succeed in sustaining quality teaching and learning. The following thematic category is used:

- Cultural Ethos: peaceful atmosphere for conducive teaching and learning
- Learning in Community: encouraging everyone in a community to seek knowledge
- Creating Professional, Personal and Communal goals for a better cultural climate

4.2 SECTION A: ANALYSIS OF SPECIFIC LEADERSHIP PRACTICES AT THREE PRIMARY SCHOOLS IN KWAZULU NATAL

Section A of this study present an analysis of three rural Senior Primary Schools, focusing on issues of support and school managers' role in managing teaching and learning in rural schools employing the data collected by means of questionnaire interviews, documents analysis and observation schedules. This sections foregrounds the unique experiences of school managers and how they continue to support quality teaching and learning. These findings are presented under the following thematic categories:

- Professional Development: An important programme for teacher development
- Community Relations: Keeping a strong bond between the school and the community
- Leadership Style: flexible style of leadership or two way policy
- Active Practices: providing necessary support to teachers and school community

4.2.1 Professional Development

Table 1: Professional Development programmes in three rural schools

Schools	Zwelihle	Nqobile	Bonginkosi	Average %
Whole school Evaluation	59%	65%	60%	61%
Developmental Appraisal system	64%	55%	70%	63%

The data analysis from this study depicts that in all three schools teachers agreed that professional development programmes are in place and are taking place. This is shown by the average percentage of 61% and 63%. In this study only two professional development programmes, namely, Whole School Evaluation and Developmental Appraisal System, were used. According to the school composite timetable that I have requested to the principal of these schools, I have noted the times reserved for the school development programmes and the periods were in the afternoon during the lunch time or in the morning before the school starts.

"Staff development programmes are the backbone of my school":

Reynolds (1996) defines staff development as an activity organized by school managers to enhance effective teaching behaviour and provide opportunities for teachers to improve and develop their skills. The effective school literature has indicated that schools will not improve unless teachers, individually and collectively, improve their knowledge, skills and attitudes (Reynolds, 1996). This is only possible through the implementation of school development programmes in every school. In Zwelihle Primary School, teachers showed in their answers to the questionnaire that they regard

staff development as very important, because it assists teachers with teaching strategies on how to solve classroom problems, how to handle or better utilise available resources efficiently, how to make these resources relevant to their aims and objectives or teaching objectives in order to promote the culture of teaching and learning in the school.

According to Drake et al (1999), "it is the principals' responsibility to develop teachers." This statement is interpreted to mean that the position of being a principal as an individual enables him or her to help teachers develop skills, by organizing workshops or by exposing them to situations that are going to make them gain experience and exposure. This view is supported by Sergiovanni (1996) who states, "It is an individual activity that fosters the cultivation of uniqueness and skills development."

The principals of all three schools responded that staff development programmes were in place, either within or outside the school, and that training was being given after school hours so as to avoid disruption of the school timetable. What the study also revealed is that principals were instrumental in supporting staff development initiatives. Mr Sosibo, the school manager of Zwelihle senior primary had this to say:

Staff development programmes are the backbone of my school because it is where my teachers being serviced and retrained and reminded and updated about the latest issues affecting education." It is where their knowledge is being increased.

The Head of Department of Zwelihle Senior School Mr Ndwandwe agreed and said:

If processes like Developmental Appraisal System can be encouraged especially in rural schools, teachers can benefit by improving their teaching and learning. This will narrow the gap between urban school and rural schools, because OBE

does not need much resources from the government, teachers have freedom to create their own resources.

While there is are differences of opinion among teachers, researchers and authors about who is responsible for professional development programmes in schools, I believe that staff development should be a joint responsibility of teachers and the principals. Staff development programmes should be part and parcel of every school.

4.2.2 Community Relations

Table 2: Relations exist between the three schools and the community.

Schools	AGREE	DISAGREE	TOTAL %
Zwelihle	70%	30%	100%
Nqobile	67.5%	32.5%	100%
Bonginkosi	75%	25%	100%

According to the responses to the questionnaires, 70% of the teachers from Zwelihle Senior Primary School agreed that their school created a good relationship with the community and that the programmes that exist involve community participation. Bonginkosi Senoir Primary School has also supported the existence of their school and the community, this has been shown by 75% of the results from the questionnaires. At the same time, 67.5% of teachers from Nqobile Senior Primary School indicated that their school had good relationship with the community.

"I appreciate the role my community plays in supporting the school":

Riley, Craig and Mark (2000) agree that good relations with parents make a good school. They also emphasise that schools should be seen as a resource for the community to utilize. According to the *South African Schools Act of 1996*, communities have to play

an active role in all matters regarding schools. This initiative has led to the introduction of SGB's in schools, allowing parents to play an important role in the management of schools. The purpose of this initiative was to encourage parents to play an active role in their children's education in all aspects of school life. Responding to the issue of school and community partnership as a possibility for better practices and enhanced cultural environments for teaching and learning, managers in all three schools responded positively.

According to Mr Ngcobo, Head of Department in Bonginkosi primary school:

Before this Act was initiated, I had a small percentage of parents who were involved in the academic activities and others were involved in the non-academic activities, eg. as caretaker, cleaners, or as religious ministers and feeding scheme. Since the SGB has been in place large numbers of parents are eager to attend school meetings and functions that take place in school.

Mr Ngcobo added by saying, " *I appreciate the role my community plays in supporting the school*"

The principal of Nqobile Senior Primary School, Mrs Cele, was asked how flexible her leadership style was, and how did this influence community involvement in her school, she responded by saying:

I allow the community to frequently visit school, and the policy that I am following is a two-way open door policy, that allows every parent or member of the community to come to school and discuss any issue with me or my teachers affecting his or her child.

What has come through strongly in the study is that teaching and learning improves when the principal involves parents, and the broader community in decision-making. Through the flexible leadership practices of schools, principals in the three rural schools have created a more progressive educational climate in order to change traditional oppressive ways of thinking and working.

Hugh (2001) argues that for any successful sharing of decision-making to occur it is essential that all partners have equal access to critique existing constraints and choices. If the community is ignored in the decision-making process and choices are made without their blessings, it is obvious that they would not be involved in the learners' scholastic development.

4.2.3 Leadership Style

Table 3: Effect of leadership style in three rural schools

Schools	Democratic	Undemocratic	Total %
Zwelihle	70%	30%	100%
Nqobile	67.5%	32.5%	100%
Bonginkosi	75%	25%	100%

Teachers in all three rural schools indicated that the leadership style of their principal does have an influence on their teaching and learning. This is shown by the higher percentage of 70% and above in these three schools. 30% of teachers in Zwelihle Senior Primary School, 32.5% in Nqobile Senior Primary School and 25% in Bonginkosi Senior Primary School indicated that their principals had less influence in their teaching and they practice undemocratic style.

"I prefer using a democratic leadership style":

This was the response of the principal of Nqobile Senior Primary School when asked how she managed discipline at school. Instructional leadership is a term linked with the effective schools research and the ability to lead is regarded as an aspect of giftedness according to Hugh (2001) and leadership potential is to be maximally developed because of the need for potent leaders and potentially gifted leaders to move towards self-actualization.

The data collected, in this study, shows that principals use different management styles when managing schools. Their management style is dependent on a number of things, such as personality, safety and experience. The management style is also contingent upon the socio-economic status of the community and where the school enjoys support from the stakeholders such as community members, parents, educators, learners and officials of the department, it is less likely to find a principal using only one management style. The situation dictates the management style. For instance, the principal of Nqobile Senior Primary school Mrs Cele, rightly stressed:

I preferred using a democratic leadership style where every one in the school is involved in choices and decisions making for the improvement of quality teaching in the school when I'm implementing policy, it is dictated by the situation and at leadership style to employ.

The principal of Zwelihle Senior Primary School expressed, when asked what makes his school manage and succeed while other schools in the area fail:

Management style of every school manager has a great influence and impact on quality teaching and learning in school. My school is in this position because I am using the two- way style that allows teachers and parents to discuss issues that are personal and professional with me on personal level.

This type of leadership has a great impact on the success or failure of school improvement. Literature suggests that principals using a democratic style always succeed in managing their schools, while those using an autocratic style have slim chances in succeeding. Keith (1992) argues that democratic leadership style helps teachers and principals to create and communicate a common vision, which helps them to strive towards a common goal. The other quality of leadership that is the most important one for effective leadership is to promote the vision of the school. This suggests that the respondents perceived an effective principal to be one who pursues the goals of the school and not of individuals. These goals must be identified by all staff members and not by the principal alone to ensure that all staff members will own them. These words uttered by the school manager of Bonginkosi Senior Pimary School:

What ever I do in this school I consult my teachers, I do not do things alone as I have said, we are working as a family, anything good or bad we share the responsibility. The presence of teachers in school meetings helps in the choice of the agenda and in decision-making. William et al (1983) are in agreement that “schools operate efficiently if there is a substantial measure of collegiality in their management procedure.”

4.2.4 Active practices

“I ensure that I empowering teachers with necessary support for teaching and learning”:

School managers have to play their role actively in order to make sure that support systems for teachers are in place in rural schools. Without support measures the culture of teaching and learning in rural schools is doomed to fail. The school manager of Nqobile Senior Primary School was asked what support does she offer to her staff and

she responded:

I make sure that I empower my teachers by providing them with essential resources that I believe are necessary for teaching and learning to take place.

According to Jonathan Kozol (1991), rural schools always perform poorly due to the shortage of resources and poor infrastructure. In this study the question of teaching resources have been raised for the purpose of finding out whether school managers do perform their duties or not for the improvement of quality teaching and learning. Mr. Zondi, the HOD of Zwelihle Senior Primary School responded in the interview by saying:

I organise teaching resources by buying textbooks, providing classroom for teaching and learning and providing transport for attending staff development programmes.

Mrs Mkhize, educator of grade four at Bonginkosi primary school, also stressed in the interview that:

Since the introduction of OBE in schools, we do not run short of resources because an educator can create or improvise whatever resources that will be appropriate for his or her teaching and learning in classrooms

The school manager of Zwelihle Senior Primary School supported the OBE system of education by saying:

In my school we do not waste teaching time because of resources, we always prepared with teaching resources that we make either from sand or newspapers

and sometimes we use the environment in creating our resources.

From the study, it became apparent that the prime responsibilities of the principals are to collect resources and make them available to teachers. Once the teacher is empowered with resources, learners will benefit. After all, the teacher is accountable to the learners, parents and the community. Good management teams create a good school climate with the availability of teaching resources. According to Blumberg (1980) the management team that fails to support teachers with resources is seen as ineffective management. Principals should strive to collect and make more relevant resources available at their schools to increase its effectiveness.

4.3 MOTIVATION: INCENTIVISATION

Table 5: Acknowledgements of teachers by their principal in three rural schools

Schools	Incentives	Non-incentives	Total %
Zwelihle	58%	42%	100%
Nqobile	71%	29%	100%
Bonginkosi	90%	10%	100%

All the three rural schools rated incentivisation at their schools as an average of 73% in supporting their school managers by providing reinforcement and complement them for their efforts or performance also reward special efforts by teachers with opportunities for professional recognition. An average of 23% in these schools disagree with the notion of incentivisation. This results lead to the conclusion in the research that schools teachers work very hard in order to achieve these good results, and incentives are crucial if teachers are to become successful facilitators of learning. I have also observed some of the tokens and trophies that were given to those teachers who excel in their performance in their schools. In Zwelihle primary schools I have seen letters written to those teachers in recognition of their excellency.

Regarding the issue of incentives, Mrs Cele supported the idea that teachers need to be motivated by saying:

Teaching and learning should not take place without incentives. In our school we have a policy for presenting gifts to those teachers who perform well in every school term. In each and every grade we choose one teacher who performed well by consider our criteria that involves performance in classroom, school as a whole and in terms of conduct and other things regarding the whole school evaluation.

Mr Zungu from Bonginkosi Senior Primary School claimed that the only way to motivate teachers is to encourage them further their studies.

4.4 CONCLUSION

In the position of leadership, school managers continue to create possibilities for supporting teachers commitment to better ways of teaching, through ongoing professional development initiatives, better community relations, democratic leadership practices, and making available appropriate resources and incentives for teaching and learning in rural contexts. School managers continue to exercise their power to make choices that enable teachers to continue to sustain a commitment for new ways of teaching and learning in rural primary schools.

4.5 SECTION B: SHARED PRACTICES WHICH ENABLE QUALITY TEACHING AND LEARNING

Section B looked at shared practices (choices and decisions) of teachers in managing quality teaching and learning in terms of choices and decisions.

In this section, I foreground key practices or ideas articulated by teachers across the three rural schools that I had chosen for this study. While Section A foregrounds issues of leadership and leadership choices for supporting teachers and teaching, and the active role played by school managers, section B foregrounds the decisions teachers took in their responsibilities as instructors. In this section, I created thematic categories. These are:

- Resources: anything that is use by teachers when teaching
- The language of the community: interchangeable of different languages when teaching and the spoken language by the community
- Classroom Assessment: evaluating the performance of learners
- Teaching Methods: types of teaching styles using by teachers in their classrooms

This section of the study also pays attention to particular teachers and their daily practices in the teaching and learning context in schools. The teachers' role is very important in bringing the culture of teaching and learning in classroom, but this culture is impossible without support from school managers. Teachers are able to sustain their commitment to better ways of teaching by using available resources provided to them by their principals, such as textbooks, stationery, classroom buildings, desks and other equipment for teaching and learning, however there are alternate practices that particular teachers make decisions about and which impact on the quality of how they think and work. Choice of language usage in the school also plays a crucial point that is mentioned in the **South African** Schools' Act of 1996. The school has the right to choose the language of communication to facilitate teaching and learning in schools. Classroom Assessment done by all teachers in order to find out how learners perform in their studies and this creates possibilities for teachers use range of different methods of assessing their learners' ongoing professional development.

4.5.1 RESOURCES

Table 6: Some of available resources in three rural schools

Schools	Availability of text books	shortage of books	Total %
Zwelihle	20%	50%	70%
Nqobile	15%	55%	650%
Bonginkosi	30%	50%	80%

It is clear that these three schools are running short of textbooks. The resources available in these schools comprised only 22%. The questionnaires show that 52% of resources are urgently needed for these schools according to the result from the questionnaires, although 26% of the teachers did not responded to the question about the availability of resources in these three rural schools. Beside these resources mentioned on the table, I have seen teachers using chalkboards, charts and old newspapers when presenting their lessons. Textbooks were also used, but the conditions of these books were very old and outdated and learners had to share these textbooks because they were few. Community members were use as resources to present some skills like gardening, craftworks and knitting to learners.

“We improvise our resources by using items from the environment”:

Owunka (1983) endorsed the importance of the use of locally available materials in the teaching of learners. He stresses that the best way of helping learners to learn is to bring them face to face with the world which education intends to introduce to them through the use of real things in real situations. In all three schools, teachers agreed that the success in what they do to improve the quality of teaching and learning is greatly dependent on the availability of appropriate resources. Teachers in these schools responded positively on the issue of improvising by using items from the environment to

make their teaching effective. In the case of availability of materials for teaching and learning, Mr Zondo, the teacher from Bonginkosi Senior Primary School reported the following:

Although resources are not enough we do make use of printed materials from the newspapers and sand, grass and other items from the environment. Professional development programmes have assisted us as teachers to make better use of available resources relevant to our needs and contexts.

Mr Cele, the teacher from Zwelihle Senior Primary School argued:

If we have to rely on the department to supply us with all the required resources we would have not reached the present state.

Mrs Cele, the school manager of Nqobile Senior Primary School, when asked whether she had enough resources in her school she replied:

In our school the question of resources is not such important because instead of asking the government to supply us with resources, teachers make use of locally available materials in place of expensive and imported ones

4.5.2 Language of the community

Table 7: The language policy use in classrooms in three rural schools

Schools	Isizulu	English	English and Zulu	Total %
Zwelihle		30%	70%	100%
Nqobile		45%	55%	100%
Bonginkosi		40%	60%	100%

The table above shows the cross-tabulation responses on the statement regarding the medium of instruction used in class. In the three researched schools 62% of the teachers who responded to the questionnaires stated that the medium of instruction in their classroom is English and Zulu while 38% said is English. 30% of teachers in Zwelihle Senior Primary School indicated that English is the medium of instruction while 70% agree that both English and Zulu are used for instruction. 45% of teachers in Nqobile Senior Primary School also shown that English is the medium of instruction and 55% indicated that their school use both English and Zulu. The final result shows that in all the three schools 62% indicated that both English and Zulu are the medium of instruction in these schools.

In terms of language usage, teachers in all three schools said that English is the medium of instruction in the teaching and learning, but they also mentioned that they code-switch at times for the sake of clarity, because all their learners come from a Zulu speaking community. During classroom observations, I noted that code switching was more often employed in the lower grades in all three schools.

“Teachers use local language that is accessible to all our learners”:

One teacher in Bonginkosi Senior Primary School responded in the interview as follows:

This is a Zulu- speaking community and I am teaching in a primary school, I have to make sure that what I teach in English, I should also clarify in their venacular which is the language they know better, and it has enabled understanding among the learners.

One grade three teacher from Nqobile Senior Primary School said:

English is the medium of instruction in this school, everything we do we use

English, but we cannot forget the language of the community, we also translate some of the concepts in Zulu, in order to accommodate all our learners.

4.5.3 Assessment Strategies for improving teaching and learning

Table 8: Assessment strategy in three rural schools

Schools	Zwelihle	Nqobile	Bonginkosi
Tests	10%	25%	35%
Homework	63%	60%	50%
Class exercise	75%	70%	80%
Average %	53%	53%	55%

Assessment in the three researched schools is mainly in the form of continuous assessment and summative assessments. CA in these schools mainly take the form of homework, class exercises and tests. In all schools indicate that 72% of assessment is done through writing class exercises and 58% through homework and the average of 23% is taken from tests. These results show that enough class exercises is given to learners at all three schools and they accumulate more points in exercises and they do few tests. The data analysis from this study depicts that in all three schools teachers give learners tests regularly in terms of the Department assessment policy. Tests are generally used to find out learning outcomes such as the ability to recall, organize and integrate ideas in a logical and meaningful manner. This it shows by the average of 53% including tests, homework and class work or class exercises. Pertaining to monthly tests or tests, results show that tests are not the priority of these three schools. While I was doing my research collecting data I observed teachers marking the homework and every presentation they use to ask learners questions and finally give them class exercises. I observed this system almost every day when they come in the morning either they would

start by marking the class exercise or the homework given to learners on the previous day.

"I don't give test to grade one":

Teachers in all three schools who were interviewed said that in terms of assessment they generally administer class work, homework and tests. Mr Vezi from Nqobile said:

I give little homework because I have observed that some learners used to copy from other learners.

One teacher from Zwelihle primary was asked the intention of giving learners homework as a form of assessment and he responded by saying:

By giving homework to learners my intention is to get parents involved in the education of their children, because some parents use school as a place for keeping their children not as a place of learning. The only way to involve them is to let them monitor if whether children do their homework.

The majority of the teachers admitted in the questionnaires that they give homework daily while a small number also indicated that they do give homework when it is necessary because they have observed that some learners copy from other learners. One teacher from Bonginkosi Senior Primary School responded that teachers teaching in senior phases are conducting continuous assessment by giving learners tests, homework and examinations. Teachers who are teaching at foundation phases have stated that they do not give tests and homework as an assessment but they do assess their learners every day whenever they are involved in their lessons. Mrs Dudla (HOD) from Zwelihle was asked about forms of assessment and she answered saying:

I don't give test to grade one learners, but I assess my learners by class work or exercises that we do together. But the same time and I normally assess them by using the question and answer approach.

In all of the three schools there is an agreement that the intermediate level learners write at least one test every month and foundation level learners do not write tests and homework. Teachers assess learners through oral work including questions and answers. In Bonginkosi Senior Primary School, one teacher explained:

I administer a test whenever I complete a chapter and my assessment is not a matter of weeks or months.

At the same time, all teachers responded that they provided feedback with corrective measures after assessing their learners. At Zwelihle Senior Primary School one teacher stated clearly:

I make sure that I give my learners a monthly test.

Candy (1994) endorsed regular systematic feedback as an effective assessment procedure that influences the learning of learners. These findings in this study resonate with the issue of assessment as a practice that is done on a regular basis. The assessment methods in all three researched schools have been found to be appropriate and convenient for taking these schools further. Regular assessments with the necessary corrective measures (systematic feedback) in the researched schools, assisted the teacher to diagnose learning potential and provide appropriate counselling or remedial instruction.

4.5.4 Teaching Methods

Table 1: Types of teaching methods use in three rural schools

Schools	Zwelihle	Nqobile	Bonginkosi	Total Average %
Oral presentations	50%	54%	65%	58%
Practicals	49%	51%	45%	47%
Questions & Answers	69%	75%	79%	71%
Group work	35%	40%	30%	35%

This table shows that teachers use different methods when they teach. The overall view is that 35% of teachers in Zwelihle agreed that they use group work when they teach. In Nqobile Senior Primary School only 40% of teachers use this method and Bonginkosi Senior Primary School only 30%. This proves that only very little group work that is taking place in rural schools, may be the cause of this is that all these schools are primary schools and teachers are not trained well to use group work methods of teaching. This indicates that learners work as a whole class on many occasions. This is supported by an oral presentation that has an average of 58% in all three researched schools. Question and answer methods indicate that teachers use this method very often and this is shown by 69% in Zwelihle Senior Primary School, 75% in Nqobile Senior Primary School and 79% in Bonginkosi Senior Primary School and the overall average of all three schools is 73%. This shows that Question and Answer methods are dominant for rural schools because it is simple and straightforward.

“Oral presentations in class provides learners with practice in a skill that will be vital to them as practitioners”:

Teaching methods involves the delivery of instruction, the creation of learners' assignments and learning activities and the application of instructional media to the classroom and learning environment. Teaching methods is not only important to address curriculum content but to address how content can be best transmitted (Commission of Public Relations Education, 1999). When one teacher of Zwelihle primary school was asked how he makes learners learn, he responded:

I use different teaching methods to make sure that all my learners are being catered and understood my presentations by using diverse teaching methods.

The range of teaching methods contributed to the success of these schools like question and answer, small group discussion and in-class exercises provide learning opportunities in the area of team building and group dynamics. These teaching methods also helps developing brainstorming and analytical skills as learners learn to give and receive critiques. Although there was not much group discussion I observed an interest by learners to express their views about the subject that was taught by their schoolteachers. Even though the learners were not involved in much group work, I observed in one of the schools where one teacher was using the group work method, that a positive attitude towards group work creates opportunities for active learning to take place. I also observed learners make oral presentations in class and I was very delighted because oral presentation provides them with practice in a skill that will be vital to them as practitioners, making client presentations and defending their ideas in meetings. Oral presentations also offer a good opportunity for peer and interaction and networking with both peers and practitioners.

It must be emphasized here that these substantive findings have important implications for the enrichment of teaching and learning in rural environments with limited resources.

Section B of this study has shown how teachers go beyond the routine practices of talk and chalk for ongoing improvement in their schools. The evidence has shown that teachers use different resources and different teaching strategies to accommodate all different learners in their schools. While managers and teachers align themselves differently to their respective responsibilities what this study wants to show are those spaces created outside these positions of teachers and managers through which thinking and working as educators are redefined or re-inscribed.

As teachers are given responsibilities to teach and to ensure that they use what is available on disposal in order to provide quality teaching and learning in schools, ultimately teachers are still not producing what is expected of them. The following section C will look beyond (accountability and support) what is expected of teachers.

4.6 SECTION C: MOVING BEYOND SUPPORT AND ACCOUNTABILITY

In this section I present those practices teachers and managers engage with outside of the asymmetrical power relations. In this section I will look closely at the issues that emerge in these three schools beyond support and accountability. Maintaining support and accountability at schools tends to make schools effective. Although all schools follow the same procedure, quality teaching and learning does not necessarily take place. These three schools have decided to move beyond support and accountability to manage quality teaching and learning in their schools. In this study, I have understood these practices as spaces in and through which teachers and managers are able to create a cultural climate appropriate for quality teaching and learning. These practices are: Personal Relations, Professional and Communal Relations.

4.6.1 CULTURAL ETHOS

"My support extends beyond the boundaries of this school":

In this study active leadership role shows that a school without a principal will not progress smoothly because the principal is regarded as the head of a school whether he or she takes the responsibility of running the school or not. In Bonginkosi Senior Primary School a member of the management team was asked how much support they provide to their teachers for effective teaching and learning. She indicated:

I provide many resources for teachers in making the school climate conducive for teaching and learning to take place.

What emerged as a progressive practice by both managers and teachers as the study shows, is that besides helping teachers with resources, the school managers were also involved in counselling teachers who approach them with family problems are in need of moral support, as the principal of Zwelihle Senior Primary School responded:

My support extends beyond the boundaries of this school, it is not limited to the premises of this school, it is beyond this school. I organise teaching resources by buying textbooks, providing classroom for teaching and learning and providing transport for attending staff development programmes, on top of that I share with them some domestic problems and provide advice."

"I will not go alone":

When the school managers were asked how they motivate their teachers in order to cope

with teaching in rural schools, the answer from one of the principal's was as follows:

I am registered for the HDE at the University of Natal, I told them I will not go alone, three of my teachers are now registered at the same institution.

4.6.2 Community Development

“We have opened adult education classes every Saturday”:

The question of involvement was raised again in my in-depth interview with the principals of the schools and the teachers' responses were positive, when asked how much the community involvement in the school programmes. As one teacher explained:

Initially the majority of parents in this area or community were uneducated and simply regarded schools as a place of safe-keeping for their children while they were busy with their household and farming activities, since we have opened the adult education classes every Saturday, we have adult education classes there is an increase in community attendance at our school meetings.

Mr Sosibo the principal of Zwelihle Senior Primary School also added that initially, the community only utilized the school premises for church services and for the facilitation of burial procedures however since the formation of the school governing bodies, the community is increasing its participation in more school programmes and school activities.

The principal of Zwelihle Senior Primary School when was asked about project or community upliftment or development in place, responded:

I am proud of the relationship created between this school and the community and we have extended our relationship by introducing the adult classes and skills development centre where the community classes take place after schools and on weekends days. The school relationship has made the school succeed in achieving roles in providing the community with quality teaching and learning. The participation of parents in the school governance has greatly assisted the school in maintaining school discipline, drafting school admission policy, writing the code of conduct, school mission statement and helping in fundraising. This involvement also created Adult Basic education centres and Skills development centres in the community.

I began this study attempting to understand how school managers and teachers are able to sustain a commitment to quality teaching and learning in three rural primary schools. Significantly, this study shows that teachers and school managers continue to be burdened by the contextual and social constraints and teachers and managers continue to struggle with the desire to change within the multiple forces (politics and the normative structure), thinking and working in and out of the hierarchical grids in their agenda for better ways of teaching and learning. As professionals with apparently to change and question oppressive practices, managers rethink their positions in the maintenance of domination and authority through creating spaces which challenge the traditional ways of which work. Finally, what has been found in this study is that leaders' choices and teachers' decisions for quality teaching and learning are crucial issues in these three rural schools. Teachers and managers were able to go beyond their respective responsibilities personal, professional and communal for improving quality teaching and learning in their schools.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This final chapter serves to offer a summary of the findings and makes recommendations that may at best address the concerns and difficulties that arise in the context of rural teaching. This does not mean that the suggestions, that are being articulated here, have no relevance outside the teaching context of this investigation, for it may well be that some people who are trapped in the dilemma of improving teaching and learning in schools, in general will be in a position to derive benefit from these suggestions.

In this study, I have created a layered representation of the practices, ideas and interests of teachers and managers of the three rural schools to address the key questions that I set out in chapter one. In employing a range of research instruments, I explored how teachers and school managers in three rural primary schools manage quality teaching and learning in a rural environment. Rural schools have been the focus in this study because of poverty and negligence by departments that are associated with these schools.

In this study I have focused on the leadership choices that are supportive and teachers' instructional decisions that are both common and found as the building blocks of this study to all three schools, and I have shown how they offer the teachers who work in rural schools the spaces to perform. These practices have been represented through an analytical framework that is understood at three levels:

- Level One: Support as a space for personal and professional relations
- Level Two: Accountability: as a space for personal and professional relations
- Level Three: Collective spaces beyond support and accountability:

- Personal
- Professional
- Communal Relations

The main concern of this research was to find out how these three schools manage quality teaching and learning in a rural context. It is interesting to note that there were many factors that contributed to the quality of teaching and learning in these schools. The common factors are leadership choices and teachers instructional decisions includes the following: active role play by the principal in supporting teaching and learning, professional development, community relations, flexibility of leadership style, medium of instruction, teaching methods, cultural ethos, language of the community and resources. The following section will look at these crucial practices in detail:

5.1 LEADERSHIP SUPPORT AS A SPACE FOR PERSONAL SUPPORT

Level One: this section looks at the school managers and how they perform their duties in providing support systems as a space for the school managers and for their professional development in running these schools. School managers are unable to run these schools without creating a school climate or a healthy climate that would open space for their personal and professional relations with teachers. This relation will remove the current boundary that exists between teachers and school managers because of power and positions. Once the issues of power and positions have been forgotten, the quality of teaching and learning will improve in schools.

This study suggests that principals should start playing strong leadership roles in terms of supporting teaching and learning in schools. This should be achieved through the creation of interpersonal relationship between teachers and school managers and lead to a healthy climate that can improve teaching and learning in rural schools. As it is

mentioned above that teachers are attending lectures or studying together with their school managers, this would lead to the sharing of ideas on personal level because putting together principals and teachers open an enough gap to discuss any issues on personal grounds with teachers and develop opportunities for teachers to discuss their problems and principals on personal capacity. Before the democratic government took over in South Africa, there was a huge gap between teachers and principals, there was no mixing between teachers and principals teachers had to take instructions from principals. In these three schools teachers are attending with their principals, this shows that better relations have been created in these schools that will lead to a healthy environment and improve teaching and learning in the schools. The role of principals is crucial in providing resources to the teachers, employing qualified teachers, creating a conducive climate for teaching and learning sustaining discipline and so on. This enabled the support and accountability to work in a way that enabled quality teaching and learning in these schools. An active leader should possess the ability to organise, maintain authority and discipline and improve human relations. This point was expressed by the principal of Zwelihle, when he claimed that principal needs to be strong, have a vision and pursue the goals of the school and not of individuals. These goals must be identified by all staff members and not by the principal alone so that all staff members can own them. Genuine consultation and participation is needed as a change strategy and should be introduced gradually, with appropriate preparation at each stage.

The quality of strong leadership roles appearing to be one of maintaining a peaceful atmosphere in schools in order for teaching and learning to take place.

5.1.1 PROFESSIONAL DEVELOPMENT (PERSONAL AND PROFESSIONAL)

Level Two: this section looks at accountability as a space for personal and professional development. It is the responsibility of every teacher to develop him/herself personally

and professionally. This can be achieved through attending professional development programmes, furthering studies in higher education institutions, reskilling and updating with current issues in the educational system.

When school managers and teachers working together studying together and attending workshop, programmes like Developmental Appraisal System and any other educational programmes that allow teachers and school managers to develop their skills that should be fully encouraged. The three schools in this study have shown great success in their school because of the collaboration between school managers and the teachers. When principals attending workshops they attend with their teachers so that all of them benefit on personal capacity as well as professionally. Principals should not limit their relationship only within the school premises, they should also take them outside the school premises. Teachers should be able to joke with their principal and play games, talk any personal issues that would make teachers effectively, if they can discuss and talk with their principals openly on any issues pertaining to school or not.

All three schools agree that professional development programmes is seen as a priority for teachers to participate effectively in. It helps serving teachers in updating them with the latest development in education. All schools maintained that these programmes assisted them in achieving quality teaching and learning in their schools.

The principals in the three schools practiced open communication as a means of professional development and a means of creating strong interpersonal relations in their schools. Teachers were allowed to express their feelings about school policy and school management issues. The flexibility of school managers allows members of the community to communicate and participate in the school matters. Flexibility in the school governance also contributes to the efficient running of the school, where teachers are allowed to voice their opinions and make their choices for decision making. The

principals of these schools have also expressed that they are prepared to go an extra mile to assist their staff in matters regarding their teaching or providing moral support and sometimes in giving advice to them. These principals have developed good human relations and interpersonal relations with their staff and this is because of their democratic leadership style. Principals who practice this form of leadership style encourage interaction to take place amongst various stakeholders and the healthy cultural climate prevails in their schools.

5.2 COMMUNAL RELATIONS

Communal relations in this study involved all three stakeholders. The findings show that they are the building blocks of quality teaching and learning in the three schools. Communal relations means the relationship between teachers, principals of these three schools and their communities, the involvement of parents in these schools' governance working hand in hand with teachers and the school managers toward the common goals to improve quality teaching and learning in the schools. School managers discuss issues affecting schools with the teachers and community members, this takes place on different levels. Principals and teachers discuss issues pertaining to school improvement on personal level and professional levels and principals discuss issues on school governance with parents on personal level. Without interpersonal relationship, professional and communal levels exist in these three crucial people involved in schools, parents, teachers and principals it is unlikely that the healthy cultural climate in schools can prevail.

5.2.1 COLLECTIVE PARTNERSHIP BEYOND ACCOUNTABILITY AND SUPPORT

Level Three: looks at collective spaces beyond support and accountability. This level in this study is very crucial because it entails that quality teaching and learning is not

limited to the two mentioned levels of support and accountability. This level looks beyond the two, it agrees that personal and professional developments are important for school managers and teachers and by extension that quality teaching and learning should reach to the community at large. Communal relation is important for quality teaching and learning at schools. The evidence in this study has shown that parents make a huge contribution in these three rural schools in their role in the governance of these schools.

The principal of Zwelihle community school emphasized the importance of involving the community in the schools' activities and stated that it boosts the morale of the school members or the staff. He expressed that without the help of the community in his school, it is unlikely to reach the current level of the school. He mentioned numerous roles played by the community eg. feeding scheme, assisting with holy scriptures in the morning assembly and ensuring discipline and fundraising for the school. The involvement of parents in the governance of the school on its own creates an enabling supportive environment.

The evidence that I collected through my research study has shown that communal relationships play an important role beyond the school. It is usual to find a school operating in the community without involving the members of the community in their school projects. The school relationship has made these schools succeed in achieving their roles in developing the community and providing them with quality teaching and learning.

The importance of relations between the stakeholders has been identified in this study as a means of sustaining quality teaching and learning in rural schools. These relations should take place between school managers, teachers and parents in different levels of understanding. The aim is to improve personal relations and professional relations. In a rural context there is much to offer by parents and by school managers to the parents.

Teachers should have interpersonal relationship with the parents so that they can take an active part in the school for supporting teachers and principal. Principals should also have an interpersonal relationship with teachers so that they will be able to discuss issues for school improvement and for professional development. All these stakeholders should work as a joint venture for school improvement, with the backing of school managers coming from the Education Department. Curriculum 2005 has to play a role in supporting the above statement of uniting teachers, school managers and community work together towards the common goal. In terms of professional development, Cu 2005 has to create a space where teachers and principals coming together and addressing the iniquities existing in the past and creating teachers to become developers of their own school curriculum and choosing their resources that are suitable to their curriculum. Some of the policies mentioned in chapter one of this study have tried to address the spaces for personal and professional development. It also encourages teachers to be creative their teaching methods or strategies and resources without relying to the resources provided by the Department. Teachers are given freedom in choosing or devising their own ways of teaching and learning in order to make their teaching effective to the learners. Before this policy was initiated, teachers were used to traditional ways of thinking and teaching in their classrooms. They usually followed exactly what is in the textbooks, and did not encourage learners to actively participate in their lessons and did not promote teacher- learner interaction. In terms of Curriculum 2005 community is seen working hand in hand with the school community becoming a good or well resources for the school, by doing presentations in schools and teaching skills to learners in terms of skill development. This study has also discovered the importance of the three levels of collective partnership in education between parents, teachers and managers. These three should meet in three different levels or partnership eg. parents and teachers should maintain good relations and working hand in hand in personal development in terms of allowing parents or the community to become part of resources that teachers can not afford to contribute to the learners. Managers and parents

should sit together and discuss issues pertaining to the school governance as the South African Schools Act of 1996 allows and the formation of school governing bodies. Developmental Appraisal System has also opened up a space for personal and professional development. DAS renders teachers to prove that they can develop themselves personally without expecting the school or department to organize training sessions. DAS is one of the policies that I found relevant to the professional development of teachers and school managers. DAS allows the two stakeholders (teachers and principals) to attend workshop programmes and staff developmental programmes together and it caters for both. South African Council of Educators offers educators the space for ongoing professional development. The objectives of SACE (2000) include but not limited to develop resource materials and run in consultation with an employers' training programmes, workshops, seminars and short courses that are designed to enhance the professions promoting in sense of all educators. SACE, DAS and the Curriculum 2005 allow teachers and principal for personal and professional development (Department of Education, 2000, 4-8).

5.3 RECOMMENDATIONS

The recommendations made are based on the interpretation and understanding of the data collected through various strategies emerged from the reviewed literature. However, in this instance, it is felt that it is necessary to reiterate the points as no action to execute these recommendations as yet be taken. Considering the fact that there is a unanimous outcry from rural school teachers that appropriate and relevant resources needed for teaching and learning to take place effectively are lacking; it is recommended that the Department of Education officials pay a visit to these schools, to assess the situation and arrange for the reskilling of teachers in the use of alternate resources. Resources and facilities for basic education to all learners within schools need to be made available and accessible.

Drawing on the findings, it can be concluded that the principal working for quality teaching and learning who adopts a democratic approach of leadership and relations with community, is perceived as an effective leader. This study has explored the nature of the community involvement in rural schools. A more deliberate analysis needs to be made of these collective relations and practices so as to understand in greater depth the content of such partnerships over a period of time in different contexts, for example, how managers and teachers in township working sites engage with the educational shifts and what kinds of communal practices do teachers in township schools engage in as a symbol of their progress. School managers are requested to involve or work collaboratively with teachers in their schools so as to close the gap that has been identified in this study. The abuse of power by managers and teachers alike may be another cause for this gap of working separately without consulting one another. My recommendation is that every effort be made to narrow the gap of misunderstanding between school managers and teachers. In many schools, teachers are not treated as the stakeholders, nor are they given the chance to express their views, to share in decision making regarding the problems facing the school. Teachers are viewed as employees, who earn their salary once they have done their duties.

I suggest that the nature of the teaching profession adopt some changes in terms of policy implementation, because the general policies that have been passed and implemented by the state do not have any useful impact whatsoever in rural schools. Rural schools are still under-performing due to the lack of qualified teachers non-participating parent communities. It has been mentioned in chapter one that the acts and policies that have been passed by the state for better conditions in teaching and learning in rural schools have made little improvement on the quality teaching and learning, therefore, I suggest that the National Education Department take the problems experienced by rural schools seriously and accommodate their grievances. The application of school level policies (micro-policies) in all schools, rural urban, should

differ from those of urban schools for the following reasons: Schools should be provided the opportunity to give different options in terms of learners' assessment. While policies are in place to address the ongoing improvement for teaching and learning, it seems as rural context and the capacity required for teaching and learning in rural schools are different and require different kinds of support given contextual socio-economic culture. There are very little policies that are specific or directed to school managers, most of the policies are only directed for teachers' improvement eg. SACE, Curriculum 2005 and Developmental Appraisal System. These policies have no direct impact to school managers. I suggest that the National Education Department should develop or formulate more policies directed to school managers and teachers collaboratively. My study has found that teaching and learning will not improve without involving stakeholders working together collaboratively, brainstorming in a workshop or in service training. Ongoing training development is essential in this study for teachers and school managers, if principals and teachers are attending workshops together sharing ideas, understandings, interests and desires they will be able to brainstorming all issues that are affecting them in their meeting on personal and professional levels, they will forget about their positions and status and everyone in the workshop will be treated as same and equal. It will be easy to implement the decisions taken in their meeting when they arrived at their schools because both teachers and principals would be jointly part of the workshop. This process would cultivate a healthy relation that will enable a progressive healthy relationship in rural schools. By implementing what has been mentioned above the status of teachers especially those in the rural areas should be raised. The teaching profession should be dignified by raising the standard of the character of education required for certification and entrance into the profession. Good rural schools require good teachers. More opportunities need to be created for upgrading the ongoing professional development. Good living conditions should also be provided for teachers offering their services in rural communities. The government should provide adequate and stable financial support for rural education. Rural communities have to educate more

children with less money, whereas the urban communities which comprise fewer children have more money. There should be decentralisation of funding at rural and urban schools. Budgets for these two different contexts should differ. Rural schools should be entitled to a larger budget than urban schools, and teachers who teach in rural schools should receive a special allowance above their normal remuneration. It has also mentioned in this study that community relationship is very important to school development, very little has been mentioned in other literature about the involvement of community to school. Community development projects like Adult Basic Education and Training (ABET) should be encouraged and sustainable for decreasing illiteracy among the community and promoting school and community relationship. Rural schools should have their own ways of assessing their learners due to the lack of important resources like libraries and laboratories.

The higher education centres like Universities and teacher Training Colleges should create programmes that prepare teachers teaching in rural school. As studies done in England show that teachers who are employed in rural schools are entitled to extra benefits and different programmes for teaching in rural schools are offered in training centers (Kozol,1991). Another crucial point suggest for future improvement of rural teaching and learning, is an increase of educational management and leadership training programmes for school managers and teachers. If possible, these should be allocated time by the Department of Education and should be run by the Department of Education. These programmes should make and increase knowledge of school managers and their assistants in creating an enabling environment for teaching and learning.

Further research studies in the field of rural education should involve learners and the school community, including parents of learners. I recommend that there is a need for study that will look at how rural communities experience the relationship with rural schools, what are their needs and interests for rural communities that will help parents to

be actively involved in attending school activities and become more attracted to the school and become part of the schooling system, and what school managers experience in rural context and in rural development and what support from the district office is needed for school and community developments.

5.4 CONCLUSION

This study was not a broad one, as it only covers the school managers and teachers. It is also mentioned in chapter one of this study that policies have been developed or initiated for the improvement of quality teaching and learning in schools but very little is being improved so far especially in rural schools. Unless there is a concerted effort between all stakeholders in education and the education policy formulators in South Africa in general, and in KwaZulu Natal Province in particular, to address the problems surrounding rural education, the quality of education in this province and elsewhere will continue to be low.

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APPENDIX I

HOW TEACHERS MANAGING WITH TEACHING AND LEARNING IN RURAL PRIMARY SCHOOLS?

INTERVIEW SCHEDULE FOR TEACHERS

Background

The aim of this study is to explore the ways and means which teachers as classroom managers employ in order to effectively facilitate and managing teaching and learning in rural schools. Their strategies and rural experiences will be of increase value for this study of school classroom developmental programmes.

A. BIOGRAPHICAL DETAILS OF THE INTERVIEWEE:

1. Teachers' name
2. Name of school
3. Gender
4. Age
5. Qualifications

- 5.1 Higher Academic Qualification and year obtained
- 5.2 Highest professional qualification and year obtained
- 5.3 Are you currently studying for a degree or diploma

6. TEACHING EXPERIENCE:

- 6.1 How many years have you been in the teaching profession?.....
- 6.2 How many years have you been at this school?
- 6.3 For how many years have you held your current position as a teacher?.....

B. TEACHERS CONCEPTIONS ABOUT DEVELOPMENTAL PROGRAMMES IN RURAL SCHOOLS?

- 7.1 Are you familiar with Developmental appraisal System?.....
- 7.2 What are some of the staff development programmes taking place in your school?
.....
- 7.3 What are your views about DAS and its implementation in your school in terms of support and professional development of teachers?.....
- 7.4 What impacts do you think DAS has on teaching and learning in rural schools and why?.....
.....
- 7.5 Do you think OBE is relevant or serve its purpose for rural schools situation and why?.....
.....
- 7.6 How many times per month do you attend staff development meeting and in what times?.....
.....

8. TEACHING RESOURCES

- 8.1 What teaching methods do you find working best with the learners and why?.....
- 8.2 Which teaching strategies do you prefer for teaching and learning in rural schools?.....
.....

8.3 What teaching materials do you have available for your teaching and learning?.....

....

8.4 What type of media do you employ most often on your lessons? e.g. textbooks, maps, newspapers, etc.....

8.5 What are some of your obstacles face in your class and how are you dealing with that?.....

.....

8.6 Which resources do you think are the most needed ones in these schools and why?.....

8.7 Who provide your learners with stationeries and why?.....

ASSESSMENT

8.8 How often do you assess your learners and why?.....

.....

8.9 How often do you administer test and why?.....

.....

8.10 What form of feedback do you give learners and how soon?.....

.....

8.11 How often do you give homework to learners and why?.....

.....

8.12 What are you employing on the methods to gauge learners competence?.....
.....

SCHOOL POLICY

9.1 What is the language policy of this school and why?.....
.....

9.2 Which language do you use when presenting your lessons and why?.....
.....

9.3 What qualifications do you have in English?.....
.....

9.4 Do your learners able to complete the task on time?.....

ADMINISTRATIVE

9.5 In learner- learner interaction which language do learners use?.....
.....

9.6 Do you charge school fund?.....

9.7 How much per learner and why?
.....
.....

9.8 What time do you lessons begin in the morning and finish in the afternoon and why?.....
.....

9.9 What strategy do you implement to ensure that learners are on time at school?.....
.....

9.10. What policies are in place in your school for controlling the rate of absenteeism in yourschool?.....
.....

APPENDIX II

INTERVIEW QUESTIONS FOR PRINCIPAL

The purpose of this questionnaire is to examine the role played by the management team in supporting the managing of teaching and learning in rural schools.

BIOGRAPHICAL DETAILS OF THE INTERVIEWEE

1. Name of school.....
2. Name of principal.....
3. Gender.....
4. Age.....

5. QUALIFICATIONS:

- 5.1 Highest academic qualification and year obtained.....
- 5.2 Highest professional qualification and year obtained.....
- 5.3 Do you have any formal qualifications in educational management and leadership and specify?.....
...
- 5.4 Where did you receive your management training?.....
- 5.5 Are you currently studying for a degree or diploma? If yes, state where?.....

6. TEACHING EXPERIENCE

- 6.1 How many years have you been in the teaching profession?.....

6.2 How many years have you been at the current school?.....

6.3 For how many years have you held your current position as principal?.....

6.4 What was your previous permanent post?.....

6.5 Are all of your teachers qualified to teach?.....

6.6 How many teachers are teaching without teaching certificates in your school?.....

B. PRINCIPALS CONCEPTIONS ON STAFF DEVELOPMENT PROGRAMME

7.1 What are the needs of your school?.....

7.2 How did you come to know about them?.....

7.3 What support did you give your teachers?.....

7.4. What are your views on the developmental appraisal system?
.....

7.5 What strategies do you have in place for staff development?
.....

7.6 What is the plan for professional development in your school?
.....

7.7 What are your most memorable experiences in this school as manager?
.....

7.8 How often do you take your staff to a workshop meeting in your school?
.....

- 7.9 Who does the supervision of your staff workshop?.....
- 7.10 How did 1995/6 education policies like OBE, DAS and Curriculum 2005 affected your school policies?.....
- 7.11 Do you intend remaining in this school for future aspiration?.....
- 7.12 Do you have a library in your school and how does it help you?.....

C. ADMINISTRATION AND SUPPORT

- 8.1 What incentives do you employ for staff motivation?.....
- 8.2 How do you control educator absenteeism in your school?.....
- 8.3 Do you have special need learners in your school, if yes how do you manage teaching them?.....
-
- 8.4 How do you monitor the culture of teaching and learning in your school?.....
- 8.5 Do you have adequate resources for teaching and learning, if No how do you manage?.....
- 8.6 How do you manage conflict in your staff?.....
- 8.7 What relationship do you have with the community close to your school?.....
- 8.8 What is the role/ community involvement in your school?.....
- 8.9 Do all learners have adequate stationery and who provides them?.....

8.10 Do you charge school fees and
why?.....

8.11 If the Department of Education issues you a cheque for R 50000.00 to spend on
your schools' activities, what would you like to spend it on and
why?.....

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is intended to obtain information from rural primary teachers about their experiences and teaching strategies that enable them manage with effective learning and teaching in the rural primary schools. Your co-operation in completing this questionnaire will be highly appreciated.

A. BIODATA

Place a tick in the appropriate box

1. Name of school _____

2. Gender male female

3. Age : 18-25 26-30 31-35 36-40 41-50
 51+

4. Place of birth: urban rural

5. Years of teaching experience: 0-5 6-10 11-15 16-20
 21-27

6. Professional Qualification: DIPLOMA HDE PTC STD STD10
 DEGREE

7. Highest academic qualification: DIPLOMA HDE PTC STD STD10
 DEGREE

8. Nature of job: 1 permanent 2 temporary

9. Subject Area (s) in which you teach: 1. Science 2. Language 3. Maths

4. Social Science

5. Other

CURRICULA

2.1 Which subjects do you teach? **1. Maths** **2. English** **3. Zulu** **4. Science**

2.2 How long have you been teaching these subjects? **1. 1-2** **2. 3-5** **3. 6-10** **4. 11-15**

5. 16 - 21

2.3 How do you feel about teaching learners in this school? **1. Rewarding** **2.**

2.

2. Fulfilling

3. Stressful

4. Stimulating

3. RESOURCES

NOTE: **A. = AGREE**

D. = DISAGREE

SA. = STRONGLY AGREE

SD. STRONGLY DISAGREE

3.1 Learning environment in a rural school is conducive for quality teaching and learning to take place.

1. A. **2. D.** **3. SA.** **4. SD.**

3.2 Rural schools lack teaching resources like libraries and laboratory.

1. A. **2. D.** **3. SA.** **4. SD.**

3.3 Most rural schools prefer the vernacular as the medium of instruction.

1. A. 2. D. 3. SA. 4. SD.

3.4 Classrooms in rural schools are always overcrowded.

1. A. 2. D. 3. SA. 4. SD.

3.5 Certain teaching skills need to be developed in rural school context.

1. A. 2. D. 3. SA. 4. SD.

CLASSROOM ORGANISATION

3.1 Teaching and learning in rural schools is also part and parcel of community development.

1. A. 2. D. 3. SA. 4. SD.

3.2 Curricula for rural schools should be different to the curricula in urban schools.

1. A. 2. D. 3. SA. 4. SD.

3.3 English always becomes a medium of instruction in rural schools.

1. A. 2. D. 3. SA. 4. SD.

3.4 Rural schools do not cater for special needs learners.

1. A. 2. D. 3. SA. 4. SD.

3.5 Rural schools normally have strong school governing bodies.

1. A. 2. D. 3. SA. 4. SD.

3.6 Principals need to render more support for the staff in order to manage with effective teaching and learning in rural schools.

1. A. 2. D. 3. SA. 4. SD.

3.7 Rural teaching often discourages the use of learner-teacher interaction.

1. A. 2. D. 3. SA. 4. SD.

3.8 Classroom seating arrangement is not conducive for teaching and learning to take place.

1. A. 2. D. 3. SA. 4. SD.

3.9 I often ask other teachers to observe my teaching when I teach.

1. A. 2. D. 3. SA. 4. SD.

3.10 Classes in rural schools begin late because of learners walking long distances to reach school.

1. A. 2. D. 3. SA. 4. SD.

3.11 Shortage of classrooms is always a problem in rural schools?

1. A. 2. D. 3. SA. 4. SD.

3.12 Current curricula for rural school teachings are not relevant for rural community.

1. A. 2. D. 3. SA. 4. SD.

4. SCHOOL POLICY

4.1 Which language do you conduct your lessons in and why? _____

4.2 Do you have any programmes for professional development in place in your school and what are they _____

4.3 How is DAS being implemented in your school? _____

4.4 Do you think OBE has contributed a lot in teaching and learning in rural schools and why? _____

4.5 How many times do you attend staff development workshops per term and where? _____

4.6 What is the school language policy and why? _____

4.7 Which language do you conduct your lessons in and why? _____

4.8 What policies are in place for maintaining discipline in your school? _____

4.9 How do you control absenteeism in your school? _____

4.10 How much time does your lesson presentation take?

ASSESSMENT

5.1 How do you know that your learners learn?

5.2 How often do you administer tests and why?

5.3 How often do you assess learners work and how?

5.6 How do you give feedback to learners, and what form of feedback?

CURRICULA

6.1 What kind of curricula do you recommend as the highest priority for rural schools and why?

6.2 What other role do you think principals should play in school? _____

6.3 What are your future aspirations?

6.4 Where would you like to be teaching? _____

6.5 Is there a library in your school and how helpful is it to you for effective teaching and learning? _____

6.6 How does the principal support teaching and learning in your school? _____

**APPENDIX IV
OBSERVATION SCHEDULE**

PART ONE: ESTABLISHING THE LESSON CONTEXT

This schedule to be completed by the fieldworker, before, while and after observing the lesson. Please tick [✓] or cross [x] relevant blocks and comment where necessary.

The learning environment		
1. In the classroom/room, is/are there:	tick one box in each row	
a] cupboards/storage space?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
b] usable chalkboards?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
c] a table for the teacher?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
d] sufficient seating or desk or writing surface per learner?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
e] sufficient space for the teacher to organize different activities or seating arrangements?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
f] adequate lighting?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
g] adequate ventilation?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
h] a comfortable temperature?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
i] noise or outside distraction?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Comment on physical condition of classroom [e.g. evidence of care/neglect, e.g. vandalism, cleanliness, etc]		
Classroom organization		
2. Are learners seated:	tick one box only	
alone at individual desks/tables?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
in pairs at 2 seater desk/tables?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
in groups at desk/tables grouped together?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
other, specify		
3 Are all/most of the learners seated facing the teacher/front of the classroom?		
	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2

4. In the course of the lesson, does the teacher:

remain in one place?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
move around the class?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
both of the above?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
other, specify		

Any other comments you wish to make?

Lesson topic

5. What is the Maths topic addressed in the lesson [i.e. what is being taught]? [if the topic is not clear, state this]

6. Was this lesson: tick one box only

an introductory lesson?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
a continuation of a previous lesson?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
the end of a series of lessons?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
other, specify?		

Lesson Structure

7. Describe the sequence of the lesson activities and estimate the number of minutes spent on each activity. Ignore activities that are not applicable

	sequence of activities	estimated no. of minutes
a] whole class teaching?		
b] whole class discussion?		

- d] learners working alone
- c] learners working in groups/pairs

- e] organization of learners/distribution of textbooks, notebooks, apparatus, collection of homework,etc?
- f] disruption/interruptions [e.g. intercom announcements, teacher having to leave the room etc]
- g] other,specify

8. How does the teacher pace the lesson in terms of available time

tick one box only

very efficient?

Yes 1

No 2

efficient?

Yes 1

No 2

inefficient?

Yes 1

No 2

Any other comments?

Organisation and use of textbooks/technology and other material resources

tick one box in each row

9. Is/are textbook[s] used during the lessons?

10. Are mathematics worksheet[s]used?

11. If yes to 9/10, were you able to get a copy photocopy of the relevant pages from the teacher to attach to this schedule?

Yes 1

No 2

12. If yes to 9/10, is there a textbook/worksheet for the teacher only?

Yes 1

No 2

Per group of learners?

Yes 1

No 2

Per desk/table?

Yes 1

No 2

Per learner?

Yes 1

No 2

A group of learners at a time?
Other, specify

17. If teacher uses material/resources/apparatus to demonstrate, are all learners able to see the teacher's demonstrations?

YES NO

18. Is use made of calculators during the lesson

YES NO

19. If yes, do the learners themselves use calculators

YES NO

20. If yes, is there a calculator:
per learner?
Per pair of learners?
Per group of learners?
Other, specify?

tick one box only

Yes 1	No 2
Yes 1	No 2
Yes 1	No 2

21. Is use made of computers during the lesson?

YES NO

If, yes, provide details

22. Do learners have the necessary writing equipment [pens, paper, etc] for the lesson

tick one box

all
Most [at least three quarters of the class]
Some [at least half the class]
Few [less than half the class]
None

Yes 1	No 2
Yes 1	No 2
Yes 1	No 2
Yes 1	No 2

Other comments

Organisation of the task/activities

23.,. Does the teacher organize task/activities so that learners work::

tick one box

Individually without assistance from the teacher	Yes 1	No 2
Together as a class with the teacher assisting the whole class	Yes 1	No 2
Together as a class with learners responding to one another	Yes 1	No 2
In pairs or small groups without assistance from the teacher?	Yes 1	No 2
In pairs or small groups with assistance from the teacher	Yes 1	No 2
Other, specify	Yes 1	No 2
Teacher does not organize task/activities	Yes 1	No 2

Other comments

Language[s] of learning and teaching

tick one box only

24. Activities are written in :

English	Yes 1	No 2
The Vernacular	Yes 1	No 2
Maths terminology/numbers/maths notation only	Yes 1	No 2
English/the vernacular but mainly English	Yes 1	No 2
English/the vernacular but mainly the vernacular	Yes 1	No 2
Activities not used	Yes 1	No 2

25. Learners complete or write activities in:

tick one box

English	Yes 1	No 2
The Vernacular	Yes 1	No 2
Maths terminology/number/maths notation only	Yes 1	No 2
English/the vernacular but mainly English	Yes 1	No 2

English/the vernacular but mainly the vernacular	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Activities not used	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2

26. The teacher instructs in: tick one box

English	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
The Vernacular	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Maths terminology/number/maths notation only	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
English/the vernacular but mainly English	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
English/the vernacular but mainly the vernacular	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2

27. In teacher-learner interactions, learners mainly use tick one box

English	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
The Vernacular	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Maths terminology/number/maths notation only	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
English/the vernacular but mainly English	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
English/the vernacular but mainly the vernacular	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2

28. In learner-learner interactions, learners mainly use: tick one box

English	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
The Vernacular	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Maths terminology/number/maths notation only	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
English/the vernacular but mainly English	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
English/the vernacular but mainly the vernacular	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2

Learner participation and involvement tick one box

29 Do all learners participate actively in the lesson?

All?	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Most [about three quarters]	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Some [about half]	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Few [less than half]	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
None	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2
Other, specify	<input type="checkbox"/> Yes 1	<input type="checkbox"/> No 2