



**Teachers' perceptions of effective teaching and learning in poor primary
schools in the uMgungundlovu district.**

Submitted by

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Declaration

I, **Zanele Prisca Zuma**, declare that:

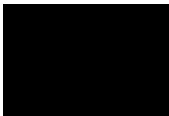
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29 August 2023

Student Signature



29 August 2023

Supervisor's Signature

Dedication

This thesis is dedicated to my beloved parents Mathhenga Richard Zuma and Fikeliphi Zuma. Your selfless sacrifices as parents provided the foundation for my education and wellbeing. Words cannot express my gratitude for the love, support and guidance.

Acknowledgement

I would like to express my sincere appreciation to the following people who contributed and made it possible for me to complete this study:

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- Dr. S. Sader my supervisor for her consistence, guidance and support.
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List of Abbreviations and Acronyms

CA – Capabilities Approach

DoE- Department of Education (1994-2009)

DBE-Department of Basic Education (2009 to present)

HOD- Head of Department

KZN – KwaZulu-Natal

SMT- School Management Team

Abstract

All South African children have a right to access teaching and learning with equal educational opportunities and adequate teaching and learning resources. As much as all children have this right, a number of rural schools are faced with challenges as rural schools are characterized with inequalities and inequities in relation to teaching and learning resources. This study examines teacher perceptions of effective teaching and learning in poor rural schools in two schools in the uMgungundlovu District.

The focus of this study was to explore and understand teachers' perceptions of the factors that influence effective teaching and learning in their schools as well as the ways in which they negotiate the barriers to effective teaching and learning. It seeks to construct an understanding of effective teaching and learning in poor rural primary schools in relation to Sen's (1999) Capability Approach (cited in Rajapakse, 2016). Sen's (1999) Capability Approach was used as a framework for understanding.

Working within the critical paradigm, this study aimed to understand, interrogate and critique issues of oppression and inequality in the schooling system. The case study research style was used as the study aimed to gain in-depth understating of teacher perceptions of effective teaching and learning in poor primary schools. Purposive sampling was used in two state primary schools in the uMgungundlovu district. Data was collected using semi-structured interviews with five teachers teaching in the two schools which were the research sites. These teachers were interviewed individually. Using this data collection method allowed the researcher to generate rich data in relation to participants' understanding of effective teaching and learning drawing on their experiences of teaching in poor rural schools. Thematic analysis was used to analyse data as the study collected qualitative data in the form of words.

Findings of this study suggest that rural schools are still characterised with inequalities and inequities in relation to resources, teacher shortages leading to ineffective teaching and learning and poor education outcomes. Teachers in rural schools are faced with a number of challenges which hinder them to produce effective teaching and learning. As much as they are faced with these challenges, they try their best to negotiate these challenges and strive to produce effective teaching and learning. To help teachers in poor rural schools be able to provide effective teaching and learning, they need to be provided with the support and resources they need. They also have to be constantly trained and motivated. When they have this support and motivation, they will become effective teachers who will be able to motivate and engage all learners in their teaching effectively, helping them to reach their full potential.

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CHAPTER ONE – INTRODUCTION AND BACKGROUND

1.1 Introduction

The South African schooling system must ensure that it operates in a way that is inclusive. It should respect diversity ensuring that all learners get equal and quality education where they are all treated equally Moloji (2014). However, two decades after the political transition of 1994 from an Apartheid state to a democratic state, learners are not being benefited equally in the South African schooling system (ibid., 2014).

The South African schooling system is characterised by two systems, namely, the dysfunctional and functional schooling system (Fleisch, 2007; Christie, 2009; Spaul, 2013). It is stated by Spaul (2013) that a majority of South African schools (black) are classified as being schools that are dysfunctional whereas the minority of South African schools (White) are classified as being schools that are functional. Dysfunctional schools are dysfunctional as they are facing a number of problems such as lack of resources which result in poor academic achievement. Black dysfunctional schools end up being disadvantaged because of the problems that they are faced with (ibid., 2013). Not only do they suffer unsatisfactory management; they are staffed by teachers who have a lack of knowledge on the subjects they are expected to teach (Spaul, 2013). Dysfunctional schools are mostly located in rural areas and in townships that serve children from the Apartheid historically disadvantaged communities. Functional schools on the other hand, enjoy efficient management, and their teachers come to the classroom proficient with subject knowledge for their lessons. These functional schools are located mainly in urban or suburban areas and they serve children from the communities that were historically advantaged during apartheid (Fleisch, 2007; Christie, 2009 and Spaul, 2013).

Tragically so, regardless of whether the school is dysfunctional or functional, all public schools are under an obligation to follow the prescribed curriculum, exactly as it is set out by the Department of Basic Education. Clearly, the aforementioned disadvantages, amount to race discrimination, precisely because they do not have appropriate resources to engage with the obligatory curriculum that is prescribed (Spaul, 2015).

In the current post 1994 education system, given these gross inequalities, it is necessary to understand how teachers of these two state primary schools in the uMgungundlovu District, perceived effective teaching and learning in poor, under equipped rural schools.

1.2 Purpose of the study

The focus of this study was on teacher perceptions of effective teaching and learning in two under resourced disadvantaged primary schools in the uMgungundlovu District. This study, under the documented circumstances, read with responses to questions and cited literature on the subject, aimed to explore teacher perceptions of the factors that influence effective teaching and learning in their schools. In addition, this study focussed on the ways in which they negotiate discriminatory factors, as they work toward effective teaching and learning.

1.3 Rationale of the study

Effective learning and effective teaching are interdependent (Cakmak, 2017). In most schools, teaching and learning is still not being applied in a correct (or equal) way, mostly in middle class schools. This makes effective teaching being a major concern in primary schools as it leads to ineffective teaching and learning (Msila, 2014).

As a teacher myself for the past six years, I am acutely aware of how poverty negatively impacts on the requisite needs of such schools, teachers, and learners. My interest in this research was inspired by my personal experience of teaching in a lower middle-economic category school that is not as disadvantaged as the two schools considered in this research study. When compared with my school, schools in rural and semi-rural areas in the neighbouring school district, serve learners from decidedly poor socio-economic backgrounds.

Teachers play a significant role in effective teaching but other environments also play a role in effective teaching in primary schools, such as the psychosocial, general physical and the emotional environments. Effective teaching is a multi-dimensional concept; where learners, teachers and the learning environment where the teaching and learning takes place play a very significant role. For effective teaching to become manifest, teachers will need to be motivated, active and, by all means necessary, distinguish themselves, with a vocation to produce true education (Mupa & Chinookena, 2019).

The literature quoted thus far seems to indicate a general perception that poor schools lack skills and resources and this influences the quality of education in these schools. By drawing on teacher experiences in such schools, I was keen to investigate what teacher perceptions were. A wider research study, where teachers share their experiences, may be necessary to ascertain whether teachers, who are held accountable for poor learner performance, are not themselves products of

the self-same poor education. This study however, sought to shed light on how teachers navigate the barriers of painfully obvious discriminatory practices, which impede effective teaching and learning; post the momentous political events of 1994.

1.4 Research questions

Research question 1: What are teachers' perceptions of effective teaching and learning in poor rural primary schools?

Research question 2: What are teachers' perceptions of the factors that contribute to effective teaching and learning?

Research question 3: How do teachers negotiate the factors that impede effective teaching and learning?

1.5 Structure of the dissertation

This dissertation consists of five chapters as described below.

Chapter One provides a background to education post a colonial apartheid regime, followed by my focus, purpose, rationale and study research questions.

Chapter Two presents a literature review that outlines the legislative context under a post-apartheid constitutional democracy in South Africa. I reviewed the literature on rural education, teacher effectiveness, the schooling environment, effective teaching and learning, parental involvement and the overall, regressive impact on teaching and learning. It also presents the theoretical framework, focusing on the capability approach.

Chapter Three presents the research methodology and design of the study.

Chapter Four focuses on the data presentation, analysis, and a discussion of the findings of this research study.

Chapter Five presents the concluding discussion of the findings which allowed for the three key questions of this study to be addressed. This research study also puts forward suggestions and recommendations emanating from the study together with concluding comments.

1.6 Conclusion

This chapter, as mentioned earlier, first and foremost, introduced the relevance of the socio-political and socio-economic background to the study. This was followed by my focus, purpose, rationale, research questions, and the structure of the dissertation.

My next chapter provides a review of the relevant literature and adopts the Sen's (1999) Capability Approach which was utilized as a framework for an astute academic understanding of this research study.

CHAPTER TWO: LITERATURE REVIEW AND THE THEORETICAL FRAMEWORK

2.1. Introduction

In the previous chapter I focused on the introduction, background to the study, focus and purpose, the rationale, the study research questions and the structure of the dissertation. This chapter presents a review of the relevant literature on the topic of effective teaching and learning in a rural school context and the theoretical, capability approach framework to demonstrate how the capability approach relates to this study.

In South Africa, apartheid was legislated in 1948 as an official state policy (John, 2019). By design and with deliberate intent the introduction of apartheid in South Africa led to the initiation of an education system which was unequal and differentiated based on race. Under apartheid, the tiniest monetary provision was allocated for Black education (ibid., 2019). One of the causes of inequalities in the schooling system in the lasting effect of the apartheid legacy (Van der Berg, 2008; Christie, 2009; Spaul, 2015). During the apartheid era, the state promoted inequalities based on race which therefore deliberately led to an unequal distribution of state resources. Now, post-apartheid there are inequalities between the rich and the poor, this led to inequalities between rural schools and urban schools which in turn led to unequal distribution of state resources in schools.

Post 1994, a new South African government representing all citizens emerged. To transform the unequal education system, the new South African government applied a broad legislative framework which in policy is driven by inclusion, redress and equity principles (Sayed & Soudien, 2005). The post 1994 education was said to be seen as one of the steppingstones to be used to counter the historical unequal education system (Horsthemke, Siyakwazi, Walton & Wolhuter, 2013). As much as education is seen as a steppingstone, it is not easy to accomplish for many Black children whom are economically challenged because they receive low quality education in dysfunctional schools that they attend (ibid, 2013). The critical point raised by the literature on the post 1994 education policy changes is that the historically disadvantaged continue to suffer economic and social progression constraints due to the continuing link between economic status and schooling provision in the historically disadvantaged areas such as in rural black communities.

2.2. The legislative context

Over the past twenty-eight years, South African education was supposed to go through many changes; it was supposed to move from being a society driven by apartheid to being a democratic state that is informed by the South African constitution (Horsthemke *et al.*, 2013). The imperatives enshrined in the constitution guarantee all children the right to quality and non-racial basic education (*ibid.*, 2013). Poor Black schools continue receiving low quality education despite the advent of democracy (Moloi, 2014).

The education policy documents that was developed since 1994, support the provisions of constitution. Read with rules of social justice, they combine to insist on both equal and quality education for all South African learners (Horsthemke *et al.*, 2013). Despite constitutional obligations written into DBE policy, Black State Schools remain distinguished by teacher shortages and inadequate resources which result in poor education outcomes (John, 2019).

The South African Schools Act (Republic of South Africa, 1996b: p3-4) states that “it is a requisite for all South African children to attend school until they reach the age of fifteen or until they complete grade nine”. The National Education Policy Act, 1996 of the national norms and standards for school funding state that every South African child has a right to receive basic and equal education, basic education that is free and of good quality (The National Education Policy Act, 1996 and The South African Schools Act, 1996).

Collectively summarised, given the supremacy of the constitution, it is a right for every South African learner to access equal educational opportunities with a clean and safe environment with good resources. The DBE by way of The South African Schools Act, 1996 and The National Education Policy Act, 1996, is under a constitutional obligation to allocate adequate funds, resources and an appropriate number of suitably qualified educators. All stakeholders are encouraged to share responsibility for all State Schools to produce optimal educational outcomes. (Pascal, 2008;Horsthemke *et al.*, 2013).

2.3. Rural education in South Africa

Rural education is education that is provided to communities that are distinguished by high levels of poverty and low levels of service, geographical isolation and enjoy limited access to the usual social amenities and facilities. Education provided in rural schools is provided under difficult conditions (Seroto, 2012). The state education department responsible for education provision

acknowledges that many rural schools are still faced with inequalities based on shortages of teachers and resources, this leads to poor education outcomes as it causes ineffective teaching and learning (Department of Basic Education, 2018).

According to Spaul (2015) South Africa is faced with economic imbalances between the rich and the poor. This imbalance has contributed to education opportunities that are unequal among learners from different socioeconomic backgrounds. These educational inequalities are based on the type of education learners are able to access and the resources that are available to them which affects learner performance (Spaul, 2015). The South African government is aware of these issues of socioeconomic status, inequalities and imbalances found in the education system hence they have come up with classifying public schools into five quintiles to try and help address these issues (Ogbonnaya & Awuah, 2019). When schools are classified into these five quintiles there are specific features that are considered. These features are: level of income, socioeconomic status, unemployment rate and the school's geographic location (Ogbonnaya & Awuah, 2019). A school being ranked in Quintile 1 is an indication that the school is a poor school and a school being ranked in Quintile 5 is an indication that the school is a wealthy school. The decision of classifying schools into these five quintiles was expected to help redress inequalities in the schooling system as there was an expectation that it would result in making the distribution of resources and funds among poor and wealthy schools to be fair and equal. As much as this system of classification of quintiles was done, this system has not yet proved to be being effective as it was expected to be when it was legislated (Van Dyk & White, 2019). Schools that are classified as Quintile 1, 2 and 3 are said to be poor schools and they are no-fee-paying schools, because of this they should be receiving more funding than schools that are rich and classified as Quintile 4 and 5. Quintile 1 to 3 schools are poor schools, they are located in communities that are faced with poverty and disadvantaged socioeconomic backgrounds while Quintile 4 to 5 schools are rich schools and they are located in communities that are economically constrained and were deemed to have benefited from the apartheid era funding (Ogbonnaya & Awuah, 2019) however, the demographics of the learners and their actual home location are not considered resulting in black learners travelling to the former well resourced schools from predominantly black apartheid designated areas being prejudiced by the funding model.

Provincial governments and the provincial DBE are hindered by financial resources with the hindered financial support affecting predominantly rural schools. Financial limitation leads to

poor rural schools denied adequate resources and appropriate levels of funding (Spaull, 2015). Poor rural schools are faced with a great challenge when it comes to the issue of funding which put these schools at a disadvantage as they do not get a chance to experience quality education (du Plessis & Mestry, 2019). The literature quoted thus far clearly demonstrates that the historical disadvantage perpetuated by apartheid funding policies has post 1994 remains unchanged due to the historically disadvantaged especially in rural areas continuing to suffer the inequalities of financial resource distribution between the urban and rural domains.

Learners from rural schools are offered fewer educational opportunities due to constrained resource provision and this leads to rural schools having fewer effective classes (du Plessis, 2014). When resources are not distributed equally in society, social class inequalities begin to manifest. Unequal resource and funding distribution within the schooling system promotes social class inequalities (Christie, 2009). The quintile ranking of schools especially in rural areas have not had the benefit of the system design meant to provide economic assistance due to the disparity in provincial funding constraints as revealed by the literature. The quintile system especially quintile 1 to 3 provides relief in parents not having to pay school fees however the failure to resource the schools has resulted in no change when comparing pre and post 1994 education provision in rural contexts.

2.4. Teacher effectiveness

In order for teachers to be effective, they should have a deep understanding of the curriculum. Their aim in teaching should be to engage and motivate learners, encouraging and helping them to set goals and reach them, gain important skills that will help them reach their goals and become critical thinkers. These are important attributes that learners need to help them become effective and successful citizens (Mohale, Litshani, Mashau, Sebopetsa & Moyo, 2020). Being an effective teacher includes features, abilities and behaviours that enable the teacher to provide and produce effective teaching and learning with the desired outcomes (Murray, 2016). According to Murray (2016), these are the features of an effective teacher: they have a good understanding and knowledge of the subjects they are teaching, they have and maintain a good relationship with their learners, they use effective teaching styles accommodating all different learners in their classroom, they have good classroom management skills, they have a good personality, they are professional at all times and they exemplify personal competence. Effective teachers work hard and try to provide the foundation to produce effective teaching and learning regardless of the working conditions they work under as they are the most influential resource in achieving effective teaching

and learning. To help teachers be able to become affective teachers, it is important that they are equipped and trained to be able to become effective teachers (Avadi & Asl, 2020).

Christie (2009) and Spaul (2013) also state that teachers are important in the provision of effective teaching and learning as they interact with learners on a daily basis making them the foundation of the schooling system. This makes teachers an important asset of the schooling system. There is a connection between the quality of the education system the teacher is working under and the quality of a teacher. Most poor schools are faced with challenges of not being able to produce effective teaching and learning, due to teachers in these schools facing many challenges which hinder them from becoming effective teachers producing effective teaching and learning (Murray, 2016). To enable teachers in poor schools to be effective teachers, their conditions of service need to be reviewed (Chakaninka, Noah, Phyllis, & Nduna, 2012; duPlessis, 2014).

It is difficult for rural schools to attract qualified and suitable teachers leading to these schools having a shortage of qualified teachers. This is a setback and a challenge for rural schools and they end up having to hire unqualified teachers and retired teachers to help them fill the gap (Chakaninka et al., 2012). The BE should assist these schools by providing them with teaching and learning resources that are adequate and teacher support and training, this will help equip teachers with skills and knowledge they need to help them become effective teachers (Moloi, 2014; Christie, 2009; Msila, 2014) noting that the provision of educators is a DBE competence and not that of the school as an employer. For effective teaching and learning to manifest in schools, teachers must be fully qualified, equipped and trained (Mupa & Chinooneka, 2019).

Another barrier to the provision of effective teaching and learning is multi-grade teaching (duPlessis & Mestry, 2019). Teachers in many poor schools are faced with the challenge of teaching multiple subjects in multi-graded classrooms leading to ineffective teaching and learning (John, 2019). When teachers have to plan to teach in these classrooms, they have to work hard and balance their time to accommodate teaching different work to different grades in one classroom which has a serious negative consequence for teachers when they are planning these lessons for each day (duPlessis & Mestry, 2019). To help enhance effective teaching and learning for teachers who teach multi-graded classrooms, teachers must be trained and prepared on how to teach in such classrooms, they must be encouraged frequently to be interested, be enthusiastic, have interest and have passion in doing their job (Mupa & Chinooneka, 2019).

The literature reveals that teacher effectiveness is impacted by the environment within which the teacher is expected to perform. In the context of rural schools, it reveals issues of a shortage of qualified teachers, poor school infrastructure and inadequate resourcing of the schools. It also identifies that the school is left to its own devices to make the teaching and learning experience meaningful and effective as with the case in point of having to cater for multigrade classes yet it is actually the responsibility of the DBE.

2.5. School ethos and effective teaching and learning

Another factor that contributes to the effectiveness of teaching and learning is the schools' climate (working environment relationships), as the learner background, geographic location and learning style can affect effective teaching and learning in a schools (John, 2019). The climate of the school (working environment) determines the way the teacher performs. For example: in schools where the communication and relationship between the teachers and the school leadership is strained, the climate is not productive for teaching and learning to be effective. But if the relationship and communication of the teachers and the schools' leadership are good there will be a healthy school climate which leads to effective teaching and learning (Mupa & Chinooneka, 2019). The school climate therefore encompasses locality, learner background, status of the school as well as the status of the educator and the school management relationship.

2.6. Parental involvement and its effect on teaching and learning

Another barrier to effective teaching and learning is the lack of parental involvement in their children's education (DuPlessis & Mestry, 2019). A learner's social background and social class may have an impact in their school experience. Most parents from the economically disadvantaged group may not feel comfortable in communicating with teachers, this is because most of them are not educated so they find it hard to correspond and communicate with teachers (Dumais, 2006).

Dumais (2006) furthermore states that teachers tend view poor parents from the economically disadvantaged group as not involved and not interested in the education of their children. This is because they do not make time to communicate and correspond with teachers to discuss their child's school work. According to Dumais (2006), this is not because they are not interested in their children's education, but the reason might be that they are faced with social issues that leading them to not being able to have enough time to focus and pay attention to their children's education. Some of them are likely to work multiple jobs, don't get paid leave and work in the evenings

leading them to not being able to attend any school meetings called. All these factors deprive them of the opportunity to be hands on and fully committed to their children's education (Dumais, 2006).

The literature reveals that schools and the teaching and learning experience are impacted by historical disadvantage in that parents are through their own educational disadvantage reluctant to play a relevant role in their children's education even though legislation provides this as an enabling function.

The key issues that emerged from the literature are summarised as follows:

- The historical apartheid legacy of inequality still permeates rural schooling;
- Education legislation has attempted to support constitutional imperatives however the disjuncture between legislation and service provision has left the recipients, citizens (parents and rural community), school learners, educators and rural schools in general firmly rooted in the cycle of resource denial;
- Teacher effectiveness in rural schools is impacted by educator qualifications, availability of qualified educators in a rural context, school resources, educator and school management relationships as well as the relationship between the school/educators and the parents of learners.

2.7. Theoretical framework - The Capability Approach

The broad aim of this study was to explore and investigate teachers' perceptions of effective teaching and learning in poor primary schools in the uMgungundlovu district. Teaching and learning is affected by broad education policies that impact many factors that influence the teaching and learning environment. This study identified critical components of the teaching and learning experience by focussing on rural schools in the uMgungundlovu District, it also identified the need to look at poor schools and to compare the perceptions of teachers at two schools in terms of factors that influence the teaching and learning experience.

Research of education and in particular education policy and its influence on the teaching and learning experience requires a tool of analysis that looks at more than the stated aims and objectives of education policy especially during the analysis of education policy that explicitly cites reform and redress as key principles underpinning education policy (Robeyns, 2005). The issue of economic imperatives driving policy formulation, the influence of globalization on South African Education policy development, the notion of Human Capital Theory underpinning policy

formulation, equity and redress are amongst others factors that dictate a need for a large framework that will evaluate an individual's well-being and social arrangements, designing of policies and proposals of social change in society (Robeyns, 2005). Robeyns (2005) is referring to the Capability Approach (CA). Unterhalter (2003) describes the CA as the provision of a general normative framework used to assess human development and argues further that it is also possible to take into consideration what it has to offer to evaluate specific areas of social policy such as education.

In the 1980s, an economist Amartya Sen expressed the concept of capabilities as a way of viewing abilities and well-being which is now known as the Capability Approach (Slabbert, 2018). Broadly described, the CA refers to a good life a person should lead; it also takes into consideration challenges which could affect a person in order for them to lead a good life (Yadav, 2014 and DeCesare, 2011). The CA is an approach that assesses the quality of a person's life and basic social justice. At the centre of the CA stands equality, rights, freedom and human well-being (Yadav, 2014 and DeCesare, 2011). When looking at the basic justice of society, the focus is on what each person is able to do and by focussing on the opportunities available for each person. It is an approach that focusses on established social justice and inequalities that lead to discrimination (Nussbaum, 1997). This approach has had a huge impact on changing the view on inequality, poverty and human development (Rajapakse, 2016).

One has to understand capabilities in order to understand the CA. Sen (1993) defines capabilities as a person's ability to be able to do and reach valuable acts and states of being, it represents the combination of things a person is able to be or do (Sen, 1993). Yadav (2014) defines capabilities as the opportunities people have in order for them to be able to achieve what they consider as valuable. Capabilities are a process of being and becoming. They reflect to the freedom a person has to choose between different ways of living. Capabilities are freedoms and opportunities that are created when there is a combination of personal abilities and the political, economic and social environment.

Characteristics of a person are highly applicable to their combined capabilities (Nussbaum, 1997). The CA is interested in how a person is free to live the type of life they wish to live through the freedom to follow and pursue the things that they have reason to value, which Sen calls functioning's (Buckler, 2016). One's freedom and capabilities are based on functioning's, this functioning's can either help or hinder a person to achieve what they wish to achieve. It tries to

measure a one's well-being based on the conditions that may either allow or prevent them from being able to achieve what they want to achieve. These conditions could be primary goods and income which can affect one's ability to be able to achieve what they wish to achieve (DeCesare, 2011).

The CA views human life as a set of doings and beings which are called functioning's. A functioning refers to what a person manages to do or to be. The CA therefore places emphasis and reflection on the evaluation of the quality of life in assessing what a person manages to do or to be (of the capability to functioning). A capability is a possible functioning. A person's capability is determined by the number of combinations of functioning's they can achieve. In order for Functioning's to be examined, a person's capability to achieve them have to be appropriately evaluated (Tikly & Barrett, 2011). Put more simply, the CA creates a link between the quality of life and what a person could possibly achieve based on those life experiences. Drawing again on the writing of DeCesare (2011), CA seeks to measure a persons' well-being based on the circumstances (capabilities) that allows or prevents them from achieving what they aspire to achieve (functionings).

In relation to education research, a capability approach is concerned with assessing how learning processes are put in place in broader economic, social, political and cultural arrangements, while taking into consideration individuals aspirations rather than dictating social benchmarks (Unterhalter, 2003).

These relational and processes put in place are assessed through what helps or enables a person to be able to be or do that Nussbaum (1997) and Sen (1993) call the 'capabilities' of individual agents. The basic idea of capabilities is what matters most to a person is their structural and individual abilities they have to help them achieve 'functioning's' (Nussbaum, 1997 and Sen, 1993).

According to Sen (1993), Functioning's are equal to the actual way of living that a person can manage to live and achieve. They are equal to what a person has managed to accomplish and realise at any given time (Alkire, 2003). Beyond the focus on if a person does or does not achieve certain functioning's, the CA assesses whether they are free to achieve them, given the material, social and personal resources that are available to them. Hence human capabilities contain the collection of desirable states a person has access to. When focusing on a person's capabilities to function, the CA is about the opportunities available to a person in order to be able to perform the activities and actions they wish to engage in and be who they want to be (Robeyns, 2005). By adopting the

perspective of capability, public institutions like Social Work would increase the social justice idea beyond traditional desire to achieve minimal levels of human need to the one that would produce outcomes that will allow individuals to realise their full human potential (Reisch, 2002).

The CA looks at personal, social, economic, institutional and cultural factors that give an individual opportunity to do and to be or not to do and not to be what they regard as being valuable or not valuable for their fulfilment. Capabilities are socially produced, this means that capabilities are originated and developed socially following a human society (Levitas, 2004).

Education is viewed as a tool to supporting one's livelihood, generating income and reducing human insecurity (Tikly & Barrett, 2011). There is a very powerful relationship between education and Sen's Capability Approach (Saito, 2003; Slabbert, 2018). The aim of using the CA in this study was to identify teachers and learners' capabilities that they are provided with in schools to help and equip them in producing effective teaching and learning (Yadav, 2014 and Buckler, 2016). The CA can be used in education to value and evaluate learners' achievements based on the quality and effectiveness of education they receive (Yadav, 2014). It can be used to determine the kind of learning conditions that can be created for learners to help them achieve outcomes desired and also it can be used to determine how teaching and learning resources can be distributed equally in order to help achieve effective teaching and learning and quality education outcomes (Yadav, 2014 and Buckler, 2016). Quality education received by learners can help in enhancing learners' capabilities for well-being but these capabilities can also be limited by the school's condition (Buckler, 2016). It is important to consider capabilities when evaluating learner achievement because they play an important role in learner achievement (Yadav, 2014). In focussing on education, Unterhalter (2003) and Robeyns (2005) agree that literacy and education can be regarded as key factors in the CA. They argue that education and literacy can be regarded as important resources that allows people and structure effective opportunities to people that allows them to live a life that they value and have reason to live. They emphasise that a person having access to education, being literate and knowledgeable allows them to flourish in life which is a valuable capability.

It is stated by Colby and Witt (2000) that quality education is education that has a healthy, protective and safe learning environment, it provides adequate facilities and resources. Quality education teaches content that reflects the relevant curricula. To produce quality education, teachers have to be fully trained and use teaching approaches that are learner- centered in well-

managed classrooms. To help in improving the quality of education, conversion factors (functioning's) must be improved, this could help as it could lead to the achievement of quality education. Therefore, it should be the aim of the educational policy to broaden people's capabilities by strategically using the right discourses. By doing this they would be broadening people's capabilities (Yadav, 2014 and Slabbert, 2018).

When analysing the process of effective teaching and learning, conversion factors (functioning's) become relevant as teacher and learner behaviour should also be analysed (Yadav, 2014). Functioning's are outcomes that either allows or hinders what a person can manage to do or be (Slabbert, 2018). Yadav (2014) and Slabbert (2018), state that there are three conversion factors that influence teachers and learner's abilities. These conversion factors include: personal conversion factors (such as intelligence, training and skills), environmental conversion factors (such as geographical location and logistics) and social conversion factors (such as social norms and power relations). Taking these conversion factors into consideration help in improving the quality of education, this is because conversion factors helps in giving a reason of why a problem persists (Yadav, 2014 and Slabbert, 2018).

It is not easy for teachers especially in rural schools to be able to produce effective teaching and learning because they are facing challenges hindering them to do so, such as poverty, teaching over-crowded; multi-graded classrooms and lack of resources (Bukler, 2016). The CA provides a clearer view of capabilities and well-being which is useful in assessing teacher effectiveness, which is why the CA can be used in assessing teacher quality and well-being (Slabbert, 2018). Using the CA raises more questions about equity and equality which helps in being better equipped to address equity issues. Applying the CA requires involves the evaluation of education for its instrumental importance (Bessant, 2014; Slabbert, 2018).

The UNESCO Report titled Education for All (2003) provides a very useful description of the relationship between education and the CA. The report creates a relationship between education policy and enhancing peoples' capabilities. It goes on to suggest that policies can only be deemed to be victorious if they have indeed increased peoples' capabilities. The report identifies that from the CA perspective education is important for many reasons namely that education is essentially valuable as an end in itself but also clarifies the diverse reasons for educations' importance. The CA distinctive feature is its focus on assessment of policy to determine whether the said policies

impact and expand the real freedoms that people value and not a focus on incomes (UNESCO, 2003).

2.8. Conclusion

The purpose of this chapter was to present a review of the literature on effective teaching and learning in poor rural schools. This chapter reviewed the international and local literature on the description of rural schools, the factors that promote or inhibit effective teaching and learning and inequalities in schools. This chapter also set out the theoretical framework of the study. It stated how the capability approach relates to the study. The next chapter discusses the methodology and research design of this study.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

In the previous chapter I discussed the literature review and the theoretical framework. The purpose of this chapter is to provide a detailed description of the research methodology and research design applied in this study. Literature relevant to the various aspects of methodology and design was used to substantiate and validate the choices made.

3.2. Research approach

This study used the qualitative approach because of its relevance to this study as explained in this section. The focus of this study was to explore and understand teachers' perceptions of the factors that influence effective teaching and learning in their schools as well as the ways in which they negotiate the barriers to effective teaching and learning. As it is indicated by Kumar (2019), that the main aim of qualitative research is to understand a particular situation and to clarify people's perceptions. In this research approach, the study is often based on an inductive approach rather than the deductive approach. The study begins with presenting the participants from whom data were gathered regarding specific information about their situation which is the subject of the research, the researcher will then look for patterns or common findings in the data that was generated. The patterns help to create assumptions which were with potential eventually leading to general theories based on findings (Kumar, 2019).

To assist the researcher to understand experiences and interpretations of the human social world, qualitative research uses words rather than numbers. It helps to provide the researcher with in-depth and detailed understanding of the situation that is being researched. It also gives participants a voice to share their understanding and experiences of the topic being researched (Cohen, Manion & Morrison, 2018). This study used words that were gathered from the participants through interviews and interview transcripts to help the researcher obtain an understanding of how teachers perceive factors influencing effective teaching and learning in their schools and the ways in which they try and negotiate barriers that hinder them to produce effective teaching and learning.

3.3. Research paradigm

After the researcher makes a choice on which research approach to use, they shape their research by locating their study within a particular research paradigm. A research paradigm is a set of beliefs that guide action. Researchers working in the qualitative approach use paradigms that vary based

on the set of beliefs the researcher brings to research (Creswell & Poth, 2016). This study used the critical paradigm. This paradigm views and believes that reality is shaped by economic, social, cultural and political dynamics (Rehman & Alharthi, 2016). Research in the critical paradigm is located in social justice as it seeks to address socioeconomic issues that lead to conflict and social oppression (Kivunja & Kuyini, 2017). Researchers who work within this paradigm seek to redress inequality (Cohen *et al.*, 2018)

Using the critical paradigm was suitable in this study as the aim of the researcher was to interrogate, understand and critique issues of inequality and oppression in the schooling system. It was the aim of the study to obtain an understanding of how the schooling system is affected by classism as a form of oppression. It is indicated by Cohen *et al.* (2018) that the aim of the critical paradigm is to understand, critique and interrogate oppression and inequality issues in society promoting social justice, equality and equity. Rehman and Alharthi (2016) state that researchers who are working within the critical paradigm have a belief that the social world has unequal power relations. Schools are seen as one of the places where unequal power and social inequalities are perpetuated, this is because there is a strong link between society and schools. Schools may either reduce or perpetuate social inequalities through the social construction of knowledge and curricula (Rehman & Alharthi, 2016).

3.4. Research methodology

Research methodology relates to the procedures that are taken into consideration when collecting and analysing data (Cohen *et al.*, 2002). This study used the case study design. Case study research establishes cause and effect and it is used in educational research. It is an in-depth and systematic process where a specific case is studied noting that the case may be a singular case or complex case. Case study aims to describe what exactly it is like to be in a certain situation (Cohen *et al.*, 2002). It was ideal to use the case study research style in this study as the study aimed to obtain an in-depth understanding of what are teacher perceptions of the effectiveness of teaching and learning in poor rural primary schools. In addition, the study sought to obtain an in-depth understanding on how the schooling system is affected by classism as a form of oppression. Two schools both offering the same grades and sharing similar classification were identified within a geographic location therefore the two schools were considered to be a single case.

The case study research style is mostly used in the qualitative research design (Creswell, Hanson, Clark Plano & Morales; 2007). Researchers conducting case study research explore a single case

or multiple cases over a period of time through collecting data that is in-depth and detailed involving sources of information and then later on presenting reports describing the case based on themes (Creswell *et al.*, 2007). In this study the single case was the uMgungundlovu District, and participants comprising five teachers were selected from two semi rural schools in this district. The critical issue was the need to establish a sample that was central to obtaining answers to the research questions. Purposive sampling allows the researcher to situate the study in terms of trustworthiness for data collection and analysis (Campbell S, Greenwood, M., Prior, S., *et al.*, 2020). The selected approach to purposive sampling used in each case aligns to the research methodology, aims and objectives, thus addressing each of the aspects of rigour (ibid., 2020) thus purposive sampling was deemed to be appropriate for use in this study.

A case study requires in-depth data (Cohen *et al.*, 2018). The researcher was able to obtain in-depth data by using semistructured interviews. This data collection method helped the researcher to make informed inferences by being an effective questioner, listener and prober (Cohen *et al.*, 2018).

Thematic analysis was used to analyse data. Thematic analysis is a data analysis method used to analyse qualitative data based on categories and themes (Delahunt & Maguire, 2017). For the researcher to be able to obtain more detailed, authentic understanding of the topic, participants were given an opportunity to be interviewed individually. Data gathered was not generalised which helped in ensuring validity and reliability. The researcher was able to gain participants real life lived experiences and their thoughts about the issue that was being researched through the use of the case study research design. It was the aim of this study to acquire an understanding from the research participants based on their reality experiences and reality (Cohen *et al.*, 2002)

3.5. Research site

In qualitative research, data is likely to be collected by talking and engaging with the participants directly to determine how they behave within their context. This is done by researchers collecting data at the research site where the participants literally experience the issue that is being studied, they interact face-to-face with the participants at the research site (Creswell & Poth, 2016). This research study was undertaken at two state primary schools in the uMgungundlovu Education District, KwaZulu-Natal. Both these schools are located in poor rural areas of Howick. In order to get a clear understanding of poor school's context and the school as a whole, when choosing participants, the researcher chose one teacher from each phase (foundation phase, intermediate

phase and senior phase) as teachers in these different phases may have different experiences and perceptions.

School A

School A is a public primary school located on an informal settlement on the outskirts of Howick which falls under the uMgungundlovu District in KwaZulu Natal. The school is located in an economically disadvantaged community that is faced with poverty, unemployment and low income. People in this community stay in an informal settlement as they come from socially disadvantaged backgrounds. The school does not have good infrastructure as it has a classroom built with corrugated iron steel and some classrooms are mobile classrooms. The school does have resources but they are insufficient as the school needs more resources. The school offers primary level subjects which include foundation phase which is grade R to 3, intermediate phase which is grade 4 to 6 and senior phase which is grade 7. It is a quintal 1 school and therefore a no fee school. Quintal 1 schools are located in poor communities which are faced with poverty and certain infrastructural factors (Ogbonnaya & Awuah, 2019).

School A has an enrolment of 371 learners, one principal, three Heads of Department (HOD's), eleven teachers, resulting in a learner-teacher ratio of 34:1 and support staff. This school strives to produce good academic results with its overall pass rate is sitting at above 60%. The school tries its best to provide learners with education where they gain the knowledge, values and skills that are worth learning. It aims to ensure that the knowledge and skills gained by learners are applicable in their everyday lives. Two teachers were interviewed in this school. One of them teaches in both the intermediate and the senior phase whilst the other teaches in the foundation phase.

School B

School B is a public primary school that is located on the borders of Howick, it falls under the uMgungundlovu District in KwaZulu Natal. It is a public school specialising in primary subjects in the foundation phase which is grade R to 3, intermediate phase which is grade 4 to 6 and senior phase which is grade 7. This school strives to produce academic excellence by offering learners comprehensive learning experiences despite the fact that the school is faced with challenges such as a lack of adequate resources. This school is classified under quintal 3 as a no fee school. This means that this school is located in a poor community faced with poverty and some factors of infrastructure. Schools that are classified as quintal 1, 2 and 3 are declared as schools that do not

pay school fees as they serve poor communities (Ogbonnaya & Awuah, 2019). This school is classified under quintal 3 as it is located in a deep rural area, it is an under resourced poor school which is serving children from communities that are poor and disadvantaged. The school is faced with many challenges such as lack of adequate resources, poor infrastructure and shortage of space which lead to classrooms being overcrowded.

School B has an enrolment of 745 learners served by 15 teachers, making a learner-teacher ratio of 50:1, one principal, three HOD's and supporting staff. Despite the challenges that the school is faced with, this school still strives to produce good academic results. It has an overall pass rate sitting at above 80% in the foundation phase and above 60% in the intermediate and senior phase. Three teachers were interviewed in this school, one teacher from each phase.

3.6. Sampling

This study selected teachers from two poor under resourced primary schools serving black learners in the uMgungundlovu district. Both these schools fall within the quintile ranking of no fee schools. Purposive sampling is a selection process of selecting research participants where the researcher makes specific choices of the people they want to include in the sample of the study. Research participants are targeted, handpicked and chosen by the researcher for a particular purpose (Cohen *et al.*, 2011).

Researchers using the case study research design and working in the critical paradigm, mainly use purposive sampling. In this study, the researcher used purposive sampling as the researcher was working in the critical paradigm, using the case study research design. Five teachers from two poor under resourced schools serving black learners were selected as participants for this study. Two teachers were interviewed in School A and three teachers were interviewed in School B. To obtain a clear understanding of the context of poor, black schools and of the school as a whole, the researcher chose one teacher from each phase (foundation, intermediate and senior phase) on the assumption that teachers may have different perceptions and experiences in the different phases.

Creswell and Poth (2016) indicate that it is important for researchers to look at these decisions when looking at a study sample, they have to look at: the form of sampling will take place, how many sites or people need to be sampled and who or what should be sampled. The sample size should not be too large because a large sample size risks having repetitive data, it's costlier and it takes more time. Yet the sample size should be large enough in order to sufficiently address the

research at hand. Therefore, in order for this study to have a sample size that is large enough and yet small enough to manage due to time and finance considerations, the sample size for this study consisted of five teachers from two schools in the uMgungundlovu district. This sample size helped the researcher to be able to obtain clear understandings and findings from different teachers in different phases and different schools.

3.7. Methods of collecting data

Research is a process of obtaining knowledge that is organised and systematic; it aims to obtain information in order to provide an accurate explanation about a situation. As researchers plan on conducting a research study, it is important for them to select data collection methods which are appropriate and which would help them to meet their research objectives (Cohen et al., 2011).

As a method of data collection, this study used semi-structured interviews. Semi-structured interviews are interviews that are in an order which are pre-planned but may lead to new questions during the interview as they also give participants a chance to provide responses that are unprompted (Cohen *et al.*, 2011). Using this data collection method was ideal for this study as the researcher was able to gather and generate rich data in relation to participants' understanding of effective teaching and learning drawing on the experiences they have of teaching in poor rural schools.

The researcher intended to have nine participants whom were going to be interviewed as there were supposed to be three research sites with three participants from each site. During the data gathering phase of the research one school had to pull out due to a strike that was taking place in the community at that time. Two teachers were interviewed in school A as one participant teaches in both the intermediate and the senior phase and three participants were interviewed in school B, making a total of five participants that were interviewed. All participants were interviewed individually at their schools, interviews were conducted after school hours or during the teacher's free periods to avoid disrupting teaching and learning at the schools.

3.8 Data analysis

This study used thematic analysis as a method of analysing data.

The method of analysing data that was used in this study was thematic analysis. Creswell and Poth (2016) state that once the researcher is done with collecting data, the researcher must then start analysing the data that was gathered with the purpose of acquiring information that is useful and

can be used to answer the research questions. Data analysis is the process by which the researcher works on identifying themes within the qualitative data which was collected during the study. Identifying themes is the main characteristic of thematic analysis. When identifying themes from the data gathered, the researcher finds important patterns throughout the data, notes them and then they use these themes to answer and address the research questions. Qualitative data uses thematic analysis as a method of analysing data (Delahunt & Maguire, 2017).

It was ideal for this study to use thematic analysis as the study collected qualitative data in the form of words. The process started by the researcher conducting semi-structured interviews as a data collection method. Delahunt and Maguire (2017), state that qualitative data is data that usually consists of textual or visual data. This study collected textual data as the researcher was taking down notes while interviewing participants. With the permission granted from the participants, the interviews were recorded. Data collected from the interviews was then transcribed and then reduced into themes based on the patterns that were formed. This type of data analysis was guided by the fitness of purpose which makes it ideal for this study (Delahunt & Maguire, 2017).

3.9 Ethical considerations

Research studies should follow ethical principles such as: autonomy, non-maleficence and beneficence (Miller & Brewer, 2003). This research study ensured that there was no physical, emotional, social or any other harm to any persons. Information presented by the participants was kept as confidential in order to protect the participants' privacy. Consent was requested and granted from the DBE KwaZulu-Natal. Principals from the schools that were used as research sites signed consent forms. The University of KwaZulu Natal ethics committee granted the researcher permission to conduct the research.

Autonomy is defined by Miller and Brewer (2003) as the respect for all participants that are participating in the research study. This study made it clear to all participants what the study was about and that their participation on the research was voluntary and if ever they feel they no longer wanted to participate in the study, they could pull out of the research study at any stage of the study. All participants signed a consent form which explained all the relevant information pertaining to the study before they began to participate in the study.

Miller and Brewer (2003) states that non-maleficence is where the researcher needs to consider the protection of all participants, making sure that they are protected. Researchers need to ensure

that their study does not in any form harm the research participants, either socially, emotionally or physically. Taking non-maleficence into consideration and in order to protect participants, the researcher made sure that whatever information that was discussed and acquired from the research participants remained confidential. To ensure that participants' identities were protected, the researcher used pseudonyms instead of using participants' real names.

Beneficence is when the research makes benefit. Research should benefit research participants, make a positive change to other researches or benefit the society at large (Miller & Brewer, 2003). The aim of this study was to benefit its research participants and other researchers who might use it in their studies in the future.

Leung (2015) states that in qualitative research validity looks at the appropriateness of the tools, processes and data used in the research. It is important for a research study to ensure validity and trustworthiness. To ensure validity and trustworthiness, the researcher must make sure that data collected is reliable and credible. Data has to reflect the reality of the participants as participants should be included in the research process. In this study the process of collecting data was respectful to all participants and it ensured that they were involved throughout the research process. The researcher kept a research journal throughout the research process for reflexivity. The researcher used the journal to write down all the information that was gathered throughout the research process. Considering dependability, the researcher made sure that questions that were asked of the participants through the interviews gave enough information that helped in answering the research questions. To ensure the appropriateness of the data, data was analysed with the participants, this process considered credibility (Leung, 2015).

3.10. Limitations to the study

Due to the Covid-19 pandemic, the research was delayed as the researcher was unable to visit schools at the intended time. This made it challenging to get participants who would participate in the study. The researcher intended to have three research sites (three schools). In the process of the research one school had to pull out due to a community strike that was taking place at that time, leading to the research being conducted in two research sites (two schools). The research participants agreed to take part in the focus group interviews when requested to while conducting the semi-structured interviews, however, at a later stage when it was time to have the focus group interviews they were no longer available stating that they have a lot of work they have to do so they do not have time to meet for the focus group interviews.

3.11 Conclusion

This chapter outlined the research methodology and design of the study. In this chapter the research approach, research paradigm, research methodology (design), research site, sampling, data collection methods, data analysis, ethics and limitations to the study were discussed. The next chapter focuses on the presentation of the data, analysis and discussion of findings.

CHAPTER FOUR - DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. Introduction

In the previous chapter I discussed the design and methodology of the study. This chapter presents the qualitative data, which was generated through semi-structured interviews in response to the key research questions. The purpose of the study was to explore teachers' perceptions of effective teaching and learning in poor, under resourced schools in the uMgungundlovu district. Data that was generated was then transcribed and transcripts were subjected to content analysis to identify common themes across the data. Coding and classification were used to obtain themes that accurately portray that view of the participants.

I begin by firstly presenting the five participant profiles. My intention is to present a picture of the participant's uniqueness and similarities with respect to their years of service in the education field. I then present the key findings and discuss the themes identified in relation to the following research questions:

1. What are teachers' perceptions of effective teaching and learning in poor rural primary schools?
2. What are teachers' perceptions of the factors that contribute to effective teaching and learning?
3. How do teachers negotiate the factors that impede effective teaching and learning?

4.2. Profile of the participants

Participant 1 (Bibi)

Bibi is a female educator who is between 35 and 40 years old and has a cumulative teaching experience of 15 years. She holds a Bachelor of Education Degree with speech and drama and IsiZulu as her teaching specialisations. She is a foundation phase teacher in school A where she teaches IsiZulu, English, Mathematics and Life skills in a grade 2 class.

Participant 2 (Melz)

Melz is a male educator aged above 50 years. He has 26 years of teaching experience, holding a Bachelor of Education Honours Degree specialising in English and Natural Sciences. Melz is an Intermediate and Senior Phase Head of Department in school A, teaching English, Natural

Sciences and Life Orientation in grades 4 to 7. He is teaching in both the Intermediate Phase and the Senior Phase.

Participant 3 (Lee)

Lee is a female educator who is between the age of 40 to 45. She holds a 3 years Diploma in Education with English as a specialisation. Lee is a teacher in school B. She teaches in the Intermediate Phase, teaching Mathematics, Natural Sciences and Technology, Social Sciences and English in grade 4 and grade 6.

Participant 4 (Yoly)

Yoly is a female educator who is above 50 years old, she is also teaching in School B. Yoly holds a Higher Diploma in Education where she specialised in all the Foundation Phase subjects. She is a Foundation Phase teacher, teaching IsiZulu in grade 3.

Participant 5 (Mjay)

Mjay is a male educator aged between 45 to 50 years. His highest qualification is a Professional Teacher Development qualification, with IsiZulu as a specialisation. Mjay has 31 years of experience in education. He is currently teaching in School B where he teaches IsiZulu in grade 7 which is the Senior Phase.

4.3. Rurality

This section deals with the geographic location of the schools which were used as resource sites. Data collected through interviews revealed that both the schools have a rural geographic location with households whom have a low socio economic background. Yoly, Mjay and Lee stated that their school is located in a deep rural area which is far from resources making it hard for them to access resources leading to their school not having enough resources.

4.3.1. Geographic location

The school's geographic location plays a significant role in effective teaching and learning in primary schools (Mupa & Chinookena, 2019). The schools' geographic location, background of the learners and the learning style of the school may have an effect on the teaching and learning in a school (John, 2019). Data collected showed that the school's geographic location has an impact on the school's effectiveness in teaching and learning. All five participants were asked to describe

their school's geographic area. Bibi and Melz from school A stated that their school is located in a rural area surrounded by a farm and it is near an informal settlement. The school is built on land that belongs to the ACAT Farm. Because the land does not belong to the school, it is not easy for the school to build more classes leading to the school having to use mobile classrooms. Lee, Yoly and Mjay from school B also stated that their school is located in a deep rural area with dusty roads. The school grounds are very dusty and has no trees for shade causing them to work in a very non conducive work place environment. The data identified that all the participants stated that their schools are located in rural areas.

4.3.2. Socio economic background of the households

Findings gathered from this study revealed that a majority of learners in poor rural primary schools come from low socio-economic backgrounds where their parents are unemployed or have low paying jobs and are struggling to support their education. When participants were asked what is the dominant socio-economic status of households in their school community they stated that most of the parents come from a low socio - economic status. One of the educators had this to say:

Our learners come from the lower class, some of their parents are not working and some have low paying jobs so they struggle to provide for their children due to their socio-economic status (Bibi).

Dey and Bandyopadhyay (2019) state that the socio economic background of learners play a huge role in determining the level of education learners are exposed to, leading to effective or ineffective teaching and learning. This finding is in line with Mupa *et al.*, (2019) who found that most parents from low socio economic backgrounds lack money to provide their children with good educational opportunities. Using the Capability Approach lens, it is also evident that these learners' capabilities are impaired by poor environments at home such that they may not be 'able to learn' and be the person they want to be. As Yadav (2014) and Slabbert (2018) argue that teacher and learner abilities are also affected by environmental conversion factors of geography, location and logistics. A learners' social background and social class also has an influence on their school experience.

4.3.3. Rural schools

Most dysfunctional schools are found in rural areas and townships serving children from the lower class (Spaull, 2013; Fleisch, 2007 and Christie, 2009). Rural schools provide rural education to their learners. Rural education is education that is provided to communities that are characterised

by poor infrastructure and limited access to resources needed by the school with the additional problem of high educator turnover. Using an input-output model of thinking, what you put in is what you get out – the consequences transcend beyond the individual learner to the community (Seroto, 2012).

“Our school is located in a rural area; I can describe it as a deep rural area”
(Lee).

4.3.3.1. Infrastructure

Schools located in rural areas functioning under difficult conditions are provided with rural education. For effective education to take place, the learning environment has to be safe, healthy and protective (Mupa and Chinoonek, 2019). Bibi and Melz from School A described their school’s infrastructure as not being a conducive working environment:

Bibi: My school is based in a rural area, it is a disadvantaged school in terms of having learners’ backgrounds, in terms of infrastructure, in terms of resources that we are using unlike model C schools. Our classroom roofs are built with steel (uthayela) without ceiling. When it is raining it drips into the classroom, this destroys the furniture. We have a class made out of planks because there is no proper infrastructure.

Melz: Our school is located in a far area as you can see we are surrounded by farms and we do not own the land. This land belongs to ACAT - this nearby farm that is a challenge to us because we cannot have proper building. That is why we have mobile classrooms as part of development for the school because the department cannot build on privately owned land. So that is challenge number one - that we have of the infrastructure and this contributes to overcrowded classrooms. In front of the office there is a shack, I call it a shack classroom because it is built with timber and it is very small, its overcrowded, it is hot in summer and very cold in winter - so we got a challenge.

The words in the extracts above seem to suggest that the schools’ infrastructure has an impact in the effectiveness of teaching and learning of the school. Melz stated that his school is located on church land so as much as they need more classrooms and they have space to build more classrooms at the school, they cannot do so because the land does not belong to the school. The

lack of classrooms leads to their classes being overcrowded, leading to ineffective teaching and learning. This proves that there is still a reliance on private land the state is not providing land to some rural schools. The CA focuses on people's capabilities to function, a person would be able to produce good outcomes if they are provided with capabilities that will help them to do so (Otto & Ziegler, 2006). Teachers are unable to produce effective teaching and learning as they are not provided with enough and adequate classrooms to work in. Both Bibi and Melz stated that they have a shack classroom which hinders effective teaching and learning as it is overcrowded and it is very hot in summer and very cold in winter. This means that this classroom is not a conducive working environment. It has a negative impact on the effectiveness of the teaching and learning as learners learn and teachers teach in an uncomfortable environment. Mupa and Chinoonek (2019) indicate that learners that learn in unconducive teaching and learning environment are unable to perform well in their studies. The schools' physical infrastructure will have an impact if it prevents work from being done effectively. This observation is supported by Dey and Bandyopadhy (2019) who argue., that the quality of the school's infrastructure and physical environment significantly affects learners' achievement. The infrastructure challenge is an important determinant of the quality of the teaching and learning environment as informed by Sen's CA of 'being' and 'doing', learners cannot be (being) what they want to be if the infrastructure is not available and is not conducive for learning (doing).

4.3.3.2. Resource distribution

Both schools are faced with a problem of a lack of adequate resources, not only teaching and learning but also human resources and material resources like water and electricity. Teachers in school A stated that a lack of these resources contributes to ineffective teaching and learning as they disrupt the smooth teaching and learning that should take place in school.

Most of the time we do not have water and electricity as electricity cables are often stolen" (Melz). "We have a challenge of water. When we do not have water it becomes a problem as water is an essential resource. When electricity cables are stolen, classes are left with no electricity (Bibi).

Rural schools lack adequate revision books, textbooks and resource books to extend learners knowledge (Mupa & Chinoonek, 2019). Rural schools have fewer effective classes as their learners are offered fewer educational opportunities (du Plessis, 2014).

According to the CA, to get equal basic capabilities for everyone should be the task of education (Otto & Ziegler, 2006). For schools to be able to provide effective education with equal basic capabilities, the school has to be provided with adequate resources and facilities (Mupa and Chinoonek, 2019). Learners should have access to an education that is provided with good and adequate resources and facilities which leads to learners and teachers being able to attain valuable capabilities and effective teaching and learning (Otto & Ziegler, 2006). The two research sites on the basis of inadequate resources and facilities therefore do not meet the criteria identified by the CA that are foundational to providing effective education with equal basic capabilities. School A is declared as a quintal 1 school and School B is declared as a quintal 3 school, both these schools are no fee paying schools as they serve poor communities (Ogbonnaya & Awuah, 2019). These schools are no fee paying schools serving poor communities, it should be the DBE responsibility to make sure that these schools are provided with adequate resources in order for the schools to function properly providing effective teaching and learning. The two schools are not provided with adequate teaching and learning resources which identifies that the KZN DoE is failing learners and teachers in these schools as they are not able to gain effective teaching and learning due to a lack of resources in their schools. The CA highlights that provision of resources is one of the factors that provide people with the opportunities to be able to or not able to do what they want to do (Otto & Ziegler, 2006). The identified lack of resources by the participants therefore clearly indicates that resources which are identified as a critical component of CA therefore presents a scenario of growth limitation or a scenario unresponsive to effective teaching and learning.

The CA stance on effective education with equal capabilities is supported by the literature which shares the view that resources and facilities are crucial factors for quality education. Rural schools are incapable of pursuing and achieving effective teaching and learning, this is because of the issues of inadequate resources they are faced with (Buckler, 2016). A person's capabilities and freedom are based on circumstances that either enable or prevent them on achieving what they want to achieve (DeCesare, 2011). Resources in a school are one of these circumstances which may lead to teaching and learning being effective or ineffective. Due to the lack of resources in rural schools, teachers and learners in these schools are not capable of producing effective teaching and learning.

Rural schools are faced with a number of problems, one of them is lack of resources which lead to low academic results (Spaull, 2013). Rural schools do not have proper resources to help them be

able to facilitate the curriculum that is prescribed hence they are unable to produce effective teaching and learning (Spaull, 2015). A large number of rural schools are still distinguished with inequalities when it comes to resources leading to ineffective teaching and learning, which leads to poor education outcomes (Department of Education, 2018) which identifies that the DBE is aware of the problem without an indication of how it proposes addressing the problem..

The awareness regarding a lack of resources identifies that rural schools are at a disadvantage. This impacts the effectiveness of the teaching and learning in rural schools negatively. This point was emphasised by Yoly who said:

The school is far from resources as it is situated in the rural area. It is far from where we can access resources as we have resources but they are not enough (Yoly).

The statement from Yoly identifies that rural schools have resources but they are not enough and they are not adequate, leading to ineffective teaching and learning in rural schools. Rural schools do not get adequate or enough resources as schools in urban areas do, leading to inequalities in the schooling system. The schooling system will have class inequalities if resources and power are not distributed equally amongst rural and urban schools (Christie, 2009). Unequal distribution of resources is a form of inequality contributing to unequal opportunities in education amongst learners from different socio-economic backgrounds. These educational inequalities are based on the access to education, resource availability, resource distribution and performance in schools (Spaull, 2015).

At the centre of the CA there is human well-being, equality, rights and freedom (DeCesare, 2011; Yadav, 2014). When looking at the basic justice of society, the focus is on what each person is able to do and by focussing on the opportunities available for each person. It is an approach that focusses on established social justice and inequalities that lead to discrimination (Nussbaum, 1997). This approach has had a huge impact on changing the view on inequality, poverty and human development (Rajapakse, 2016). In looking collectively at the issue of rurality, the location of the schools, the ownership of the land upon which the schools are located, the quintile ranking of the schools, the qualified teacher resourcing of the schools as well as the general provisioning of the schools, then one is left with no doubt that this is a case in point of an abject failure by the government. When the word government is used, it relates to both the national as well as the provincial spheres of government. At the political level, focussing on the basic justice of society

and what each person is able to do and focussing on the opportunities available for each person, then the perpetuation of injustice historically located in apartheid, continues in the democratic South Africa post 1994. Considering the research, the parents as representative of rural society continue to be affected by poverty, unemployment and collectively limited opportunities to improve their lives as well as the lives of their children therefore they are in effect being denied the capabilities to determine their functioning.

When we focus on the schools and their location on privately owned land, then we are in no doubt that the state and in this case the KZN DBE has failed to improve an education system historically located in apartheid that deliberately minimised the provision for black children. On the point of the physical infrastructure of the school, the state has failed to provide the capabilities for the schools to influence the functioning's of the children. The basic infrastructure is not conducive to effective teaching and learning and therefore impacts the potential functioning's of the children. In effect, the quintile ranking of the schools presents a double whammy to the capabilities and functioning's of the schools as the ranking in recognition of the social and economic status of the community being unable to contribute to the income of the school as does in the case of the urban schools with middle income communities coupled with the failure of the state to complement the income of the school with significantly higher financial and resource contributions. The net effect being that the rural black child when viewed via the lens of the CA, focussing on what each child (person) is able to do and by focussing on the opportunities available for each child (person) then one is left with no doubt that the data presented on the location of the schools and the lack of resourcing of the schools that the continuation of the injustice (economic and social) and the inequalities prevalent leads to discrimination and prejudice.

4.4. Effective teaching and learning

4.4.1. Understanding of effective teaching and learning

Effective teaching is a complicated concept. It is an on-going process where teachers, learners and the learning environment play a significant role. Effective teaching is the foundation for effective learning as effective teaching and effective learning are interconnected. In primary schools effective teaching is a major concern in many countries in the world (Cakmak, 2017).

My understanding of effective teaching and learning is that when we as teachers together with the learners and all school stake holders work together” (Lee). “It is

when the learners are learning and the teachers are teaching effectively with good resources and good results are produced at the end (Melz).

These words from the participant suggest that effective teaching and learning has to do with both the teacher and the learner, they must work hand-in-hand to produce effective teaching and learning and good results. For teachers and learners to produce effective teaching and learning and good results, they need to be supported by all school stakeholders and be provided with adequate resources.

4.4.2. Factors which promote effective teaching and learning

4.4.2.1. Dedication

For both Melz and Bibi, teacher dedication plays a vital role in effective teaching and learning. The teacher, SMT and principal have to be fully dedicated in order for the teaching and learning to be effective despite the conditions they might be working under. They must dedicate themselves and strive to produce effective teaching and learning. Effective teaching and learning takes place if teachers have been committed to the foundations of education, one being dedication (Mupa & Chinoonek, 2019). For effective teaching and learning to be manifested in schools, we need teachers who distinguish themselves apart from the rest. Teachers have to be motivated, dedicated, active and distinguishing themselves with the goal to produce effective teaching at all times (Mupa & Chinoonek, 2019).

We have what I call ideal or effective teaching and learning in this school, we are so fortunate to have very dedicated teachers with a positive thinking principal. Our principal is a very positive thinking teacher if I may call that and she is able to impart that to her teachers with a very effective management. In this school we have very dedicated teachers, we do not have people who loiter around during school hours. (Melz)

The teachers, SMT and principal in this school are all so dedicated to their work. As a teacher you have to dedicate yourself to whatever it is that you are doing in order for you to be an effective teacher. (Bibi)

4.4.2.2 Adequate teaching and learning resources:

Resources are the backbone of everything because if they are not provided it makes it hard for teachers to work and produce effective teaching and learning. To me they are number one in the list of what influences the provision of effective teaching and learning. Both human resources and physical resources should be there for a curriculum to be delivered to our learners (Melz).

This statement from Mel clearly suggests that the quality of resources is a vital factor in the provision of effective teaching and learning. If teachers are not provided with adequate resources, it becomes hard for them to be able to produce effective teaching and learning.

There is little provision of adequate teaching and learning resources in poor black schools (Buckler, 2016). South Africa is a democratic country but poor black schools are receiving low quality education because of the inadequate resources they receive (Moloi, 2014). Lack of resources have a negative impact on the provision of effective teaching and learning, which is why rural schools are unable to pursue effective teaching and learning (DeCesare, 2011; Buckler, 2016).

4.4.2.3. All School stakeholders working together

In an effective school there is no bridge between the SMT and the teachers. The SMT plays a very important role in the effectiveness of the schools teaching and learning as they are the ones who lead the school on a daily basis (Mupa & Chinooneka, 2019).

“The SMT plays a very important role in the establishment of effective teaching and learning in the school” (Mjay).

In an effective school all stakeholders are dedicated to do what they are assigned to do, they work hand-in-hand to support the school. This has a positive impact on the effectiveness of the teaching and learning in the school as it allows all the stakeholders to be efficient and attentive to what they are assigned to do in the school. When there is good communication amongst all school stakeholders, a healthy school climate prevails. There should be good communication amongst all school stakeholders for the school to be able to produce effective teaching and learning (Mupa & Chinooneka, 2019). Khanyi and Lee both indicated that all school stakeholders (the SMT, teachers, learners and parents) should work hand-in-hand to provide effective teaching and learning. Melz stated that in their school they are fortunate to have a principal that cascades down to the

management style that the HODs are implementing to the teachers as classroom managers and that cascades down to the learners which helps a lot in enhancing effective teaching and learning. It is clear that effective teaching and learning is also affected by the school's stakeholders. The schools SMT as the day-to-day leaders of the school play a significant role in the provision of effective teaching and learning in the school. As much as the school's SMT are the leaders of the school, they also need help and to be supported by other school stakeholders to provide effective teaching and learning in the school. For effective teaching and learning to manifest in the school, there must be co-operation amongst all school stakeholders, this means that there should be dedication on the side of the SMT, on the side of the teachers, learners and parents. For this to happen it all begins with the SMT as they have to be positive in leading the school, they should involve other staff members in the decision making and they must provide teachers with all the support they need to help them produce effective teaching and learning.

4.4.3. Factors which impede effective teaching and learning

Good quality education can help improve learners' capabilities for well-being but also these conditions can be restricted by conditions that teachers and learners are faced with in schools (Buckler, 2016).

4.4.3.1. Lack of parental involvement

Bibi, Melz and Lee have experienced the of lack of parental involvement in their schools which they find hinders the effectiveness of the teaching and learning in their schools:

Bibi: I won't lie from the parents we do not get any support, they don't even support with homework, they will tell you that they don't understand the homework.

Melz: Lack of co-operation on the side of the parents I think hinders effective teaching and learning as parents do not care to check if their children do their homework or not.

Lee: I think the participation of parents contributes to the effectiveness of teaching and learning. I feel they part and parcel of their children's education, things would be much easier if they could be more involved in their children's education. The co-operation with them especially when giving learners homework, they come back without doing their homework, some do attempt to do it but they don't complete it as they don't have anybody to assist them at home. Some but very few parents do help their children with homework.

For the three participants, the lack of parental involvement is a problem as they see parents as not being involved in their children's education mostly in helping them at home with homework. Khanyi also stated that it is only few of parents that help and guide children with homework. Parental support is very low in rural schools (Mupa & Chinoonek, 2019).

Participants furthermore stated that parents are not interested in their children's education, they just don't care and they are lazy.

"Sometimes some parents do give us support but most of them are lazy they don't even come to attend meetings" (Khanyi). "When you call parents to come to school in order to discuss their child's work as the child is not doing well academically, you will never see them. It's like they are not there; they don't want to be involved in their child's education so that to us is a challenge" (Melz).

For both Khanyi and Melz, parents are just lazy and they just are not interested in their children's education, they are absent and they don't care. Dumais (2006) disagrees with these participants as he states that parents who are poor are interpreted and seen as if they are not interested and involved in their children's education because they have no time to meet with teachers and discuss their children's school work. Most parents don't do this on purpose, it is not that they are not interested and involved but the reason is that most of them are facing a lot of social issues they deal with, this leads to them not having enough time to pay attention on their children's school work. They are poor and suffering, they are more likely to work more than one job, some work even in the evenings and during weekends with unpaid leave so they are not able to make time to go to school and attend meetings. All these factors are barriers hindering them to be fully committed to their children's education. As much as they wish to be fully committed in their children's education, it is not easy for them to do so. This shows how parents from the low class are battling to support their children's education, because of this the effectiveness of the teaching and learning is affected. This identifies that the socio-economic status of the learners' family may have an effect on the learners' achievement in school. Teacher perceptions of the educators being lazy or disinterested in their children's education shows that they don't have the understanding of what parents go through that make them be seen as if they are not involved and they end up having misinterpretations of parents not being involved in their children's education.

According to duPlessis and Mestry (2019), parental involvement is one of the most important issues in the life of the school. It plays a vital role in the schools teaching and learning

effectiveness. They further more state that when parents lack the interest in their child's education it becomes a barrier which hinder effective teaching and learning in schools. For the CA what matters the most to people is to achieve functioning's, functioning's are equivalent to the actual life that a person is able to achieve based on the capabilities they are offered. Beyond the focus on if a person does or does not achieve certain functioning's, the CA assesses whether the person is free to achieve functioning's based on personal, social and economic resources available to them. The restricted capabilities of the parents have an adverse effect on the functionings of their children due to circumstances beyond their control rather than an assumption of a lack of interest in their childrens education.

4.4.3.2. Teaching in multi-graded classrooms

Teaching in multi-graded classrooms hinders effective teaching and learning as the teacher will not be able to give different grades the attention and support they need if there are different grades being taught by one teacher in one classroom as indicated by Meltz:

“Because of the large number of learners that are in schools, there are teachers who are having grade 1,2,3 and 4 all in one classroom and they have to deliver”

(Melz).

Teachers are faced with the challenge and responsibility of having to teach in multi-graded classrooms, teaching multiple subjects which makes their teaching to be ineffective (John, 2019). These teachers have a challenge when it comes to planning lessons as they have to work hard in balancing their time to allow them to be able to teach the different curricular to different grades at the same time in one classroom (duPlessis & Mestry, 2019). Hence teaching in multi-graded classrooms has a negative impact on learner achievement (Tikly & Barrett, 2011). The multigrade classrooms clearly identify that the capabilities required for functionings are clearly impacted as the educational growth of the learners is negatively impacted in a rural context as compared to single grade classrooms in an urban context.

4.4.3.3. Teaching in overcrowded classrooms

This study reveals that overcrowding is a problem in rural schools. In support of this assertion, Bukler (2016) opines that teachers are faced with a challenge of teaching in overcrowded classrooms and it becomes a challenge for them to teach in such classrooms (Bukler, 2016). Most of the participants indicate that their schools have overcrowded classrooms which leaves them

with a challenge as they have to teach in such classrooms which hinders effective teaching and learning: The lived experiences are encapsulated in the following excerpts.

: We have overcrowded classrooms, even the teacher learner ratio is not balanced in my classroom, I have 58 learners. In other classes they have 50 learners with one teacher so the teacher learner ratio is not balanced. (Khanyi)

Lee and Melz emphasised the problem of the difficulties to manoeuvre in class and the effects of overcrowding on staff-student ratio in the excerpt:

Most of the time we have shortage of space so we have overcrowded classrooms, you find yourself not being able to move around the class, seeing to learners individually as the class is too small and overcrowded. The ratio is not balanced; we have overcrowded classrooms. (Lee)

The challenge that we have even though we try to have effective teaching and learning is of overcrowded classrooms. You find that it is not easy to move around in the classroom to check if learners are working correctly and help those who need help. (Melz)

Bibi highlighted the effects on both the teacher and the learner by saying:

When a class is overcrowded it is not easy for both the teacher and learners to work effectively. (Bibi)

Evidenced in the above extracts is the fact that the teacher learner ratio is not balanced at the two rural schools as one teacher teaches over 50 learners in one classroom. Overcrowding classrooms results in a shortage of space and the result is that learners cannot be given the required support that they need as there cannot be any individualised support and teaching. Teachers cannot even become aware of who requires help and if what the learners are doing is correct or not as they are unable to walk around the class to check learners work as they work. Effective teaching cannot take place when the teacher learner ratio is not balanced.

4.4.3.4. Absenteeism

Absenteeism is a factor that contributes towards ineffective teaching and learning. Some teachers and learners are always late or absent. It is not easy for effective teaching and learning to happen if teachers and learners are frequently absent (Mupa & Chinoonek, 2019).

“Some of our learners don’t come to school regularly, they are frequently absent. They fail to come to school on time” (Mjay).

“Ineffective teaching and learning is not having learners coming to school as most of the time they are absent so if there are few learners today, tomorrow you will have to start again teaching what you have already taught yesterday repeating one and the same thing so the teaching and learning becomes ineffective” (Lee).

“Learners are often absent from school without knowing where they are, without parents reporting the reason of them being absent. Absenteeism is a challenge that we have” (Bibi).

This clearly indicates that when learners are regularly absent from school, it leads to ineffective teaching and learning as there is little time to work and produce effective teaching and learning.

4.4.3.5. Teaching learners with learning barriers in mainstream schools

Teachers are faced with a challenge of teaching learners with learning barriers in mainstream schools where as they are not trained and equipped to do so.

“We were not trained to teach learners with the challenge of having learning barriers hence which is why we sometimes do not know how to help them” (Mjay).

Teaching learners with learning barriers in mainstream schools contributes to ineffective teaching and learning because most teachers are not trained to teach such learners effectively. Effective teaching and learning in mainstream primary schools is a major concern as teachers confront some barriers when they are teaching learners with barriers in mainstream schools (Msila, 2014).

“The main issue is with those learners with barriers because their learning won’t be effective as it should be as they do not even understand what is being taught in class” (Khanyi).

Learners with barriers often struggle in the process of learning in mainstream schools where teachers are not informed, equipped or trained to teach them effectively (Connor & Cavendis, 2020).

“We have learners who are struggling in each grade. They cannot read and write properly some cannot read and write at all. Basically these learners are unable to understand what they are learning” (Melz).

The ability to read and write is an important capability (Buckler, 2016).

Teachers do try to help learners with learning barriers but they are not able to do so as parents do not co-operate with them.

“We cannot help these learners like referring them to special schools, we have a problem as parents won’t come to school to sign forms or they will be in denial that their kids have problems. Parents do not co-operate with t us as teachers” (Lee).

It is not only the parents who do not co-operate but the KZN DBE as well does not provide teachers with enough support that they need to assist learners with learning barriers in mainstream schools as Khanyi indicated that:

“The problem is that the Department does not want learners to repeat a grade, they want us to push learners to the next grade even if they are not capable of progressing to the next grade. A learner is only allowed to repeat a grade once then he must be pushed to the next grade. So you find that a learner will be pushed knowing nothing until they reach grade 7 and after grade 7 they drop out because they see that they will not cope in high school”.

Learners with learning barriers keep being pushed to the next grade even though they are not ready for the next grade then at the end they end up dropping out of school (Connor & Carendish, 2020). This indicates that the schools pass rate is not a true reflection as Khanyi stated that learners are progressed to the next grade even if they are not capable of being passed to the next grade.

Melz stated that it is challenging to teach learners who have learning barriers in a mainstream school as the kind of curriculum that is taught in mainstream schools is not designed and suitable for learners with learning barriers and teachers are not equipped and trained to teach learners who have learning barriers. The KZN DBE does not have time to facilitate or to equip teachers in mainstream schools on how to teach and help learners who have a problem of learning barriers. To some extent, the KZN DBE does try to help when it comes to assisting with learners with learning barriers but it is not effective as it is supposed to be as learners are not identified at an early age and moved to schools appropriate for them. This raises an issue that the KZN DBE does

not provide enough support, schools, adequate resources and teacher training to help provide effective teaching and learning for learners with learning barriers.

“When our system is effective learners with learning barriers should be identified as early as in grade 2 and be referred to special schools but that does not happen. The system does not allow us to do that as they say a lot of paper work needs to be done and at the end of the day they end up only picking one or two learners because the system does not really allow us to pick many learners to be moved to special schools. I think this is because they do not have enough special schools so they try by all means to limit their admissions so that contributes to ineffective teaching and learning” (Melz).

Some teachers also play a role in the issue of teaching learners with learning barriers in mainstream schools. As Melz stated that sometimes the problem is not with the learners but it is with the wrong teaching method that is used by the teacher, like for example if a teacher just teaches learners as if they all understand just because they belong to the class, by belonging to the class it means they belong to a mainstream school which is not the case as some learners do not belong in mainstream schools. An effective teacher should demonstrate empathy for those learners who struggle in the learning process due to them having learning barriers. The schools SMT should try and provide teachers with workshops to train them to be able to teach learners with learning barriers effectively in mainstream schools. Teachers need to be able to recognise if learners do not understand the concept that is being taught and they do not understand how a task should be done and then they should provide help for those learners (Connor & Cavendish, 2020). It is clear that there is still much work that has to be done in order for schools to be able to cater for learners with learning barriers.

Teacher and learner behaviours should be analysed when the process of effective teaching and learning is being analysed, functioning's (conversion factors) are relevant here (Yadav, 2014). Functioning's can be seen as outcomes that can either allow or hinder to be able to manage what they can do or be (Slabbert, 2018).

Overcrowded classrooms, unsafe infrastructure, poor teaching and learning spaces, multi grade classes, insufficient resources to name a few categories already presented in detail in the analyses above, collectively impact the capabilities and functioning of both the teachers and learners. The teachers denied ideal work environments and the resources to be able to perform their function and

to develop their learners is a key problem with regards to effective teaching. In essence the denial of the tools of trade is in effect a denial of the capabilities of the teachers to be able to develop their functioning which is effective teaching, their own professional growth as well as a denial of their potential to effect positively the capabilities and functionings of the children in their classes. The ineffective teaching space denies effective teaching therefore the denial of capabilities denies functioning when analysing the role and circumstances of the of the teacher in the context of the schools described in detail in the earlier paragraphs. In the case of the children, very much the same as the teachers, the denial of an ideal learning space, denial of learning resources collectively results in a denial of capabilities and the adverse impact on functioning.

4.4.4. Ways that teachers navigate these spaces

Effective teaching and learning is an important factor in learner academic achievement. Teachers have to be motivated in order for them to be able to motivate learners, help learners understand and assimilate information that is being taught which leads to effective teaching and learning. For teachers to do this, they need to be always positive regardless of the working environment they may be working under. If working in an uncondusive environment, they have to come up with plans to help them enhance their teaching and learning (Dincer, Goksu, Takkac & Yazici, 2013). Teachers have a role of being a designer and implementer of instructions, they need to develop a plan to help them provide quality education and attain good academic standards (Adedeji & Olaniyan, 2011).

Teachers should work carefully on planning their lessons with an introduction that is clear and with links to the previous lesson. The lesson should clearly set out learning objectives for that particular lesson and also teachers should use formative assessment in their lessons. Teachers should use a range of teaching strategies when teaching learners as learners are not the same, one class may have different kinds of learners. They can use strategies such as: whole class discussions, group discussions, individual exercises or reading and practical activities (Tikly & Barrett, 2011).

When participants were asked how they negotiate factors that impend effective teaching and learning this is how they responded:

The resources are not enough but we design and provide teaching and learning aids that we make ourselves. (Khanyi)

We come up with ideas like making exercise books. We also use counting cards that we design and make to improvise when we are doing sounds in isiZulu and English we also use mostly pictures in order for the learners to understand what we are teaching in English as English is a learning barrier in our school. (Bibi)

When it comes to the lack of resources, we come up with a plan by improvising. If we cannot afford charts we use old calendars to make our own charts. As a teacher you should not sit and wait for the principal to supply certain things but you can come up with a plan. (Melz)

Evidenced from the above is the fact that teachers need not to feel sorry for themselves if they are working in under resourced schools but they have to strive to work hard in improvising and coming up with plans to help them produce effective teaching and learning. Teachers should take the responsibility of trying by all means to make their teaching and learning effective regardless of the working environment they are working under.

“The teachers, SMT and the principal work hand-in-hand and we have a good relationship. We have structures in the school where we meet and discuss all the challenges that we have and try to come up with possible solutions to these challenges. Whatever that is discussed in these structure meetings is taken to the SMT and then they work on finding resolutions to the problems or challenges” (Bibi).

“We call parents meetings to talk to parents seeking their help in promoting teaching and learning” (Mjay).

It is clear that when there is a good relationship amongst the teachers and the SMT where they work hand-in-hand to overcome challenges the school is facing, there is a greater possibility for them to overcome these challenges and produce effective teaching and learning. Parents should also collaborate in working with the teachers and the SMT to help provide learners with effective teaching and learning. When providing effective teaching and learning it is important to ensure that there is an organised collaboration between all the school stakeholders (Adedeji & Olaniyan, 2011).

The schools working climate contributes towards the school’s effectiveness, it has an impact on the staff in the school. An individual’s performance at work is mostly determined by the working

environment that individual is working under (Mupa & Chinoonek, 2019). Teachers having good relationships amongst each other can lead to a good working environment.

“Some of the challenges that are experienced by the teachers in the classroom are overcome the method of team work” (Melz).

“I had to network with other teachers so that I could understand the concept of Social Sciences as it was my first time teaching it and I was not familiar with it. I had to network with other teachers so that I could be able to deliver” (Bibi).

It is important for teachers to work as a team, helping and motivating each other to overcome factors that hinder the provision of effective teaching and learning in their schools.

Yadav (2014) and Slabbert (2018), indicate that there are three conversion factors that influence a teacher and learner ability. These conversion factors include: environmental conversion factors (e.g. geographical location and logistics), personal conversion factors (e.g. intelligence, training and skills) and social conversion factors (e.g. power relations and social norms). Taking these conversion factors into consideration helps to improve the quality education as these conversion factors help in giving a reason why a problem continues (Yadav, 2014 and Slabbert, 2018). From the presentation of data addressing how teachers navigate the spaces, from the data that described the location of the schools as well as the data that emerged from the focus on the perceptions of effective teaching and learning, the reality of the schools in a rural setting as well as the teaching and learning environment were laid bare. It is clear that the conversion factors that Yadav (2014) and Slabbert (2018) refer to are seriously impacted and therefore the capabilities and functioning are impacted.

4.5 Discussion of findings

After analysing the data many findings were identified. The data that was generated from the study aimed at answering the three research questions. This section summarises the key research findings that emerged in this study in relation to the three research questions:

Research question 1 - What are teachers’ perceptions of effective teaching and learning in poor rural primary schools?

Research question 2 - What are teachers’ perceptions of the factors that contribute to effective teaching and learning?

Research question 3 - How do teachers negotiate the factors that impede effective teaching and learning?

4.5.1. Teachers' perceptions of effective teaching and learning in poor rural primary schools

The first research question attempted to find out how teachers in poor rural schools understand effective teaching and learning. Participants demonstrated a clear understanding of what is effective teaching and learning. Participants stated that effective teaching and learning is the type of teaching and learning which involves both the teacher and the learner working hand-in-hand to produce effective teaching and learning and good results. In order for them to be able to do this, they need to be fully supported by all the school stakeholders and to be provided with adequate teaching and learning resources.

Participants stated that for effective teaching and learning to take place there are important factors which are needed to help promote effective teaching and learning. They said that dedication is needed from the teachers and for teachers to be dedicated they need to be constantly motivated. They stated that teacher dedication plays a very important role in effective teaching and learning so teachers, the school management team and the principal must always strive to be dedicated in their job and support effective teaching and learning.

Participants indicated that having adequate teaching and learning resources plays a major role in the impact of the effectiveness of teaching and learning. They indicated that they do have resources but those resources are not enough to accommodate the whole school. They believe that resources are the backbone of effective teaching and learning and that if resources are not provided it makes it difficult for them to work and be able to produce effective teaching and learning. The quality of teaching and learning resources is a very important factor in effective teaching and learning. It becomes difficult for teachers to be able to provide it without adequate resources.

Participants also pointed out that at all schools all stakeholders must work together for effective teaching and learning to happen in the school. All stakeholders must be dedicated to the jobs assigned to them, working hand-in-hand to support each other and the school. This will allow all stakeholders to become efficient and skilful. It also allows a healthy working environment which is conducive to work in. The schools SMT has to lead the school with a positive attitude, they should involve other staff members in decision making and also provide teachers with all the support they need in order for them to be able to produce effective teaching and learning.

4.5.2. Experiences of effective teaching and learning in poor rural schools

The second research question attempted to determine what teachers perceive of the factors that contribute to effective teaching and learning and their experiences of teaching in poor rural schools. In addition, the research sought to determine whether there was effective teaching and learning in poor rural schools. For this question, participants revealed that they actually do not experience effective teaching and learning but instead they experience ineffective teaching and learning. The reasons advanced for this was that they are faced with a number of challenges which hinders them experiencing effective teaching and learning thus by their reasoning they experience ineffective teaching and learning.

Participants stated that they are faced with a challenge of a lack of parental involvement where parents are not interested and involved in their children's education. They indicated that parental involvement is very low in rural schools. Parents do not show interest in their children's education and most of them are seen as just being lazy. They try to communicate with them but most of them are never available when they are requested to come to school. Parents don't even help their kids with homework. Most learners come to school without doing their homework. There are few parents and grandparents are willing to help but the problem is that they are illiterate, they themselves do not understand the work given to their children. Some parents do wish to come to school when they are requested to do so but they are unemployed or have low paying jobs which makes affordability an issue in having to travel to the school. Some parents work long hours so they do not get time to come to school even if they wish to do so.

Participants pointed out that absenteeism and time management also leads to ineffective teaching and learning. Teachers and learners are frequently absent or arrive late or leave early most of the time. This hampers time management in the school leading to ineffective teaching and learning as there is little time to work and be able to produce effective teaching and learning. Participants stated that some teachers are at school but they do not go to class as much as they are supposed to, or they are frequently late for their classes. This interrupts teaching and learning leading to ineffective teaching and learning.

Findings showed that effective teaching and learning in mainstream primary schools is a major concern as teachers are faced with a problem of teaching learners with learning barriers in mainstream schools. These learners often struggle in the progress of learning in mainstream schools. The reason for this is because teachers are not trained and equipped to teach such learners

thus being unable to help and teach these learners leading to ineffective teaching and learning. Teachers try to help these learners by trying to get parents involved in transferring them to appropriate schools but they do not get co-operation from the parents. Some parents do not want to accept that their children have a problem of learning barriers. Participants also stated that even the DBE does not provide much help on this issue. Teachers are just told that they have to progress learners even if they are not capable to move to the next grade.

It was found that the school's infrastructure is also important as it has an impact on the effectiveness of teaching and learning in a school. Participants from school A both indicated that their school has a shack classroom which is not a conducive teaching and learning environment. The shack classroom is too hot when it is hot, it is too cold when it is cold and it is also too small and overcrowded. Participants from both schools indicated that their classrooms are overcrowded leading to ineffective teaching and learning as learners are taught in a classroom which is not comfortable. When a classroom is overcrowded it makes it hard for teachers to be able to move around the classroom and deal with learners individually as there is no space allowing teachers to be able to move around the classroom. The school's infrastructure has a significant role in the school being able to produce effective teaching and learning.

4.5.3. Ways teachers negotiate factors that impede effective teaching and learning

The third research question attempted to determine how teachers negotiate factors that impede effective teaching and learning in their schools. Participants responses identified that teachers have to strive to work hard in improving and producing effective teaching and learning in their schools, regardless of the challenges they are faced with. They indicated that teachers should take responsibility and to try by all means to make their teaching and learning effective regardless of the environment they are working under. School stakeholders should have a strong and good relationship with the teachers, working hand-in-hand with them to overcome challenges that their school is facing. If school stakeholders have a good relationship and work together, there is a possibility for them being able to overcome challenges the school is facing and be able to produce effective teaching and learning. It is important for teachers to work together as a team helping and motivating each other to overcome factors hindering the provision of effective teaching and learning in their school.

4.6 Conclusion

This chapter outlined the themes that were developed based on the responses of participants on the semi-structured interviews. It also focused on the discussion of the findings that were found through data collection and data analysis. The next chapter is the final chapter which will provide recommendations and conclude the study.

CHAPTER FIVE – RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

In the previous chapter I focused on the data analysis and discussion of findings. This chapter presents the recommendations on effective teaching and learning in poor rural schools. It also provides a conclusion to the study.

5.2. Recommendations

Based on the findings of the study, the following recommendations on effective teaching and learning in poor rural schools were made:

- Teachers should be always prepared and plan their lessons. Using a range of strategies when teaching to help accommodate all kinds of learners.
- Resources play a significant role in effective teaching and learning, they are important and critical in supporting effective teaching and learning especially in schools that are disadvantaged. Investing in resources and infrastructure can have a positive impact on helping disadvantaged learners obtain effective teaching and learning.
- Effective leadership styles should be used in schools to help promote effective teaching and learning. The schools' leadership should implement education quality. They should always follow up on teachers being constantly absent from school and those who lack time management.
- Team work should be encouraged in order for all stakeholders to work towards improving the schools' performance.
- Support should be provided to parents where they will be educated about how important it is for them to be involved in their children's education.
- The education system should provide a conducive teaching and learning environment considering rural schools' context and enhance the learning process.
- The DBE should provide poor primary schools with enough and adequate resources.
- The DBE should provide workshops for teachers to equip them to be able to teach learners with learning barriers and to encourage and motivate teachers.
- Education should be inclusive and ensure that all learners are supported to be able to achieve good learning outcomes.

- Policy makers should think of rural schools and the challenges they face when coming up with policies. They should also ensure that funding is equitably distributed to all schools.

5.3. Conclusion

This research study was conducted in two poor primary schools under the Department of Education in the uMgungundlovu District. I need state, at the outset, that the concerning issue which inspired me to embark upon this research, has, through this research study, motivated me to consider a much broader research project on the provision of equal education in South Africa. For the present purposes, this research study focused on teacher perceptions of effective teaching and learning in poor rural primary schools; my research findings confirm that teachers teaching in these schools are faced with a range of multi-faceted challenges that hinder effective teaching and learning. My conclusions are borne out by both the cited literature and interviews I subsequently conducted. These two schools, notwithstanding the obligatory constitutional imperative for the state to provide education, have fallen short of the task due to the challenges they are faced with. This research study concludes that the perspectives of all stakeholders; teachers, parents, learners and the DBE, work together in the provision of equal education for all South African learners.

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APPENDICES

APPENDIX: A Informed Consent Letter to Gatekeepers



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 3921063 / 033-3921051

Email: Phindile.duma@kzndoe.gov.za
Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli

Ref.:2/4/8/1705

Miss ZP Zuma
69 Geekie Road
MERRIVALE
3291


Dear Miss Zuma

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"AN INVESTIGATION OF TEACHERS' PERCEPTIONS OF EFFECTIVE TEACHING AND LEARNING IN POOR PRIMARY SCHOOLS IN THE UMGUNGUNDLOVU DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 19 March 2021 to 01 August 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMGUNGUNDLOVU DISTRICT


Dr. E. Nzama
Head of Department: Education
Date: 23 March 2021

GROWING KWAZULU-NATAL TOGETHER

APPENDIX B: Informed Consent Letter by Participants

The School of Education
College of Humanities,
University of KwaZulu-Natal,
Private Bag X01
Scottsville
Pietermaritzburg

Dear Principal

RE: Request for Permission

My name is Zanele Prisca Zuma, student number 213540111. I am studying for the Masters in Social Justice Education in the School of Education, at the University of KwaZulu-Natal, Pietermaritzburg campus, South Africa. The title of my research is, *An Investigation of Teachers' Perceptions of Effective Teaching and Learning in rural Primary Schools in the UMgungundlovu District.*

I intend to explore teachers' perceptions of effective teaching and learning in rural primary schools in the UMgungundlovu district. The study aims to explore teachers' perceptions of the factors that influence effective teaching and learning in their schools as well as the ways in which they negotiate the barriers to effective teaching and learning.

The data collection method will be face to face interviews with three teachers at your school as well as A focus group interview. All interviews will be conducted after school, at a place chosen by participants with which they are comfortable. Participants will not incur any expenses as the researcher will travel to meet them at the venues agreed on.

In conducting this research, I assure the following:

- The confidentiality of the school and participants is guaranteed as inputs will not be attributed to any person, but reported only as a population member opinion.
- Any information given by participants cannot be used against them or the school, and the data collected will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.

I have sought and received permission from the KwaZulu Natal Department of Education (KZN DoE). The letter of permission is attached for your information.

Please find my contact details.

Email: zanelezuma1314@gmail.com

Cell: 072 175 6570

My supervisor is Dr S. Sader. She is a lecturer at the School of Education, College of Humanities, Pietermaritzburg Campus, University of KwaZulu-Natal.

My supervisor's contact details are:

Email: SaderS@ukzn.ac.za

Phone number: 0729798477

You may also contact the Research Office at:

University of KwaZulu-Natal

Humanities and Social Sciences Research Ethics

Govan Mbeki Centre

Tel +27312604557

Email: HSSREC@ukzn.ac.za

Please do not hesitate to contact me or my supervisor should you have any queries.

Yours faithfully

Zanele Prisca Zuma (Researcher)

Principal Consent Form

I _____ (full name of principal), have read the letter which explains the purpose of this research, and the steps that will be taken to protect the teachers' identity as well as that of the school. I fully understand the terms under which this study will be conducted. I know that I can contact the research office if I have any questions, concerns or complaints.

I, the undersigned, agree to the grant permission for teachers in this school to participate in this research study.

.....

Principals' Name

.....

Principals' Signature

Date

APPENDIX C: Semi-Structured interview Schedule and Questions

SEMI-STRUCTURED INTERVIEW SCHEDULE

(Tick where applicable)

Section A: Biographical and Educational Information

1. Please indicate your age bracket

30-35 35-40 40-45 45-50 Above

2. Gender:

Male Female

3. Highest qualification _____

4. Years of teaching experience

5. Teaching Specialization/s _____

6. Learner enrolment

7. Grade/s taught: _____

8. Learning area being taught: _____

9. Overall school pass rate in 2020: _____

Section B: Interview Questions

1. Description of the School

1.1 How would you describe your school in relation to its geographic location and resource distribution?

1.2 What is the dominant socio-economic status of households in your school community?

2. Perceptions of Effective Teaching and Learning

What are teachers' perceptions of effective teaching and learning in poor rural primary schools?

2.1 What is your understanding of effective teaching and learning?

2.2 What is your understanding of ineffective teaching and learning?

2.3 What are your perceptions on what contributes to effective teaching and learning?

2.4 Who plays a significant role in the establishment of effective teaching and learning in schools? (Probe: the role of the teacher, learners, SMT, parents, the Department of Education)?

2.5 Describe the characteristics of an effective teacher.

3. Participants' experiences of effective teaching and learning

What are teachers' experiences of effective teaching and learning in poor rural primary schools?

3.1 How would you describe your experiences of teaching and learning in this school?

(Probes: Provide examples of effective as well as ineffective teaching and learning)

3.2 What factors influence the provision of effective teaching and learning in your school

3.3 What challenges or barriers (if any) do you experience in creating an effective teaching and learning environment for your learners?

4. How do teachers negotiate the factors that impede effective teaching and learning?

- 4.1 How have you addressed the challenges or barriers you have experienced in creating effective teaching and learning environments?
- 4.2 What support do you receive in promoting effective teaching and learning in this school?
(Probe: the role of the SMT, Departmental officials, parents, community and other stakeholders.)
- 4.3 What are your views on what support is required to promote effective teaching and learning in your school?
- 4.4 What, in your view can be done to promote effective teaching and learning at your school?
- 4.5 Is there anything else you would like to say about effective teaching and learning, or how it plays out in your school, or your experiences concerning effective teaching and learning?

APPENDIX D: Ethical Clearance



06 October 2021

Zanele Prisca Zuma (213540111)
School Of Education
Pietermaritzburg Campus

Dear ZP Zuma,

Protocol reference number: HSSREC/00003356/2021
Project title: An Investigation of Teachers' Perceptions of Effective Teaching and Learning in Poor Primary Schools in the UMgungundlovu District
Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 17 September 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 06 October 2022.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hialele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee
Postal Address: Private Bag 354001, Durban, 4000, South Africa
Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>
Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

APPENDIX E: Editing

12 March 2023

To whom it may concern

Editing of dissertation for Zanele Prisca Zuma

I have a Master’s Degree in Education Management from UKZN. I hereby confirm that I have edited the dissertation titled Teachers’ perceptions of effective teaching and learning in poor primary schools in the uMgungundlovu district.

Corrections were made in respect of grammar, tenses, spelling and language usage using track changes in MS Word 2016. Once corrections have been attended to the dissertation the dissertation should be correct.

Yours Sincerely



.....

Mahomed Yusuf Sader

Please note:

Should the student not attend to the suggested changes by the editor and made additions to the dissertation after editing has been completed (before submission to Turnitin), the editor cannot guarantee the language, grammar and tenses are correct.

APPENDIX F: Turnitin Certificate score

