UNIVERSITY OF VENDA

SCHOOL OF EDUCATION

AN INVESTIGATION INTO APPROPRIATE WAYS OF IMPLEMENTING INSTITUTIONAL DEVELOPMENT (WHOLE SCHOOL DEVELOPMENT)

RESEARCH SPONSORED BY DANIDA

AND

MANAGED BY THE JOINT EDUCATION TRUST
IN RESPECT OF

PEI RESEARCH PROJECT

RESEARCHERS

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JANUARY 1999

ACKNOWLEDGEMENTS

This investigation would not have been possible without the support and encouragement of many people, to whom thanks are due.

Thanks are due to DANIDA and the Joint Education Trust (JET) whose financial award made this work possible.

Special acknowledgement is due to all scholars whose works we have consulted. To all students, teachers, principals and community members who participated in the study, we are indebted for their contribution. Their seriousness and patience in filling in questionnaires, and in the long interviews and discussions is appreciated.

Also, we are extremely grateful to Ms B. Mudau and Mrs C. Mutele without whose effeciency and dedication in typing the research instruments and this report, the project would never have been completed.

Finally, but not least, we owe special appreciation and thanks to our families and friends for their tremendous support during the study.

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CHAPTER ONE

BACKGROUND TO THE STUDY

INTRODUCTION

The Education System in South Africa is currently undergoing profound and far reaching changes which challenge the traditional role of its institutions. The end of apartheid has ushered in a new era for rehabilitation and reconstruction of educational institutions, opening up new horizons in the functioning and development of these institutions. In particular, the new teaching-learning system (Outcome Based Education) translated into Curriculum 2005; the implications of NQF; the emphasis on Adult Basic Education and Training (ABET); technological developments in the classroom; and the overall speed of development in the education sector as experienced since independence lead to a logical conclusion that there is bound to be a drastic shift from the traditional to the new ways of developing and maintaining schools in the future South Africa. Participation in this new system will present schools with new and distinctive challenges and opportunities (Jacobs 1997). This will necessitate innovations in almost all school development sectors such as structures, organisation and governance; programme development and delivery systems; monitoring, assessment and evaluation strategies; communication and information delivery systems; human resource development systems; budgeting and financial management systems; physicial growth and infrastractural development systems; and so on. All this will be necessary in order to support the new role of schools.

In this investigation a frame of reference of the concept of whole school development is necessary. In its broadest sense whole school development implies the application of rational, systematic analysis to the process of educational delivery, with the aim of making all educational programmes and supporting activities and resources in the school more effective and efficient in responding to the needs and

goals of students and society.

Given the different local contexts and circumstances in which different schools operate, it is logical to expect that strategies for implementing whole school development should be sufficiently flexible and adaptable to fit various school situations that might differ widely in levels of development and performance (Bayona 1995). It is, therefore, not healthy to conceive whole school development as a process with rigidly prescribed strategies that can be implemented uniformly across all school situations.

Similarly, the concept of whole school development should not be conceived of as being exclusively concerned with the quantitative expansion of schools - such as increase in number of buildings, teachers, students, books, equipment, etc. - making things bigger but not different (Coombs 1970, Bayona 1978, 1995). Strategies for whole school development should be able to help the school to attain larger and better results within limits of available resources.

A framework for appropriate ways of implementing whole school development should, at least, include the following:

1. Strategies should be categorised to provide for:
   (a) short-term development possibilities
   (b) middle-term development possibilities
   (c) long-term development possibilities

2. Strategies should be comprehensive - embracing the whole school system in a single vision to ensure the harmonious evolution of its various parts.

3. Strategies should be integrated with plans of the entire education system and with those of the broader social and economic development.

4. Strategies should be closely tied to the process of curriculum decision-making, development, implementation and evaluation - both within and outside the school.

5. Strategies should be concerned with qualitative aspects of educational development, not merely with quantitative expansion.

6. Strategies should be action-oriented or problem-solving in nature: such as defining specific concepts and methodologies; training of personnel; adaptation of specific organisational and administrative arrangements; etc.

7. Strategies should be flexible enough to be modified and adjusted for application in different school contexts across the nation.

STATEMENT OF THE PROBLEM

Although the idea of whole school development is an important one, there are numerous issues and problems which inhibit the development and efficiency of educational institutions world-wide (Ball 1987; Blase 1989; Youngman 1991; Bayona 1995). Most of these problems are connected to poor methods of planning, poor staff development programmes, poor and undemocratic school management, lack of facilities, contradictions and conflicts between policy development and policy implementation strategies, poverty, etc.

In the case of South Africa, these and other institutional development issues have created a wide gap between what the country intends to achieve in terms of quantity and quality through its education policy and Curriculum 2005, and what is actually being done in schools to achieve it. This gap is especially visible in schools within highly disadvantaged communities and regions. It is the nature and reasons for this gap that was the focus of investigation in this study, in order to establish appropriate ways of implementing institutional development (whole school development). The

issue of curriculum and its supporting infrastructure within the school was assumed to be the core for whole school development, and was given special attention.

OBJECTIVES OF THE STUDY

Specifically, the study attempted to achieve the following objectives:

1. Examining policy and trends towards institutional development.
2. Examing scholarly views about whole school development.
3. Examining the nature and extent of existing institutional development models in the Northern Province.
4. Investigating the culture of teaching and learning and the existing models/ styles of institutional governance in support of the said culture and whole school development in both functional and dysfunctional high schools within Thohoyandou.
5. Advancing recommendations which might be considered by schools, government and the general society in enhancing whole school development - with specific reference to the culture of teaching and learning, and school governance.

RESEARCH ISSUES /QUESTIONS

In a study of this magnitude, it should be expected that so many questions and issues would be addressed in order to achieve the above objectives. There were questions relating to policy issues, organisational and management issues, the curriculum, and so on. All these were addressed under the two major concerns of the study, namely, the Culture of Teaching and Learning, and Institutional Governance. The following are examples of questions and issues which the researchers focused on with regard to the two major areas of concern:

THE CULTURE OF TEACHING AND LEARNING:

To what extent do high schools in Thohoyandou demonstrate the'Culture of Teaching and Learning in view of the following and other related factors?

(a) Availability of school curriculum policy/guidelines.

(b) Structures, systems and regulations in place for time-tabling; times for starting and ending classes and school; school assemblies; discipline and punishments; etc.

(c) Formalities and strategies for evaluation of students: continuous assessments; projects; tests; examinations; etc.

(d) Availability of curriculum documents and materials and procedures for acquiring them.

(e) Administrative arrangements for curriculum decision-making : review; innovations; design; etc.

(f) The system in place for student motivation, creativity, discovery, etc.

(g) Availability and use of school and public libraries by teachers and learners.

(h) The monitoring of homework and assignments; and remedial teaching systems in place; the reporting of student progress to students and parents.

(i) Formalities in place for supervision of instruction by principals; education officials; peers; etc.

(j) The system in place for staff development.

(k) Professional conduct of teachers; attitude towards work; ethics; discipline; etc.

(l) Constraints to the culture of teaching and learning e.g. alcohol and drug abuse; truancy; pregnancies; poverty; boycotts; etc.

INSTITUTIONAL GOVERNANCE:

What are the existing models/styles of school governance in functional and dysfunctional high schools in Thohoyandou, and what are the implications of these

styles for whole school development?

(a) Qualifications and experiences of principals, deputy principals, heads of departments.
(b) Administrative and organisational structures in place.
(c) Various committees - their functions and relationships.
(d) Delegation of authority and responsibilities.
(e) Student government structures : how they are established and their role.
(f) Teacher - parent associations - their role, impact and constraints.
(g) Centre - periphery influences upon schools.
(h) System in place for budgeting, finance and resource management.
(i) System in place for resolving conflicts.

(g) Major constraints to school governance in respective schools.

SIGNIFICANCE OF THE STUDY

At least there are two major ways in which this study may contribute to knowledge and the practices of teaching and learning, and school governance. Firstly, the theoretical base of this study, derived from a review of literature contributes to knowledge by establishing common conceptions and principles and circumscribing the extent to which whole school development is considered desirable and feasible.

Secondly, the principles and strategies recommended by this study should be applied or at least set the stage for involving relevant stakeholders into appropriate strategies towards whole school development, with specific reference to the culture of teaching and learning and school governance.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

It is acknowledged at the outset that the notion of whole school development is new in Africa, and that it may be contentious. A point of view, well represented in the literature, is the comprehensive nature of whole school development, comprising of numerous intereacting factors - quantifiable and non-quantifiable ones.

In the South African context, for example, there is a wide gap between highly advantaged and highly disadvantaged schools and communities and the operational circumstances obtaining in these two categories is clear that for many schools whole school development requires knowledge, expertise, resources and the motivation beyond that which such schools have and are likely to acquire in the near future.

When views such as those presented above are related to specific cultural, political and socio-economic contexts, the true complexity of whole school development emerges.

This chapter focuses on two major areas : Contextual Background and Whole School Development in Context. Essentially, the Contextual Background serves to highlight the conditions obtaining in the Northern Province and the development gap that exists within and between the province and others in the country. The implication of this for the area of study is germane. The poor and disadvantaged conditions of Northern Province require urgent attention by educational authorities in order to promote whole school development in the province.

CONTEXTUAL BACKGROUND

The area of study, Thohoyandou, is situated in the northern part of the Northern Province, in South Africa. It covers an area of 123910 km 2, representing 10% of the total area of South Africa (Orken 1998 : 1).

POPULATION:

According to the CSS 1995, the population of Northern Province is estimated to represent 13% of the total population of the country; and the province is regarded as the fourth most populated province after Kwazulu-Natal (21 %), Gauteng (17%) and Eastern Cape (16%). The majority of the population are blacks (95%), followed by whites (3%), coloured (2%) and Indians (0.1%). The average density is 44 people per km2, which is higher than that of the whole nation (34 people per km2). It should be noted that Northern Province is one of the least urbanized provinces in South Africa. Only 11 % of its total population live in town, and these are mostly whites, Coloureds and Indians (Orken 1998:7).

LANGUAGE:

The languages mostly common among the blacks are Sepedi (Northern sotho) which covers 57% of the population, followed by Xitsonga (23%) and Tshivenda (12%). Each of these languages has more than five dialects.

EDUCATION

Compared to other provinces, Northern Province fares poorly as regards access to educational opportunities. Not only is access to educational opportunities lower in this province than the country as a whole, it also varies by race. "Whites are more privileged, followed by Coloureds, Indians and lastly Blacks" (Orken 1998:14).

Educational attainment in Northern Province is also below the national level, especially with regard to the black population. Furthermore, educational attainment varies by gender. Females trail men in educational attainment, and this is much

more pronounced amongst the blacks.

EMPLOYMENT:

With regard to employment the Northern Province had only 38% of the people aged 15 years and above, who were economically active in 1995. Unemployment rate is highest amongst black females (55%) and males (33%), compared to white females (%) and white males (1%).

The literature indicates that the type of employment varies by race and gender in the Northern Province. Most black males and females are absorbed in elementary occupations such as cleaning, garbage collection and agricultural labour. Few are operators, assemblers and semi-professionals. Unlike blacks, whites tend to be in occupations requiring craft workers, technicians, managers, clerks and secretaries (Orken 1998:29-31).

DWELLINGS

Majority of households (83%) are in non-urban areas. Most households live in formal brick structures - houses, flats or backyard rooms. More than a quarter (28%) live in traditional dwellings, 3% in shacks and 6% in hostels (Orken 1998:43).

ACCESS TO FACILITIES AND SERVICES.

Facilities and services such as electricity, water, sanitation, health-care, telephones, safety and security, etc. are unevenly distributed by race in the province. Only 31 %, a third of the black households use electricity as their source of lighting, compared to 100% of white households. More than a third (40%) of non-urban black households use candles for lighting and 34% use paraffin. Very few non-urban blacks in the province use electricity for cooking. Almost 80% of them use wood and 12% use paraffin. Most wood is obtained from the veld and indigeneous forests - and it is insufficient, necessitating people to travel long distances to reach the source.

As for water, almost all white households (93%) use running tap water for drinking

purposes inside their houses, whereas only one s sixth of blacks have such facilities. Most non-urban blacks travel at least a kilometre to collect water from the source river, stream, dam, well and boreholes.

A similar situation exists with other services such as telephones, health-care, transport and so on. In general the rural population in the Northern Province is very disadvantaged compared to the population in urban settings.

WHOLE SCHOOL DEVELOPMENT IN CONTEXT.

As already expressed in chapter one, whole school development is a broad and comprehensive phenomenon. It is both quantitative and qualitative in nature, being influenced by factors such as number and quality of school buildings; number and quality of teachers; number and quality of learners; number and quality of books; govemance approaches; type of school curriculum; attitudes and involvement of parents and the community in general; financing; and several other factors. In its broadest sense whole school development implies the application of rational, systematic analysis to the process of educational delivery, with the intention of making all educational programmes and supporting activities and resources in the school ever effective and efficient in response to the needs and goals of students and society.

At a practical level, whole school development refers to a range of interventions in schools which are based on the principle that schools are social organizations which need sustained efforts in order to change and improve; and that such change must of necessity encompass a range of activities which address the school as a whole, rather than as a set of discrete parts (PEI: 1997:1). By implication all planned sub-processes and entities in the school are crucial to whole school development - not a single one of these should claim dominance over others, because they all need each other in order to bring about efficiency and effectiveness in the school system. Likewise, not a single school may claim to be wholy developed if some of its

components, however few they may be, are still below standard. For example judging a school's effectiveness through its matric results and disregarding other factors such as the quality and attitude of its teachers, its budget, and other resources can be misleading (P.E.I, 1997:13). Whole school development should be judged in terms of the combination of and relationship between different factors which contribute to school improvements in both quality and quantity (P.E.I: 1997:12).

Given the limited scope of this study, only a few factors which are considered to be among the crucial ingredients of whole school development are highlighted below for reference purposes:

WHOLE SCHOOL DEVELOPMENT AND CURRICULUM DECISION-MAKING AND DEVELOPMENT.

Several arguments appear in the literature in support of teachers' higher involvement ¡n curriculum decision-making and development. It seems unreasonable to think of whole school development in the absence of a high involvement by teachers in curriculum decision-making and development in the first place. Teachers' position and practice at the 'grassroots' level naturally require that they evaluate and adjust curricula with respect to immediate school and classroom situations. Evidence from the literature indicates that this rather crucial role of teachers in whole school development still has not been well conceptualised in most parts of Africa, including South Africa (Bayona, 1995). Bayona (1995) argues that if the purposes of the school curriculum are to be realised in view of whole school development, teachers must be placed in a position where they can implement it with maximum commitment and confidence. This necessitates that teachers understand the curriculum design, as well as acquiring a sense of ownership of the curriculum which

comes prior to involvement. Therefore, the "top-down style" of curriculum decision-making and development as practiced in most of Africa is in part a constraint to whole school development.

Studies on South Africa's curriculum policy-making indicate that there is disjuncture between curriculum policy formulation and implementation and that this is a serious constraint to whole school development. It oppresses possibilities for full teacher participation in curriculum decision-making and development - by only engaging teachers in the process of curriculum development at the implementation of blue prints developed by experts.

In developing the necessary curriculum expertise among teachers for whole school development there is a requirement for a permanent and deliberately designed 'on-the'job' (locally based / school based) curriculum decision-making and development programme. It is posited this should be one of the major strategies for whole-school development. (Bayona 1995).

WHOLE SCHOOL DEVELOPMENT AND TEACHER DEVELOPMENT.

To become actively involved in promoting whole school development, one needs not only the initial teacher training qualifications, but also knowledge skills and experience in various areas of school development. Teaching is a field of endeavour for experts, and it requires teachers to be exposed to a program of in-service training on a massive scale and as an on-going or life-time professional development activity (Bayona 1995, Skilbeck 1975, Morgan 1978). According to Fullan (1992), INSET and professional development as support mechanisms for teachers are two indicators of successful whole school development. Areas of staff development are numerous, including for example, improved teaching and classroom management methods and strategies; school leadership; community involvment; curriculum development; and so on. This study supports the view that there can be no school development without teacher development, a view also held by several scholars such as Skilbeck (1984), Stenhouse (1975), Elliot (1988), Joyce (1986) and Bayona (1995).

WHOLE SCHOOL DEVELOPMENT AND RESOURCE BUILDING.

Evidence is abundant in the literature that successful whole school development is

synonymous with adequate availability and utilisation of resources. Schools need an adequate resources support base in order to carry out their teaching and learning activities both inside and outside classrooms. Schools which are in short of supply of classrooms, staffrooms, laboratories, library facilities, toilets, play grounds, and so on can hardly achieve and maintain a sustainable level of maximum efficiency (Bayona and Vangua 1995).

In South Africa, Ndlovu (1997) contends that the problem facing the Government of National Unity is that there are so many educational needs and programmes on demand than the State can afford to supply resources for. While there have been major developments at the level of policy on curriculum and governance, the required resources have generally not been available to address the phenomenal backlog in basic infrastructure. He continues to argue that while teachers and schools are expected to change discipline strategies, management styles, teaching methodologies and assessment techniques, there has not been positive change in their work conditions. This is certainly the case for most schools in the Northern Province.

The issue of resources also involves the staffing policy. Extensive redeployment and early retirement of teachers, for example, creates job insecurity and becomes a great concern for teachers. Ndlovu (1997) translates this as a situation of increased levels of stress for teachers and school management on the ground, which obviously impinges on their levels of effectiveness and efficiency - in turn, negatively affecting the culture of teaching and learning and school development as a whole.

WHOLE SCHOOL DEVELOPMENT AND SCHOOL MANAGEMENT AND GOVERNANCE.

It is a fact that educational management and school governance in South Africa is undergoing a radical change. Schools are increasingly assuming more responsibilities in the running of their day - to - day activities than before. Tasks which were formerly undertaken from the centre by officials such as school

inspectors are now being decentralized, to be performed by principals, heads of departments and senior teachers. Glatter's assertion (1989) is gradually becoming realized in schools - that management of schools should be concerned with internal as well as external operations which influence educational activities in such schools and that the key players are principals, teachers, and the local community. This implies implementing quality programmes, establishing work teams, eliminating waste, incorporating new technology, organizing human resources, planning organizing learning materials, etc. (Whitaker and Moses, 1994; Tribus, 1994).

While this is a positive step towards whole school development, there is evidence in the literature indicating that there can be tension between policy at macro-level and the management of schools at micro-level. This tension may increase stress at the grassroots causing delays and setbacks in school development. For- example, when educational policies are exclusively derived at national level they are likely to meet with problems at school level. Negative attitudes by teachers, disadvantaged backgrounds of students and parents, poor school infrustracture, and so on may counteract with the good intentions of policies made at national level (Bayona 1978, 1995; Paterson and Fataar 1997).

The government has a duty to involve the grassroots for decision-making, and to allow for flexibility in policy-making in order to enable different role-players in different situations to apply such policies in line with their local contexts.

Innovations for bringing about centre-periphery participatory decision-making; programs for improving material conditions of all schools; training of school managers; equity in funding and manpower supply between all schools; programs for effective community involvement in education; are but a few prerequisites for effective school management and whole school development.

CONCLUSION.

This chapter circumscribed key features about the Northern Province and Whole School Development as a necessary precursor to this study. Some basic observations and conclusions are made. The majority of schools in the Northern Province are poor and disadvantaged; and they recruit their students mostly from poor and disadvantaged rural households. It is, therefore, a logical assumption that majority of the schools in the area of study would be categorized as dysfunctional.

The notion of Whole School Development is new in South Africa and not much has been written about it. However, whole - school development would seem to be located on a continuum with two extremes. A few schools might be located at the most and least developed extreme ends respectively, while many will be located at different points in between the two extremes. Chapter two helps to demonstrate the fact that different schools will develop at different paces depending on dictating circumstances. Surely, poor schools in the area of study would progress very slowly compared to highly advantaged schools.

The comprehensive nature of the notion of whole school development also makes it very difficult to judge or assess the level of whole school development attained by a given school. A researcher needs to be careful in attempting to judge or label any school in terms of whole school development. It is possible to find that while teachers and students in a given school might be committed and hard working, the conditions within and around their school may be negative beyond their control. It will be interesting to note in chapter four the extent to which schools' efforts and initiatives towards whole school improvement are constrained by factors within and beyond the schools' control.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

Fieldwork for this study was carried out within a period of approximately five months - July to November 1998. A series of steps were taken, and included identification of the population and sample, designing and trial - out of instruments, administering of instruments and analysis of data. This chapter describes the procedures that were used in order to investigate appropriate ways of implementing institutional development (whole school development) in Thohoyandou high schools and similar contexts.

SAMPLING

The sample for this study was drawn from the population of high school students (std 10), teachers, principals, as well as community members within and around Thohoyandou. Only ten high schools participated in the study. These were divided i

nto two categories, namely Functional and Dysfunctional schools. This categorization was considered necessary in order for researchers to compare and establish how and why the two categories of high schools in the area of study vary in their culture of teaching and learning and management styles.

The schools, students and teachers were selected randomly by use of random tables and attendance registers. Community members were mostly selected on the basis of the leadership roles they held in the area of study - such as parents on School Governing Boards, Circuit and Area Education Managers, officials in industry and commerce, traditional and religious leaders. All principals of the ten participating schools took part in the study.

Altogether, there were 180 respondents representing the four target groups in the following proportions:

(a) 50 students
(b) 100 teachers
(c) 10 principals
(d) 20 community members

INSTRUMENTATION

Data collection was carried out by means of specifically designed instruments:

(a) (a) Questionnaire for Students.
(b) Questionnaire for Teachers.
(c) Interview Schedule for Principals.
(d) Interview Schedule for Community Members.
(e) Observation Schedule (see Appendices A - E).

Three steps were followed in designing the instruments. First, provisional (draft) instruments were produced by the two research collaborators together. These were then tabled before a team of all four researchers, and also two coopted School of Education specialists (lecturers) in Educational Research Methods. Finally, the instruments were refined and approved by the same group after obtaining the results of the trial-out.

The trial-out was conducted within and around Thohoyandou communities. Altogether, sixty (60) neutral respondents, one third of the planned sample, participated in the trial-out. During this trial-out it became apparent that some teachers were reluctant to be involved in this study because they were already participating in two other research projects; and were also a bit suspicious of the outcomes of the study associating it with retrenchment. Therefore, it became

necessary to visit all target schools in order to give them a brief explanation of the objectives of this study.

In addition to some resistance by teachers, two significant constraints were experienced during the trial-out. First, majority of the students could not be trusted to fill in questionnaires without supervision. Some of them misplaced the questionnaires and the majority needed guidance and supervision in terms of language. As a result a conference approach was adopted whereby students filled in questionnaires in groups in the presence of researchers.

Similarly, some parents and community leaders were unwilling to be interviewed in English even though they could speak the language. It became necessary to translate the interview schedule for community leaders into Tshivenda - and use both English and Tshivenda whenever necessary. This measure worked out well.

Lastly, during the trial-out, it became obvious that some schools' records were poorly kept and required more time for principals to retrieve. Also, most principals were too busy to engage in interviews without interruptions during school hours. Therefore, the researchers resorted to reducing items on the questionnaires (but without affecting the quality of data) and also interviewing principals after working hours.

DATA COLLECTION PROCEDURE.

The Regional Education office at Thohoyandou was approached for permission to undertake the study in the ten schools. When permission was granted, principals were contacted in writing by the Regional Education Office, introducing to them the study and the researchers. It was also necessary at that time to negotiate a tentative schedule with each school indicating when the researchers would most likely visit. A similar arrangement was made with community members. Due to these pre-arrangements, data collection was achieved smoothly.

The researchers physically visited respondents in their schools, work places and, in some cases, at home to distribute and collect questionnaires; to conduct interviews and observations. All respondents were assured of confidentiality and were not requested to give their names.

During the trial-out of instruments it was established that teachers were in a position to concentrate and provide detailed useful data on the questionnaires without any supervision. Therefore, they were left free to fill in the questionnaires but were given only five working days to complete the task.

On the other hand, students could not concentrate on the questionnaires when left on their own. It was necessary to supervise them in groups as they filled in the questionnaires quietly and individually. For this reason, it became necessary for researchers to allow as much time as possible, so that students could complete questionnaires without pressure.

With regard to school observations, the non-participant observation approach was used. Each school was observed by each member of the research team at least two times, and on different days.

In summary, all interviews and the projected observations were successfully completed; and all questionnaires were filled in correctly. The distribution of actual respondents and observations by schools and target groups is presented below:

Table 1 : Distribution of Respondents and Observations by Schools and Target Groups.

SCHOOLS	PRINCIPALS	TEACHERS	STUDENTS	NO. OF OBSERVATIONS
Functional				
1.	01	10	05	12
2.	01	10	05	10
3.	01	10	05	10
4.	01	10	05	15
5.	01	10	05	10
Dysfunctional				
1.	01	10	05	12
2.	01	10	05	12
3.	01	10	05	10
4.	01	10	05	11
5.	01	10	05	10

DATA ANALYSIS

The collected data was subjected to detailed analysis, integrating both the qualitative and quantitative aspects of the study. A critique of the policies and programmes on whole school development were, throughout the analysis, compared with school observations together with responses solicited from respondents. This approach enabled researchers to make interpretations, conclusions and recommendations which were supported by data across board.

As much as possible structured responses are presented on a two or four point scale, and summarized in terms of frequency distributions (count) and percentages; and followed by discussion (Chapter 4).

Open-ended responses included a summary of various opinions given by respondents. These reflect reasons, weaknesses, strengths, problems, recommendations and other issues. The analysis approach of this data was mostly descriptive. However, the researchers found it necessary to be as comprehensive as possible in summary and description - since much of this data was considered as possible indicators of the factors which need to be carefully thought about in formulating and implementing strategies for improving whole school development in relation to the culture of teaching and learning and school governance.

During the data collection process researchers met and exchanged ideas (on the subject of this study) with several people other than those participating in the study. Several interesting points were raised by these people and with a significant level of consistency. During the data analysis some reference was made of these notes and compared with official data whenever necessary.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

The primary purpose of this chapter is to discuss the data collected from one hundred and eighty respondents. The data is reported in four sections : Section One presents the Analysis of Personal Background responses of all respondents; Sections Two and Three deal with responses about the Culture of Teaching and Learning in Thohoyandou High Schools and the Administration and Governance of such schools respectively. Lastly Section Four presents the Analysis of School Observations made by the researchers.

SECTION ONE

RESPONDENTS' PERSONAL BACKGROUND

This section presents personal background data of one hundred and eighty respondents under four target groups : Principals, Teachers, Students and Community Members.

SCHOOL PRINCIPALS

All principals participating in this study were requested to reveal information about their ages, gender, highest academic qualifications and working experience. Their responses are summarised in Table 2.

Table 2 : Principals' Personal Background Data.

I T E M S	RESPONSES (%)	
	Functional Schools %	Dysfunctional Schools %
Gender		
Males	100	100
Females	-	-
Age groups in years		
25 - 30		
31 - 35	-	05
36 - 40	60	40
41 - 45	-	10
46 - 50	05	10
51 - 55	-	05
above 55	35	30

Highers Academic qualifications		
BA(Ed)	20	37
Bsc(Ed)	05	03
BA(UED)	40	50
BEd	35	10
MEd	-	-
MEc(Ed)	-	-
PhD/DEd)	-	-
Teaching Experience before Principal		
Less than 5 years	60	60
5 - 10 years	-	40
11 - 15 years	40	-
16 - 20 years	-	-
21 - 25 years	-	-
above 25 years	-	-
Experience as Principal		
Less than 5 years	-	20
5 - 10 years	20	20
11 - 15 years	20	20
16 - 20 years	20	-
21 - 25 years	-	-
above 25 years	40	40
Experience as Principal in the current school		
Less than 5 years	20	10
5 - 10 years	40	20
11 - 15 years	-	05
16 - 20 years	20	10
21 - 25 years	-	15
above 25 years	20	40

No. of Principals : Functional Schools 10

Dysfunctional Schools 10

The above table serves to highlight that the sample for principals was comprehensively selected, involving as many sub-groups of the sample as possible. Therefore, researchers were satisfied that this sample was a fair representation of the population of School Principals in Thohoyandou Area.

However, some observations are made from the above results. First, all principals in the study were males. Since principals were randomly selected, these results indicate that majority of high school principals in the Thohoyandou inspection area are men.

Second, almost all principals (90%) hold Social Sciences and Humanities qualifications. Hardly any of the principals are natural scientists. Similarly the majority of them record honours degrees as their highest academic qualifications. It would appear that most principals of Thohoyandou High Schools have not had the opportunity to undertake postgraduate studies in Education or in their specific teaching subjects. It was also evident that most of them had not attended any course on either Educational Management and Administration or Curriculum Planning and Development. This point is discussed in detail later in this chapter.

Another notable feature is that more than half of the principals in this study (60%) were appointed as principals in their early stages of their teaching career (less than five years of teaching experience). Yet, nearly half of them (40%) have managed to retain the position for many years. They have accumulated over twenty-five years of experience as principals - some of them in the same schools.

TEACHERS

Teachers were also requested to indicate their personal data in terms of sex, age, highest academic qualifications and teaching experience. Table 3 presents their responses.

Table 3 : Teachers' Personal Background Data

ITEMS	RESPONSES	
	Functional Schools %	Dysfunctional Schools %
Males	60	80
Females	40	20
18 - 28 years	14	10
29 - 39 years	50	50
40 - 50 years	16	24
51 + years	20	16
Std 10	-	44
BA(Ed)	22	02
BSc(Ed)	10	10
BA(UED)	20	10
BA(Hons)	06	30
BEd	32	04
MEd	-	-
MSc(Ed)	10	-
MSc	-	-
PhD/DEd	-	-
Teaching experience		
Less than 5 years	10	02
5 - 10 years	40	70
11 - 15 years	10	20
16 - 20 years	20	04
21 - 25 years	10	02
26 + years	10	02

Number of Teachers

-Functional Schools 50

-Dysfunctional Schools 50

As in the case of principals, the results in Table 3 demonstrate that the sample for teachers involved the interests of many sub-groups as possible.

A comparison of academic qualifications reveals a sharp distinction between teachers in functional and dysfunctional schools. Nearly half of the teachers in functional schools have postgraduate degrees (BEd and MEd) while the same number of teachers in dysfunctional schools recorded standard ten as their highest academic qualifications. A similar distinction is noted with regard to years of teaching experience. While 50% of teachers in functional schools have taught for over sixteen years, 72% of teachers in dysfunctional schools recorded lower levels of teaching experience (between five and ten years).

Moreover, it appears that most dysfunctional schools attract more teachers with

college diplomas than graduates. The opposite seems to be the case in functional schools. Alternatively, it could be argued that teachers in functional schools are more involved in graduate and post-graduate studies than their counterparts in dysfunctional schools.

STUDENTS

Table 4 : Students' Personal Background variables.

I T E M	RESPONSES			
	FUNCTIONAL SCHOOLS		DYSFUNCTIONAL SCHOOLS	
	COUNT	%	COUNT	%
Gender				
Males	10	40	12	48
Females	15	60	13	52
Age Group in years				
16 - 20	20	80	20	80
21 - 25	05	20	05	20
26 and above	00	00	00	00
Location				
Urban	01	04	00	00
Rural	19	76	16	64
Rural-Urban fringe	05	20	09	36
Distance to School				
0 - 1km	10	40	08	32
2 - 3km	10	40	16	64
4km and above	05	20	01	04
Transport to School				
Foot	12	48	22	88
Bus	02	08	00	00
Taxi	09	36	03	12
Car	02	08	00	00
Other	00	00	00	00
Mother's Qualification				
Never Schooled	07	28	06	24
Lower Primary	07	28	09	36
Higher Primary	03	12	04	16
Junior Secondary	01	04	02	08
Standard 10	02	08	02	08
College Diploma	03	12	00	00
University Degree	02	08	00	00

Father's Qualification				
Never Schooled	05	20	06	24
Lower Primary	03	12	03	12
Higher Primary	02	08	02	08
Junior Secondary	05	20	05	20
Standard 10	01	04	01	04
College Diploma	03	12	00	00
University Degree	03	12	04	16
Guardian				
Never Schooled				
Lower Primary				
Higher Primary				
Junior Secondary	01	04		
Standard 10				
College Diploma				
University Degree	01	04		

Total no. of students = 50

The above results indicate that almost all students live with both of their parents, reside in rural and rural-urban fringe settings, and walk a tiring distance (1 Kilometre and more) to and from school. Given the high temperatures experienced in the region of study and taking into consideration 88% of students in dysfunctional schools as well as 48% in functional schools who travel on foot to and from school, most children would arrive at schools and home tired, and most of their study time would be lost on the way. It is therefore fair to postulate that such students would not concentrate to the expected level of achievement in their school work and examinations due to tiredness and fatigue.

The results also reveal that the majority of students indicated that their parents had low educational qualifications (lower and higher primary education) and that majority of the mothers never went to school. This situation implies that majority of Standard 10 students in the area of study would be more academically qualified than their

parents. It is therefore likely that most parents in the area of study are in a position where they cannot successfully help their children with school work. This claim is later supported by students in Table 11.

COMMUNITY MEMBERS

Table 5 : Personal Background Variables of Community Members.

ITEMS	RESPONSES	
	COUNT	%
Gender		
Males	10	50
Females	10	50
Age groups in years		
20-25	01	05
26-30	01	05
31-35	03	15
36-40	01	05
41-50	10	50
51-55	02	10
above 55	02	10
Highest Academic Qualification		
- Never went to school	09	45
- Lower Primary		
- Higher Primary	01	05
- Junior Secondary	01	05
- Standard 10	01	05
- College Certificate		
- College Diploma	03	15
- University Degree	05	25
Home Location		
- Rural Area	10	50
- Rural - Urban Fringe	10	50

Community Target Groups		
- Parents (with children in Thohoyandou High Schools)	05	25
- Parents (serving on School Governing Bodies)	03	15
- Educational officials	05	25
- Business and Industry	04	20
- Miscellaneous (chief, church leader, politician, etc.)	05	25

As in previous groups, responses by Community Members prove that the sample represented fully the interests of most sub-groups in this category : equal numbers of males and females, rural and urban-fringe dwellers; and a cross sectional representation from the young adults to the elderly; from low to high academic qualification holders; and lastly, community members from various career orientations. Researchers were convinced that the opinions given by these participants reflected the interests of the wider community in the Thohoyandou Inspection Area.

SECTION TWO

THE CULTURE OF TEACHING AND LEARNING IN THOHOYANDOU HIGH SCHOOLS

This section presents the analysis and discussion of responses solicited from respondents on the level of the culture of teaching and learning in high schools. Responses are mostly summarized in this section in terms of frequency distributions and percentages.

EDUCATORS'RESPONSES

I NVOLVEMENT IN CURRICULUM DEVELOPMENT

Educators were required to respond to items related to their involvement in curriculum development. Their responses are presented in Table 6.

Table 6 : Educators' Involvement in Curriculum Development.

ITEMS	FUNCTIONAL SCHOOLS				DYSFUNCTIONAL SCHOOLS			
	TEACHERS		PRINCIPALS		TEACHERS		PRINCIPALS	
	YES %	NO %	YES %	NO %	YES %	NO %	YES %	NO %
1. TRAINING IN CURRICULUM DEVELOPMENT								
(a) During Pre-service	01	99	00	100	00	100	00	100
(b) During In-service	05	95	03	97	03	97	03	97
2. EXPERIENCE IN CURRICULUM DEVELOPMENT								
(a) Subject Panel Member	00	100	00	100	00	100	00	100
(b) Syllabi writing / review	05	95	00	100	06	94	00	100
(c) Textbook writing	00	100	00	100	00	100	00	100
(d) Matric Examining	02	98	10	90	05	95	05	95
3. EDUCATORS' REPRESENTATION								
(a) School level	00	100	00	100	00	100	00	100
(b) Regional level	00	100	00	100	00	100	00	100
(c) National level	00	100	00	100	00	100	00	100

(a) Training in Curriculum Development.

This item requested educators to indicate whether or not they had taken any training in curriculum development. Training could be through pre-service or inservice. The results in Table 6 show that only 01 % of teachers in functional schools had undertaken some course in this field during pre-service teacher education. Similarly, over 95% of all educators reported that they had never attended any in-service course on Curriculum Development. The situation is equally bad for teachers and principals in both functional and dysfunctional schools. Lack of knowledge and skills in curriculum development implies that educators would find it difficult to make sound curriculum decisions, which in turn would most likely lead to students' poor performance in school work. Failure to make sound curriculum decisions would also render day to day supervision and promotion of learning. This was noted by

researchers during school observations - and in most schools educators and students engaged in drill, routine-like and rote teaching-learning activities. There were few curriculum innovations even in functional schools.

(b) Experience in Curriculum Development

This item was intended to find out the extent to which educators were practically involved in curriculum development activities such as syllabus and text-book review or writing; setting moderating and marking matric examinations; and membership in subject panels. The results indicate that almost all respondents had no practical experience in these activities. Indeed, none of the respondents belonged to any subject panel which should normally facilitate curriculum development in schools. In the interviews majority of principals indicated that they were mostly involved in administrative duties of packing, delivering and returning answer scripts to circuit offices; they were not engaged in academic development as such.

Comments by educators revealed that most of them had no idea of when, where and how the syllabi and books of the programmes they taught were designed and produced. Some teachers confessed that some topics and materials in curriculum were irrelevant or too difficult, but they continued to teach it simply because it was the official curriculum; and blamed the Department of Education or Government for the situation. It would appear that most educators in the area of study believe that the process of curriculum development in the country does not require teachers' input.

Those educators who claimed some experience in syllabi writing argued that this experience was not enough, and that most of the time educators were invited along to rubber-stamp ideas put forward by Education Officials at Regional and Provincial levels.

These results clearly demonstrate the little experience educators in schools have on

matters of curriculum planning, design and development. There is a gap between designers and implementors.

(c) Representation in Curriculum Decision-making

Results on this item (Table 6) reveal that there is zero (0%) per cent representation of educators at regional, provincial and national levels in curriculum decision-making. Most educators argued that the existing system allows education officials at regional, provincial and national levels to invite or recruit into curriculum decision-making meetings, teachers known to them personally; and that educators are not represented collectively. The few educators that attend these meetings were nominated from the top and did not necessarily represent ideas and decisions of their colleagues in schools.

Educators emphasized their lack of representation in curriculum decision-making by making the following comments.

Comment	Number of Educators making these Comments	
	Functional Schools	Dysfunctional Schools
1. The Curriculum is imposed on Schools from the top.	23	40
2. Teachers are consulted at the beginning of the implementation stage for purposes of launching innovations.	29	32
3. The Department of Education does not make use of teachers' local experiences when deciding new curriculum policies.	12	18
4. Educators are not consulted because they are not trained in Curriculum Development.	20	45
5. Schools have to structures and expertise to make effective curriculum decisions.	30	38
6. Curriculum issues are normally discussed in staff-meetings, but there are no specific forums for curriculum development in schools.	31	10
7. No formal administrative arrangements to facilitate day to day curriculum decision-making in school.	40	40
8. The principal alone makes curriculum decisions and directs teachers.	02	46

EDUCATORS' ASSESSEMENT OF PROBLEMS OF CURRICULUM IMPLEMENTATION AND HOW THEY EFFEC T THE CULTURE OF TEACHING AND LEARNING.

Educators were requested to comment on specific problem areas in relation to

curriculum implementation, and give an assessment of how these problem areas influenced the culture of teaching and learning in schools. Problem areas included matric results, punctuality by students and teachers, alcohol and drug abuse, quality of teachers' qualifications, teaching load, facilities in schools (classrooms, libraries, books, etc), parental involvement in education and so on.

(a) Matric Examination Results.

This item was intended to get an overview impression of educators about the rate of success in implementing the school curriculum. Their assessment was based on their schools' performance in matric examinations. The responses are presented below

Assessment	Percentage of Educators giving the Comments	
	Functional Schools	Dysfunctional Schools
1. We achieve 100% pass rate becuase there is close cooperation between teachers, learners, and parents.	90	-
2. The results of our work are generally good *because we rely heavily on reviewing past* matric examination questions.	87	-
3. Matric results are good because students are given extra superivsion *-afternoons, week-ends and winter classes.*	65	10
4. Our results are good because we complete the syllabus early enough to do serious review and drill for exams.	65	10
5. We perform poorly because our students are indisciplined and not dedicated to school work.	-	80
6. The results are poor because most of the students do not attend classes (Truant)	-	78
7. Students fail matric because of lack of cooperation between teachers students and parents.	05	70
8. We are unable to assist individual learners because classes are over-crowded.	15	62
9. Many educators are too lazy to prepare their students for matric exams.	10	50
10. Laxity in School Laws affects matric results negatively.	25	25
11. Lack of resources - books, library, classrooms, etc. contributes to high failure rate in matric examinations.	40	41
12. Teachers are not motivated to do a good job because of lack of incentives such as training opportunities, fringe benefits, national and international exposure.	42	65

Number of teachers

- Functional Schools = 50
- Dysfunctional Schools = 50

The outstanding feature of the above results is the evident commonality in the opinion of educators. Not only did the majority of educators respond to this item, but there was also a great deal of common ground in their assessment of curriculum achievements in relation to matric examinations. The fact that educators offered these reasons independently demonstrates that there is a remarkable awareness of the issues which influence curriculum implementation in the schools.

At the moment it is important to note the following points from the above results:

(i) Lack of cooperation among educators, learners and parents is more severe in dysfunctional than in functional schools.

(ii) Dysfunctional schools appear not to complete the syllabi in good time; and do not give significant extra supervision to learners.

(iii) There appears to be a lot of rote-learning and exam driven learning motive - especially in functional schools.

(iv) Truancy is more acute in dysfunctional than in functional schools.

(v) Educators in all schools (functional and dysfunctional) equally endorse problems of laxity in school laws, lack of resources, lack of teacher motivation.

(b) Punctuality:

Most respondents in both types of schools agreed that majority of students in their

schools arrive at school late. All principals (100%) and over 70% of teachers confirmed this. This is supported by students' responses as presented later in this chapter. Overall, the results indicate that most students in Thohoyandou high schools experience this problem - thus a destabilizing factor in the day to day school activities.

On the part of teachers, results show that teachers in dysfunctional schools are slightly more habitually late than those in functional schools. Majority of the educators (especially teachers) claimed that poor administration of schools was partly a contributing factor to the problem of teachers and students coming late to school. Poor administration of schools when combined with other factors affect the culture of teaching and learning and in turn leads to poor scholastic achievement and school development.

(c) Students' discipline.

All ten principals (10%) agreed that most students in their schools were undisciplined, quoting cases of truancy, abusive language, fighting and rudeness. Eighty percent (80%) of teachers in dysfunctional schools supported the principals on this issue, while eighty percent (80%) of teachers in functional schools disagreed that students' indiscipline was prevalent in their schools. All teachers who observed indiscipline in their schools claimed that students did not attend school regularly, refused to write tests and homework, and did not respect teachers and principals. They claimed also that indiscipline in schools was attributed to many factors such as the abolishment of corporal punishment, poor teacher morale, and anti-child culture prevalent in the area of study. All in all, it would appear that most educators in the area under study are dissatisfied with the poor discipline amongst students.

(d) Alcohol and drug problem.

In both types of schools more than 50% of the principals and teachers confirmed the problem of alcohol abuse amongst the majority of teachers. As for students the problem appears to be mostly prevalent in dysfunctional schools. All principals of dysfunctional schools and 50% of teachers in the same schools saw alcohol as a problem amongst their students. Very small number of educators (2% of teachers and 20% of principals) in functional schools agreed that their students were involved in alcohol during school hours. Considering the fact that the majority of high schools in Thohoyandou are in the dysfunctional category, one can conclude that the problem of alcohol abuse by students and teachers is experienced in the majority of high schools in the area.

With regard to drugs the situation appears worse among teachers in dysfunctional schools. Fifty eight (58%) percent of teachers and 20% of principals in those schools claim that teachers in their schools indulge in drugs. Only 20% teachers and 20% principals in functional schools make a similar claim.

On the other hand it is encouraging to note from the results that in both tyes of schools all educators disagree (majority of them strongly disagreeing) with the suggestion that students in their schools are involved with drugs. This is an indicator that most, if not all high schools in Thohoyandou are drug-free as far as students are concerned.

(e) Quality of teachers.

The results indicate that functional schools have no problems as far as the quality of their teacher's qualifications is concerned. All educators in the functional schools disagreed that their schools experienced the problem of underqualified teachers.

In the dysfunctional schools, 80% of the principals and 60% of teachers indicated

that the problem of underqualified teachers exist in their schools. This is an indication that majority of dysfunctional schools in the area under study have a shortage of qualified teachers. During the interviews the principals of dysfunctional schools claimed that they had teachers who taught matric subjects for which they were not trained. The principals indicated that such teachers, especially those with

PTC, JSOCS, PTD methods of teaching had problems such as:

-failure to generate any knowledge beyond what is prescribed in text-books.
-failure to use a variety of teaching methods.
-failure to discipline the students they taught.

It was also evident that schools experienced difficulties in finding qualified teachers in certain subjects such as Accounting, Maths and Science. Most teachers specialised in similar subjects like History, Geograhy, Biblical Studies and Tshivenda.

(f) Teaching Load.

The responses to this item indicate that educators in both types of schools experience the problem of heavy teaching load. The principals and teachers in this study indicated that the majority of teachers (over 60%) had more than 40 periods per week compared to the normal teaching load of between 21 and 30 periods per week. As a result of this heavy teaching load, teachers did not have free time to prepare well; and they had problems of marking and monitoring students' work.

This is evidence of the extent of the problem of teaching load in the area under study, which in turn contributes to poor performance of students in school work as well as to the frustration of educators - thus low culture of teaching and learning and low standards of school development.

(g) Resources.

(i) Classrooms

All educators (100%) indicated shortage of classrooms. All schools were experiencing overcrowded classrooms accompanied by lack of teaching media; and this was pointed out as one of the most serious problems affecting the quality of teaching and learning.

(ii) Learning facilities

Only 20% of all educators indicated that they had library facilities. Out of the 20% who indicated that they had libraries, only 05% expressed the view that their libraries were well-equiped.

Most respondents, especially in dysfunctional schools claimed that books were packed in one room which was also used as staff room. This situation was also reported by students as well as researchers during school observations.

Nearly all functional schools had staff rooms. However, responses from educators and results of observations indicated that most of the staff rooms in functional schools were poor, tinny and crowded.

Majority of dysfunctional schools had no staff rooms as such. Results indicate that in some dysfunctional schools a single room was set aside to be used as staff room for all teachers, including the principal. In other schools store rooms also served as staff rooms.
Worse still some schools used staff rooms as library, store and school office at the same time.

None of the ten schools in this study had individual staff-offices. It was clear from these results that majority of teachers in the area of study operate under sub-standard conditions as far as staff rooms and office space is concerned.

Under these conditions, it is evident that even the most able teachers would

Results indicated that in both types of schools educators and students had no access to computers; and that majority of educators were not

computer literate. Given the conditions of classrooms, office and staff room space discussed in (a) and (c) above, it is logical to expect a zero culture of computers and use of modern technology by students and teachers. The obvious conclusion here is that majority of high schools in Thohoyandou are not supplied with such equiment; and are cut off from the world of information services such as internet, e-mail, etc.

As for books, majority of educators expressed the opinion that the situation was slightly better, although books and materials were not enough. Most educators expressed the following problems with regard to the supply of books and materials:

(i) materials and books supplied by the Department of Education took too long to clear from Circuit and Area offices.
(ii) materials and books were supplied in bits at a time.
(iii) materials and books were supplied very late because of red tape.

(v) Sports and recreation facilities.

Educators from both categories of schools indicated a serious shortage of

sports and recreation facilities. Very few respondents (10%) from functional schools claimed to be alright on this issue. They reported provision for indoor as well as outdoor games, and that sports were taken seriously as part of the school curriculum.

On the other hand, majority of educators (90%) reported shortage of play grounds, gymnasiums, etc. and claimed that sports and recreation was almost non-existent in their schools. They attributed this mostly to budget constraints. Implications of this situation for the culture of teaching and learning and whole school development is that students do not find school interesting because of lack of variety in school programs. Also, students tend to improvise and use school grounds haphazardly for games and sports - affecting the beauty and landscaping of school environment.

(vi) Health services.

In this item attention was given mostly to availability and use of sanitation facilities such as toilets, bathrooms, drinking water containers, etc. The common response from all schools was that health services were available but in a very poor state. In most functional schools, for example, there were western-type toilets, but due to shortage of water, students and teachers were using pit latrines.

Similarly, in some dysfunctional schools students and teachers were using the same toilets due to shortage of these.

Overall, the results serve as an indicator that majority of schools in Thohoyandou were experiencing poor and unhealthy environments especially in view of shortage of toilets, classrooms, and so on.

(h) Parental involvement in education.

The results indicated that majority of educators, over 80% in both types of schools, agreed that teaching and learning progress was affected by lack of involvement of parents in their children's education. This is also confirmed by students in their

responses later in this chapter. It would, therefore, appear that most parents in the area under study do not participate in the day-to-day administration of teaching and learning. This paves way for misunderstanding and ill-informed parents, and causes conflicts between and among different stakeholders, which in the final analysis affects the schools' progress in terms of general development and performance in examinations.

Most educators shared the following experiences about reasons for lack of parental involvement in education:

(i) Lack of consensus - there seems to be sharp differences between educated and uneducated parents. Educated parents are willing to help their children at home but are reluctant to share the same platform in school meetings, and other forms of discussions with the so-called "uneducated". They claim that parental meetings are time consuming because of the poor levels of debate and discussions which are characteristic of low levels of knowledge and understanding.

(ii) Lack of confidence - Uneducated parents tend to leave everything to the teachers and students. They are normally ashamed to attend meetings because the issues discussed are beyond their comprehension and understanding.

(iii) Lack of time - Both groups of parents tend to be pre-occupied with their work and claim to have no time for school activities. Their work somehow unconsciously overshadows the development of their children at school.

EDUCATORS' RESPONSES ON CULTURAL TRADITIONS AND VALUES WHICH CONSTRAIN THE CULTURE OF TEACHING AND LEARNING.

This item attempted to establish if there was some relationship between the culture

of teaching and learning and cultural traditions and beliefs as assessed by educators. Factors such as initiation rites carried out at puberty among certain ethnic groups, societal expectations whereby girls are mostly considered as houshold labourers, were under consideration here.

In response to this item a great majority of educators pointed to the following cultural factors as being problematic to the process of teaching and learning:

(a) Initiation and Circumcision Schools - At puberty most parents encourage their children to go to these schools and stay there for a certain period, during which time academic programs in high schools are in progress.

(b) Religious beliefs - Some parents refuse to allow their children to put on school uniform on religious grounds. Similarly, others stop their children attending classes on certain days such as Fridays and Saturdays.

(c) Traditional dances - These dances are associated with tradiational ceremonies in which every community member participates. As such many students disrupt their school work to practice and perform these dances.

(d) Corrupt adults - Educators claimed that majority of their schools were surrounded by shebeens, bottle stores and bars which were used by adults to corrupt school children into unacceptable behaviours - such as drinking, sex and drugs.

EDUCATORS' RESPONSES ON THE MONITORING AND EVALUATION OF TEACHING AND LEARNING ACTIVITIES AND PROGRESS.

Educators were invited to assess their schools' policies and systems of monitoring

and evaluation of teaching and learning in terms of supervision of homework, participation of parents in children's learning, students' assessment of staff, peer teaching and evaluation, and so on. The following comments were made:

COMMENTS	PERCENTAGE OF EDUCATORS MAKING THE COMMENTS	
	Functional Schools	Dysfunctional Schools
1. Overcrowded classes make it difficult for teachers to supervise and monitor homework and assignments effectively	70	63
2. Parents are not reliable in monitoring their children's school work. Majority are uneducated, too occupied with work, and live in very poor home environment.	58	72
3. *Students are never involved in making* decisions about their teachers - e.g *assessing teaching methods, materials, etc.*	100	100
4. Principals are overloaded with school governance duties - and have very limited time to monitor academic work of students or teachers - e.g record books and books from students take too long to be checked by principals.	40	70
5. Team-teaching and peer evaluation happen very rarely because of poor resources and facilities - e.g lack of classrooms.	05	45
6. Most teachers resent external involvement in their teaching and learning activities - e.g school inspectors, researchers, and visitors are viewed with suspicion.	30	25

The above information proves that the problem of supervision and monitoring of teaching and learning activities is very high in the schools involved in this study, and would seem to be a common phenomenon all over the area of study.

During interviews with principals it was revealed by most of them that there were no systematic and reliable arrangements for checking and monitoring school work. Most principals (75%) indicated that they did not do class visits or supervision; yet all principals (100%) agreed that lack of teacher supervision and monitoring of class work contributes to poor performance and to failure of students. In almost all dysfunctional schools it was evident that teachers' weaknesses in lesson preparations, lack of use of a variety of teaching methods and so on continued almost unnoticed or unchecked, and in the final analysis impacted negatively on teaching and learning.

All principals (100%) reported that Circuit Managers did not visit their schools regularly, and when they did, they spent very little time (15 to 30 minutes) with the principals - not supervising instruction or taking time to talk to teachers. From these results one could conclude that majority of the teaching and learning activities in Thohoyandou high schools are just carried out without being monitored, and that this might be part of the contributing factors to poor school development and high ailure rate in dysfunctional schools.

STUDENTS RESPONSES

With regard to the culture of teaching and learning, data was obtained form students about the following:

1. Choice of subjects.
2. Availability and usage of facilities and services.
3. Private study experiences.
4. Constraints to learning.
5. Recommendations for improvement.

STUDENTS' CHOICE OF SUBJECTS IN STANDARD 10.

Students were required to give information on how the subjects they were taking were chosen. The results are presented in Table 7.

Table 7 : Choice of Subjects.

ITEMS	FUNCTIONAL SCHOOLS %	DYSFUNCTIONAL SCHOOLS %
Personal	80	68
Parental	05	00
Teacher	15	32
Guidance & Couselling Service	70	20
Difficulties in chosen subjects	24	60
Number of students = 50		

The results reveal that majority of the students had chosen subjects in standard 10 on their own. Parents and educators as such appear to have had little input in students' choice of their subjects - although educators may have been influential in many ways such as through the counselling and guidance system available in schools.

It would appear that although students in functional schools made their own choices they were generally well prepared for making such decisions. This is evident in the fact that 70% of them had received guidance and counselling services related to academic and career apportunities and possibilities. This interpretation may further be supported by the fact that a small number of students in functional schools (24%) reported to be experiencing difficulties in the subjects they had chosen. By implication, these results are an indicator that students in functional schools in Thohoyandou are guided by their schools to choose subjects associated with interest, cognitive level and occupational field, hence high rate of success.

The opposite of the above appears to be the case. Students in dysfunctional schools appear to be left entirely on their own in choosing their subjects. Parental and teacher guidance is minimal and only 20% of the students had actually been assisted through guidance and counselling services. As a result, one may conclude, majority of students (60%) in dysfunctional schools were experiencing difficulties in their chosen subjects.

Eighty four (84%) percent of the students who indicated to be experiencing difficulties in their chosen subjects reported the following reasons:

DIFFICULTIES EXPERIENCED BY STUDENTS IN THEIR CHOSEN SUBJECTS.

DIFFICULTIES AND REASONS	PERCETAGE OF STUDENTS STATING THEM
1. Students experienced difficulties in Maths and Science due to shortage of textbooks.	80
2. Students experienced difficulties in Physical Science and Biology due to lack of or poor laboratories and science apparatus.	65
3. Students experienced problems in most subjects because of difficulties in the medium of instruction (English).	50
4. Students experienced difficulties in most subjects because of shortate of resources - such as reference materials.	75
5. Students experienced difficulties because of poor grouping of subjects.	70
6. Students experienced difficulties in Technical and Commercial subjects because of poor teaching.	30
*** Number of students = 50**	

STUDENTS ASSESSMENT OF FACILITIES, RESOURCES AND SERVICES AVAILABLE IN THEIR SCHOOLS.

This item required students to indicate the type of facilities, resources and services

available in their schools; rate them in terms of quality; and show the extent to which they made use of the same. The results are presented and discussed below (Tables 8 - 12).

Table 8 : Availability, Rating, and Frequency of using school libraries.

ITEMS	RESPONSES	FUNCTIONAL SCHOOLS %	DYSFUNCTIONAL SCHOOLS %
Availability	Yes	20	-
	No	80	100
Rating	Very Good		N/A
	Good	02	N/A
	Poor	05	N/A
	Very Poor	13	N/A
Usage	Often	08	-
	Seldom	12	-
	Never	80	100

The above results show that only 20% of functional schools had school libraries. None of the dysfunctional schools had a library. Out of the 20% who claimed to have libraries in their schools, 02%, 05% and 13% rated their school libraries good, poor and very poor respectively. As for the frequency of usage, it is obvious that almost all students in this study never use school libraries for their learning purposes. Only a small minority of 08% of students in functional schools report frequent usage of libraries in their schools.

These results are an indication that a great majority of high school students in Thohoyandou have no access to school libraries. It is a logical assumption that absence of a library, lack of library orientation and motivation to read beyond the textbook certainly impacts negatively on students' learning, leading to a low level of the culture of learning - thus a high probability of failure in school work.

Table 9 : Availability, Rating and Frequency of using a laboratory.

ITEMS	RESPONSES	FUNCTIONAL SCHOLS %	DYSFUNCTIONAL SCHOOLS %
Availability	Yes	32	05
	No	68	95
Rating	Very Good	00	00
	Good	18	00
	Poor	40	05
	Very Poor	10	0
Usage	Often	08	00
	Seldom	60	03
	Never	32	97

From the above results it is evident that majority of the schools in Thohoyandou have no laboratories; and that even where there are laboratories, they are rated below standard by students. This is also reflected in the observations made by researchers. With this evidence, one is able to conclude that students are taught theoretically without practice in subjects like Science, Biology, Physics and Chemistry. During interviews with school principals, a concern was raised by all principals that lack of laboratories and teaching media was one of the major causes of poor teaching and learning in their schools.

Table 10 : Availability and Rating of classrooms.

ITEMS	RSPONSES	FUNCTIONAL SCHOOLS %	DYSFUNCTIONAL SCHOOL %
Availability	Yes	40	-
	No	60	100
Rating	Very Good	24	-
	Good	10	-
	Poor	58	40
	Very Poor	08	60

Students were required to indicate if there were adequate classrooms in their schools, and to rate them in view of physical maintainance. Most students indicated that there were not enough classrooms. Only 40% of students in functional schools considered classrooms in their schools to be adequate. A great majority of students in both types of schools, as well as observations by researchers revealed that most classrooms were small and overcrowded. In some schools classes were held outside in the open and in tents.

The rating of classrooms also leaves much to be desired. Only 34% of students in functional schools report the classroom conditions as good. The rest (66%) revealed that their classrooms were in a poor state and not condusive to learning. Classrooms were reported as having broken windows and doors, cracks and holes on floors and walls, leaking roofs, badly lit, sca n furnished, dirty walls, etc. Conditions such as these were found in most of the schools in the study; and served as an indicator that majority of high school students in Thohoyandou were under taking their studies in very poor classroom conditions - a situation which would obviously impact negatively on the culture of teaching and learning and school work and performance in general.

Table 11 : Prescribed Books.

ITEMS	RESPONSES	FUNCTIONAL SCHOOLS %	DYSFUNCTIONAL SCHOOLS %
Textbooks	Yes	40	44
	No	60	56
Set workbooks	Yes	50	48
	No	50	52

Responding on this item, students in both types of schools confirmed that prescribed books were not adequately supplied. In view of this response one is able to conclude that students in the Thohoyandou inspection area would be experiencing

shortage of textbooks and set work books. Majority of the students reported that they had nowhere to refer, apart from notes dictated by teachers. Most of the functional schools were photocopying reference materials for their students. Elaborating on this problem, some principals claimed that suppliers delivered books late in August and September when the syllabi were towards completion. The suppliers sometimes supplied wrong books. Also, some students added to the problem by not returning books at the end of the academic year.

Table 12 : Availability and Rating of computer services, sanitary services, sports and recreation services.

ITEMS	RESPONSES	FUNCTIONAL SCHOOLS %	DYSFUNCTIONAL SCHOOLS %
Availability :			
(a) Computer Services	Yes	05	-
	No	95	100
(b) Sanitary Services	Yes	80	40
	No	20	60
(c) Sports & Recreation Services	Yes	45	25
	No	55	75
Rating :			
(a) Computer Services	Very Good	-	-
	Good	03	-
	Poor	01	-
	Very poor	96	100
(b) Sanitary Services	Very Good	-	04
	Good	30	16
	Poor	60	12
	Very Poor	10	68
(c) Sports & Recreation Services	Very Good	-	-
	Good	30	20
	Poor	15	37
	Very Poor	55	43

The above results demonstrate the great shortage of the services in question. Computers are non-existent in dysfunctional schools; and only 05% of students in functional shools reported having some computer services in their schools.

Even where the services are available, they were rated as being very poor. In most

schools students complained about lack of toilets, clean drinking water, standard sports fields, and indoor games and sports. It was an obvious indication that majority of schools in Thohoyandou are cut off as far as modern information technology is concerned; and that their sanitary and sports and recreation services left much to be desired.

STUDENTS' RESPONSES ON PRIVATE STUDY EXPERIENCES.

Table 13 below presents students' comments on their private study experiences - especially in connection with:

-study guidelines / techniques
-study time-tables at home
-study facilities at home
-disturbances during study time.

Table 13 : Private study experiences.

ITEMS	RESPONSES	FUNCTIONAL SCHOOLS %	DYSFUNCTIONAL SCHOOLS %
Study Guidelines	Yes	100	52
	No	-	48
Study time-tables	Yes	95	30
	No	05	70
Private study rooms	Yes	15	05
	No	85	95
Disturbances during study	Never	10	08
	Sometimes	38	32
	Always	52	60

STUDY GUIDELINES

The results of this item indicate a sharp difference between students in functional and dysfunctional schools. Students in functional schools were guided by teachers on how to study privately for matric examinations. In some functional schools each student was given a manual on effective study skills and these skills were constantly discussed by teachers and students. Only half of the students (52%) in dysfunctional schools reported a similar culture. This means that in the dysfunctional schools around Thohoyandou, nearly half of the students do their private studies unaided - without any official study guidelines from their teachers.

REGULAR TIME-TABLE AT HOME

Similarly, a great majority of students in functional schools (95%) indicated that they set aside time for private study at home, while 70% of students from dysfunctional schools clearly indicated that they did not have study timetables. It would appear that most students in dysfunctional schools were not organised and were unsystematic in their studies at home. Failure of these students to draw up study plans might be attributed to several factors such as lack of parental and teacher guidance and supervision.

STUDY FACILITIES AT HOME.

Only 20% of all students in the study reported that they had private study rooms at home. The majority of students (80%) expressed dissatisfaction with study facilities at home. They indicated that they studied in rooms used by other members of their families and visitors - such as bedrooms, sitting rooms, verandahs, etc.; and at times they had to study outside in the open space. They further revealed that they used floors, candles and paraffin lamps which were not conducive for studying. This is an ¡ndicator that the culture of teaching and learning for most children in the area of study is severely constrained by inadequate study facilities at home.

DISTURBANCES WHILE STUDYING AT HOME.

The results indicate that almost all students (90%) experienced disturbances and disruptions in their studies at home. Students raised the following complaints:

TYPE OF DUSTURBANCE	NO. OF STUDENTS GIVING THESE DISTURBANCES
(a) Neighbour parties and quarrels	40
(b) Radio and TV by parents and other relatives	45
(c) Helping at home : cooking, looking after cattle, gardening, washing cars, attending to visitors, etc.	40
(d) Parental quarrels	25
(e) Shebeens / Taverns	15

It is important to note that these types of disturbances were raised by students independently. This proves that the problem of poor studying environment at home is very high and would seem to be a common phenomenon throughout the area of study.

STUDENTS' RESPONSES ON FACTORS AFFECTING THEIR STUDIES.

Students were given fifteen problematic areas, and were required to indicate the extent to which they agreed that such problems existed and affected their schooling. The full results are presented in Appendix F, while a summary of the same appears in Table 14.

A pattern which emerges from these results (Appendix F and Table 14) is that the problems are highly endorsed by a great majority of students in dysfunctional schools. Only a few of the problems are highly endorsed by students in functional schools.

It would appear that most of these problems are more severe in dysfunctional than in functional schools.

Overall, one is able to establish the ranking of these problems by adding together the positive responses (strongly agree and agree) of both types of schools for each problem area. This gives an indication of the most and the least problematic areas, from the students' point of view (Table 14).

Table 14 : Factors affecting students' schooling.

RANK	PROBLEM AREA	HIGHEST SCOR (%)	
		FUNCTIONAL SCHOOLS	DYSFUNCTIONAL SCHOOLS
1.	Lack of parental support	76	100
2.	Poor library facilities	76	100
3.	Overcrowded classes	56	80
4.	Poor classrooms	40	80
5.	Poor choice of subjects	32	88
6.	Lack of study guidelines	32	84
7.	Language problems (English)	16	96
8.	Union meetings by teachers	32	80
9.	Poor teaching methods	36	72
10.	Lateness by teachers	16	88
11.	Shortage of books	36	68
12.	Lack of supervision by teachers	28	68
13.	Lack of motivation by teachers	16	80
14.	Boycotts by teachers	28	56
15.	Poor school management	32	28

To elaborate on some of these problems students made claims which were considered by the researchers in this study to be significant.

It was clear that students were not quite happy about the methods of teaching applied by teachers. They expressed the concern that most teachers used ineffective teaching methods such as the telling method, and encouraged the

memorisation of notes.

On the question of language students reported that they had difficulties in understanding the content that was taught in English because some of their teachers had difficulties in expressing themselves in the same language.

Also, students revealed that teachers did not have enough time with them. Teachers used only 35 minutes of the teaching period as contact time with

claimed that individual students with problems were not given extra lessons.

Majority of the students, especially in dysfunctional schools, claimed that teachers did not honour their periods daily and that most of the days they came to school late and knocked off earlier than the scheduled time.

STUDENTS' RECOMMENDATIONS FOR SCHOOL IMPROVEMENT.

The last item on the students' questionnaire appealed to the students to make recommendations on what had to be done in order to improve the culture of teaching and learning and to bring about development in their schools. Their recommendations are presented in a summary form in Table 5. They are ranked from the most to the least popular.

Table 15 : Students' recommendations.

RANK	RECOMMENDATIONS	NO. OF STUDENTS MAKING THE RECOMMENDATIONS	
		FUNCTIONAL SCHOOLS (25 STUDENTS)	DYSFUNCTIONAL SCHOOLS (25 STUDENTS)
1.	Teachers and parents should work more closely in helping learners.	23	24
2.	Discipline and respect among students and staff should be promoted.	23	22
3.	Build more classrooms and furnish them adequately to reduce overcrowding.	22	20
4.	Repair and paint school buildings.	20	19
5.	Build libraries, media centres, and laboratories in each school.	18	19
6.	Employ more teachers, especially for maths, science and technical subjects.	15	17
7.	Build hostels for students (especially girls) who stay too far away from school.	13	15
8.	Introduce Computer Studies.	12	15
9.	Supply electricity in schools.	10	15
10.	Enforce punctuality among students and teachers.	09	12
11.	Constract and improve sports grounds, including indoor sports facilities.	07	10
12.	Give extra attention to the teaching and learning of English.	07	08
13.	Provide guidance and counselling services to all students.	05	08
14.	Union meetings should be held outside school hours.	05	05
15.	Teachers should improve their method; and should not be allowed to teach subjects they did not qualify to teach.	02	00

From the aforementioned recommendations it is interesting to note that each recommendation was scored almost equally by students from each category of

schools. Considering the fact that these recommendations were made by each student independently, one can conclude that majority of high school students in Thohoyandou share similar feelings and concerns about the culture of teaching and learning and about issues of development and improvement in their schools.

Another observation is that the recommendations from students are consistent with the issues raised by students throughout this section. They are, therefore, a true reflection of students' experiences and assessment of teaching and learning situations and circumstances obtainable in and around Thohoyandou.

COMMUNITY MEMBERS

With regard to the Culture of Teaching and Learning, Community Members were interviewed specifically on the following:

(a) Awareness of the government's campaign to improve the Culture of Teaching and Learning.

(b) Cultural constraints on the Culture of Teaching and Learning.

(c) Community involvement in educational activities.

(d) Community impressions of Thohoyandou high schools.

(e) Factors affecting the Culture of Teaching and Learning and Education in general.

COMMUNITY AWARENESS OF THE COLT CAMPAIGN

In this item researchers were interested in finding out the extent to which the

community around Thohoyandou knew about the COLT Campaign, understood it, and agreed with it.

The results indicated that respondents were equally divided as far as awareness of the campaign was concerned. Only 50% respondents claim ed to have heard about the campaign; and these were mostly parents with children in schools and education officials. Other community groups like church leaders, business and industry workers were not aware of the campaign.

The majority of those who knew about the campaign were not quite clear about its objectives, scope and operations. Therefore, they did not understand it. They claimed that there was not enough publicity of the campaign, and they suggested a variety of media in spreading the message - church, public meetings, schools, radio, TV and so on.

Overall, all community members in this study expressed the need for the campaign and indicated their willingness to participate in any activities organised to promote the culture of teaching and learning.

TRADITIONAL PRACTICES AND THEIR CONSTRAINTS ON THE CULTURE OF TEACHING AND LEARNING.

Twenty-five (25%) of the community members interviewed agreed that some traditional practices affected children's4,earning and negatively impacted on the culture of teaching and learning. The most common practices mentioned were:

(a) Traditional dances like Tshikona which take children away from schools and classes.
(b) Initiation classes and ceremonies.
(c) Bias against girls' educational opportunities.
(d) Anti-child culture - esecially related to broken-up families, single-parent

(e) Second language (English) as medium of instruction.

COMMUNITY INVOLVEMENT IN EDUCATION

Respondents were requested to indicate the extent of their involvement in edcuational activities - especially with reference to:

(a) decision-making about the school curriculum
(b) helping students with school work
(c) attending school functions such as open days, sports, prize giving ceremonies, farewell, and so on.

Table 16 : Community involvement in Education.

ITEMS	RESPONSES	COUNT	%
Involvement in Curriculum decision-making	Never	18	90
	Sometimes	00	00
	Often	02	10
Helping students with school work	Never	15	75
	Sometimes	02	10
	Often	03	15
Attending school functions.	Never	15	75
	Sometimes	05	25
	Often	00	00

It would appear that most community members in the area under study do not participate in making decisions about what is taught in schools. This paves way for misunderstanding and ill-informed community members, which in the final analysis affects the schools' progress. When the community is not involved in decisions about the school curriculum, the support for school teaching and learning by the community tends to be minimal.

Similarly, majority of respondents argued that parents, relatives and the general

community in the area under study do not help children with school work. This seems to be an indicator that community members in this area do not take children's school learning activities as their responsibility. Most of them commented that it was the professional responsibility of teachers and schools to teach and supervise all learning activities.

With regard to attendance of school functions, the majority of the respondents claimed they were willing to participate, but were not invited to do so by schools and the government. School principals and teachers were blamed for not reaching out to community structures such as business, church, clubs and cultural societies for support. It was argued that schools do not make their programs public enough to attract every member of the community. Only a few selected parents and individuals in the community were always invited to attend meetings and make decisions.

COMMUNITY IMPRESSIONS OF THOHOYANDOU HIGH SCHOOLS:

Respondents were asked to give their general impressions of high schools in Thohoyandou with regard to:

(a) general maintainance of buildings and grounds
(b) availability of facilities
(c) commitment and conduct of teachers
(d) governance and administration
(e) discipline of students
(f) academic achievement

A great majority of respondents (almost 100%) gave negative impressions of Thohoyandou high schools. They were generally not impressed with any of the above items, claiming that the conditions in most high schools left much to be desired. The following is a summary of reasons given by respondents:

REASONS	NO. OF RESPONDENTS GIVING THE REASONS
1. Most buildings looked old and dilapidated - with broken glass windows, dirty unpainted walls, poor roofing, etc.	18
2. Grounds were always thick with grass; trees not trimmed; no flower gardens; and very muddy access roads. Most schools were difficult to reach during the rainy season.	18
3. Students & teachers were often seen roaming the town, and hanging around shopping centres, shebeens, etc. during school hours.	16
4. Matric examination results were discouraging year after year and most high schools seemed to make no effort to improve their pass rate.	15
5. Teachers engaged too much in politics and boycots; and were mostly interested in their own welfare rather than school development	10
No. of respondents = 20	

COMMUNITY'S ASSESSMENT OF FACTORS AFFECTING THE CULTURE OF TEACHING AND LEARNING.

During the interviews Community Members were presented with 17 factors and were invited to reveal the extent to which they agreed that the standard of education and the culture of teaching and learning in Thohoyandou was affected by such factors. Responses were scored on a four-point-scale as presented in Table 17 below:

Table 17 : *Community members' responses on factors affecting the culture of teaching and learning in Thohoyandou High Schools.*

FACTORS	RESPONSES							
	SA		A		D		SD	
	Count	%	Count	%	Count	%	Count	%
1. Poor infrastructure/facilities	20	100						
1. Poor education by Parents	20	100						
3. Shortage of books	18	90	2	10				
4. Lack of commitment by teachers	15	75	5	25				
5. Lack of support by parents	20	100						
6. Lack of ethics by teachers	15	75	2	10	3	15		
7. Drug and alcohol abuse by teachers	10	50	5	25	2	10	3	15
8. Frequent teacher strikes and boycots	18	90	1	05	-	-	1	05
9. Poor planning in schools	20	100						
10. Too much extra-curriculum activities	20	100						
11. Little community involvement	20	100						
12. Lack of concentration by students	15	75	4	20	1	05		
13. Lack of funds	1	05	18	90	1	05		
14. Unqualified teachers	-	-	5	25	15	75		
15. Alcohol and drug abuse by students	-	-	6	30	10	50	4	20
16. Crime elements in the community	-	-	-	-	2	10	18	90

A study of the above results leads to one important conclusion. There is evident commonality in the opinion of all respondents on the factors raised in Table 17. The first thirteen (13) factors were very highly endorsed (majority of respondents agreeing strongly with the factors). This demonstrates that there exists a common stand between Community members in Thohoyandou in as far as these factors affect the culture of teaching and learning and high school education in general.

It is interesting to note that respondents also share strong feelings that teachers' qualifications, alcohol and drugs among students and crime elements in the community do not affect education negatively - at least in Thohoyandou.

SECTION THREE

ADMINISTRATION AND GOVERNANCE OF HIGH SCHOOLS IN THOHOYANDOU

ADMINISTRATIVE ARRANGEMENTS.

Educators were requested to narrate their school's administrative structures and to make an assessment of the same.

According to the results it was evident that all of the ten high schools in the study were administered at three levels:

(a) School Governing Body
(b) School Executive Management
(c) School Committees

School Governing Bodies were representative of parents, students and teachers. Executive Management was made up of the principal, deputy principal and heads of departments. The most common committees were discipline, time-tables, subjects, curriculum and physical surroundings.

Overall, 80% of educators claimed that their schools were not effectively governed. In most school establishments for deputy principals and heads of departments were not filled. The bulk of school administration was left in the hands of principals, most of whom were considered incompetent in terms of knowledge and skills for school leadership and educational management. Majority of the teachers pointed out the following maladministration practices amongst their principals:

PRACTICES	NO. OF TEACHERS
(a) Principals were not democratic in formulating school policies.	70
(b) Principals were more concerned with administrative issues than academic improvement.	82
(c) Principals did not provide facilities for classroom classroom activities.	55
(d) Principals lacked confidence and depended too much on directives from the Department of Education.	48
(e) Principals were outdated in terms of educational administration practices.	62
(f) Principals were not qualified to manage funds and school projects.	50

With regard to school governing bodies the following weaknesses were noted by educators:

WEAKNESSES	NO. OF EDUCATORS
(a) Inability to resolve conflicts	80
(b) Inability to promote code of conduct amongst teachers and student	74
(c) Failure to secure funds for materials and equipment	70
(d) Lack of knowledge and experience in school governance by most members. Emphasis was on routine issues rather than teaching -learning problems, curriculum design, infrastructural developments, etc.	70
(e) Lack of commitment by members : not attending meetings, etc.	68

The system of committees in school governance and administration was also challenged as follows:

WEAKNESSES	NO. OF EDUCATORS
(a) Most committees did not have specific terms of reference on which to base their decisions and operations.	93
(b) Committee meetings were not regular and often enough to address issues systematically.	81
(c) Majority of members, especially students and parents had no time to attend committee meetings.	70
(d) Committee decisions were not taken seriously by principals and SGB's. They were turned down and over-ruled without convincing reasons.	70
(e) Committees had no authority and power to effect decisions; and decisions took too long to be effected.	62

Given the above malpractices and weaknesses which educators raised independently, it is possible to conclude that the majority of high schools in the area of study are poorly managed and governed.

SOURCES OF FUNDING

All schools depended mostly on school fees and government subsidy for funding. Other sources included small-scale projects such as tuckshops and printing services.

Majority of educators from each school in the study expressed concern about the serious shortage of funds in their schools. The following points were raised:

CONCERNS	NO. OF EDUCATORS
(a) Majority of parents had difficulties in paying the fees agreed upon by SGB.	95
(b) It was difficult to raise funds through school projects because of poor infrustructure.	81
(c) Lack of transparency in the use of school funds.	70
(d) The need for redress funding of poor rural schools by the government.	68
(e) Lack of community respect for school property : too much stealing, vandalising and trespassing.	60

EXTERNAL INFLUENCE UPON SCHOOLS.

The Department of Education, Universities and the Community were considered by all educators in the study as being crucial to the governance and overall development of schools. At the moment respondents argued that the role played by these institutions in promoting whole school development was inadequate; and the following recommendations were made in order to improve the situation:

RECOMMENDATIONS	NO. OF EDUCATORS
1. Officials in the Department of Education should visit schools more often instead of writing circulars.	86
2. The Department of Education should be flexible and reduce red-tape in dealing with school problems.	81
3. The Department of Education should involve schools more in decisions on curriculum, teaching and learning.	81
4. The government should allocate more funds to improve the infrustructure of rural schools.	75
5. Most officials at Circuit and Area Education offices are not qualified and experienced in Educational Administration, Curriculum Development and Curriculum Supervision. They should be retrained and exposed to a variety of education systems to be able to help teachers and schools.	60
6. There is the need for mass mobilization of parents and the community by the government on matters related to school governance, culture of teaching and learning, payment of school fees, and community involvement through self-help projects - such as building classrooms, toilets, etc.	53
7. Universities and research institutions should intensfy research on problems of education in disadvantaged communities; and establish relevant training programs for teachers and principals.	44

SECTION FOUR

SCHOOL OBSERVATIONS

Every researcher observed each school three times on different days during the period of study. Observations were centred around six items and were analysed in terms of percentages as follows:

ITEMS	SCORE (%)	
	Functional Schools	Dysfunctional Schools
Puncuality	60	50
Preparation by Teachers	70	40
Teaching and Learning Experiences	50	30
Extra-curricular activities	10	10
School Environment	10	05
Technological Development	05	02

PUNCTUALITY

On average both functional and dysfunctional schools scored above average on issues related to time-tabling and punctuality. In a few schools principals were very strict and the majority of their teachers and students observed time; while in other schools late coming was a very serious problem. Almost all schools locked out teachers and students who came late, but observations indicated that the situation did not improve because of this measure. In some schools it was noted that teachers when locked out, went back home or elsewhere and dodged assemblies and first lessons.

PREPARATION BY TEACHERS.

Teachers in dysfunctional schools were scored below 50% on this item. The main observations here were that majority of these teachers did not prepare teaching aids, their preparations were dominated by text-books, and others used old lesson plans to teach. On average teachers in functional schools had teaching aids, a variety of teaching materials and did not depend on textbooks too much.

TEACHING AND LEARNING EXPERIENCES.

Because teachers in functional schools took preparations seriously and did not depend on text books for teaching, their lessons were characteristic of a variety of teaching methods, relevant and interesting examples and assignments. This was not usually the case in most dysfunctional schools - thus a low score of 30%.

CURRICULUM OUTSIDE THE CLASSROOM

All schools scored very low on this item (10%). There was virtually no extra-curricular activities in all schools - sports, clubs, debating societies, etc. and most schools had no sports grounds and equipment.

SCHOOL ENVIRONMENT AND ITS CONDUCIVENESS TO TEACHING AND LEARNING.

This item referred to maintgnance of buildings and grounds, fencing of school area, availability of quality toilets, staffroom, library, etc. The score for both types of schools was very poor (10% and 05% respectively). This observation confirms earlier reports from respondents on the poor state of buildings, health services and so on. In some schools there were no classrooms, staffrooms and toilets. Classes were being conducted outside in the open space or in shacks. Overall, the

environment in most of the schools was not conducive to effective teaching and learning.

TECHNOLOGICAL DEVELOPMENTS

This is another item which was very underscored. Most schools had no library and communication services, computers, fax, e-mail, etc. Even in schools with a few computers, they were only available for secretarial services in the principals' offices. Most teachers and students had no access to telephones, and they were literary cut off from the rest of world as far as communication and information systems were concerned.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

The purpose of this study was to investigate- appropriate ways of implementing institutional development (whole school development). In order to get more information on the topic of this study, the researchers carried out an intensive literature review as presented in chapter two.

For field work, the empirical methods involving documentary search, administration of questionnaires, interviews, and observation studies were employed in collecting data. Overall, a series of steps, namely sampling, instrument design, pilot testing, data collection, data analysis and interpretation were carried out as reported in chapters three and four.

Finally, chapter five presents the summary of major findings, conclusions and recommendations.

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS.

FINDINGS AND CONCLUSIONS PERTAINING TO PRINCIPALS.

* Almost all principals are social and human scientists; there is hardly any principal qualified in mathematics and natural sciences. Therefore, most principals are limited in scope as far as innovations and creativity in maths, science and technology are concerned.

*Very few principals have done postgraduate studies. They are traditionalists and

lacking in new knowledge related to their subject specializations, curriculum innovations and educational development as a whole.

*Majority of the principals lack knowledge and skills in educational management and administration; curriculum planning; and supervision of instruction. As such they cannot demand proficiency from teachers. They are no longer instructional leaders of their schools, but rather figureheads - who tend to go along with whatever teachers and students decide.

FINDINGS AND CONCLUSIONS PERTAINING TO TEACHERS.

*While most teachers in functional high schools have sound academic and professional qualifications, the majority of teachers in dysfunctional schools hold Std 10 certificates and teaching diplomas as their highest qualifications.
*Functional schools insist on employing and retaining more highly qualified teachers than dysfunctional schools. As a result the rate of turn-over of teachers is lower in functional than in dysfunctional schools.
*Teachers in dysfunctional schools are more habitually late than their counterparts in functional schools.
*There is a problem of alcohol abuse amongst a majority of teachers in both functional and dysfunctional schools.
*Most teachers in dysfunctional schools also indulge in drugs.
*In general there is poor teacher morale amongst a majority of teachers in Thohoyandou High schools.

FINDINGS AND CONCLUSIONS PERTAINING TO STUDENTS.

*Majority of high school students in Thohoyandou live in poor rural communities, far away from their schools; they walk long distances to and from school, and almost always arrive atschool late.
*Majority of these students lack a conducive home environment for studies. Their

parents are illiterate, most of the mothers not having gone to school at all.

*Majority of students are undisciplined - involved in cases of truancy, abusive language, fighting and rudeness.

*Abolition of corporal punishment and the anti-child culture are mostly associated with studens in discipline by educators.

*Some students in dysfunctional schools are involved in alcohol abuse.

*There is no trace of indulgence in drugs by students in Thohoyandou High Schools.

FINDINGS AND CONCLUSIONS PERTAINING TO THE ROLE OF TEACHERS IN CURRICULUM DECISION-MAKING.

*Majority of teachers lack knowledge, skills and experience in curriculum development.

*Teachers are not represented in the process of curriculum decision-making and development.

*Majority of teachers have never attended any seminar, workshop, conference or panel meeting on curriculum development.

FINDINGS AND CONCLUSIONS PERTAINING TO MATRIC EXAMINATIONS.

*Most dysfunctional schools do not complete the matric syllabi on time; and do not set aside adequate time for review before examinations.

*English as a medium of instruction is found very difficult by most students.

*Lack of resources, low teacher motivation and laxity in school laws seem to contribute to high failure rate in matric exam and poor standards.

*Lack of guidance and counselling to students in choice of subjects was common among most students.

*Functional schools appear to be over-engaged in rote-learning and exam-driven teaching-learning drills.

*The curriculum for subjects like Biology, Geography, History was too long to be completed on time for matric examinations.

FINDINGS AND CONCLUSIONS PERTAINING TO TEACHING STANDARDS.

*Lack of qualified teachers in dysfynctional schools. Some teachers in dysfynctional schools still teach subjects they were not trained for.
*Too much dependence on text-books as source of content and knowledge - especially by teachers in dysfunctional schools.
*Poor English by teachers and students.
*Failure to use a variety of teaching methods by a majority of teachers in dysfunctional schools.
*Lack of commitment by teachers : coming late, not honouring periods, etc.
*Serious shortage of teachers in subjects such as Maths and Science, Accounting, Art, and Technical in most schools.
*The problem of high teacher - student ratio in all schools contributes significantly to poor teaching and learning standards.
*Lack of reliable arrangements for monitoring and checking the work of teachers.
*Lack of consistency in supervision of instruction by principals and circuit managers.
*Heavy teaching load for teachers in all schools.

FINDINGS AND CONCLUSIONS PERTAINING TO RESOURCES.

*Majority of schools have inadequate and or poor educational facilities:

-classrooms are few, poor and over-crowded
-tiny staffrooms - especially in functional schools; and in most dysfunctional schools

there are no staff rooms/offices
-no libraries in most schools
-no computers in almost all schools
-very poor sports and recreation facilities in all schools
-majority of schools lack toilets or have very unhealthy sanitary services.

FINDINGS AND CONCLUSIONS PERTAINING TO CULTURAL CONSTRAINTS TO THE CULTURE OF TEACHING AND LEARNING.

*The following factors were considered disruptive to school activities/programs.

-initiation and circumcision schools
-religious beliefs
-traditional dances
- corrupt adults

FINDINGS AND CONCLUSIONS PERTAINING TO STUDENTS' PRIVATE STUDY EXPERIENCES.

*Lack of guidance on study skills - especially in dysfunctional schools.
*Failure of majority of students to draw up study time-tables at home.
*Poor study facilities at home: no private rooms for study, no electricity, no paraffin, etc.

FINDINGS AND CONCLUSIONS PERTAINING TO INVOLVEMENT OF PARENTS IN EDUCATION.

*Majority of parents are illiterate and pre-occupied with employment and unemployment problems.
*Lack of cooperation with mgmbers of SGB.
*Lack of cooperation with teachers and principals.

The findings and conclusions of this study reveal that the rate and level of School Development in relation to the Culture of Teaching and Learning and School Governance is generally very poor across Thohoyandou high schools. This is not caused by a single factor. There are several inter-related factors contributing to this situation. Schools cannot be expected to function well and produce quality services

and products under conditions such as the ones revealed above. Low academic qualifications of most teachers, combined with factors such as high teacher-student ratio, poor classrooms, lack of school libraries, lack of staff-rooms, lack of staff development programmes, low teacher morale, students and staff indiscipline, poor skills in school governance by principals and heads of departments, poor home environment, lack of parental involvement in education and so many other factors need to be addressed seriously in order to improve the culture of teaching and learning, school governance and whole school development in Thohoyandou and similar contexts.

RECOMMENDED STRATEGIES FOR IMPLEMENTING WHOLE SCHOOL DEVELOPMENT IN THOHOYANDOU.

1. Academic and Professional Growth of Educators.

It can be readily inferred both logically and from the literature that educators' knowledge, skills and experience directly influence the culture of teaching and learning and the quality of teaching and learning activities in the school. The problem of unqualified and underqualified teachers in Thohoyandou high schools makes it difficult if not impossible for the education system to provide learners with high quality education.

This implies that for implementing whole school development in Thohoyandou and similar contexts in the country, the government requires to put in place a practical formula for advancing teachers' academic and professional competencies in all subjects. This includes both a pre-service training policy and a programme for up-grading and in-servicing educators on the job. Most curriculum implementation issues become a reality during the teaching career rather than during the initial teacher education programmes. Further approaches reinforcing teachers' academic and professional competency are necessary beyond the pre-service phase. It is highly recommended that a permanent and deliberately designed "on - the -job"

(locally based / school based / field-based) training programme for teachers in Thohoyandou high schools be considered. This will not only cater for many teachers at the same time but also enable teachers to solve actual teaching and learning problems as they study.

2. Professional growth in School Management and Administration.

Strong and effective school management teams should be developed. Principals, Vice-Principals, Heads of Departments and Senior teachers should be motivated to attain certificates, diplomas and degrees in the management of schools. There should be available special remuneration packages as incentives for encouraging management teams of schools to engage in various ways for efficient running of schools.

3. Participatory Curriculum Decision-making and Development.

Teachers should enjoy equal access to ownership and control of the school curriculum. In order to achieve effective involvement and encourage partnership in curriculum decision-making and development across all levels in the education system, governance of the school curriculum needs of be highly democratic and open. For this to occur at least a consideration of, and respect for, the viewpoints of teachers in planning and effecting the school curriculum is a prerequisite to whole school development. This point, therefore, requires that the system of education provide appropriate pre-service and in-service training in curriculum development to teachers and provide a suitable arena in which relevant curriculum decisions can be reached by consensus both within schools and between other levels in the education system. This study recommends'forthe introduction of School - Based Curriculum Development and Facilitating Teams in Thohoyandou high schools. These should be headed by qualified School - Based Curriculum Development specialists, acting as facilitators for participatory curriculum decision - making and development in each high school or for groups of schools.

4. Building and Providing the Necessary Resources Support Base.

Successful whole - school development is synonymous with adequate availability and utilisation of materials, books, equipment, classrooms, school libraries, information technology, laboratories, personnel, time, funds, etc. In short, teachers and learners need an adequate resources support base in order to carry out their teaching and learning responsibilities. Most high schools in Thohoyandou are under-resourced; and are operating in very poor and unpleasant environment. Establishment and maintenance of resources in these schools should be given urgent priority and attention by the government. A special redress fund for these schools need to be set aside immediately.

However, it is acknowledged that building and providing the necessary resources by the government is likely to be costly and take long to achieve. The problem is not only limited to

available material tests, but to attitudes and awareness of educators and officials to local resources as well. Many schools are used to the "top-down"

approach in which materials are supplied to schools from the centre. The long term effect of this has been to stultify schools' initiative and interest in creating their own resources using locally available materials and facilities. Schools have consequently become too dependent on externally provided materials, equipment and other supplies and services. Even painting their buildings, cleaning their grounds, building their toilets, etc. are awaiting funding and servicing from outside. It is recommended here that it is necessary for teachers, principals and students in schools to be creative and innovative by making more effective use of locally available resources. There is much potential for building resources locally. Much of this is unrealised because of reliance on centrally supplied resources and services. It appears necessary for the government to introduce to schools the notion of self-reliance and appropriate technology. Schools must be deliberately engaged in developing the habit of writing, storing information, consulting local experts in the community, and improving their environments through self-help projects. The appreciation of locally available traditional skills and crafts, and the establishment of self-help projects with

local citizens in order to build classrooms, toilets, roads, staffrooms, and produce some products appropriate to the school curriculum needs, should be considered an essential ingredient in initiatives towards whole school development.

5. Mass mobilization towards Educational Development.

Results of this study reveal that there is the need of ensuring that the society, especially the most relevant community of interest (educators, students, parents, community leaders, local business, etc.) is aware of and understands the policy of education and its implications. Public orientation to the campaign for restoring the culture of teaching and learning, the role of self-help and community involvement in educational development is very essential. It appears that there is an assumption on the part of government and education officials that parents, business and commerce, chiefs, etc. will automatically be interested in school issues. Unfortunately this is not the case. There is the need for the Provincial and Regional, Education Offices to deliberately engage in mass or public mobilization strategies for attracting interest, participation and support of schools by members of the community around Thohoyandou. An urgent and temporary Provincial or Regional Task Force on this matter would be ideal for initial deliberation and planning effective strategies for educating parents, fund raising, building and maintenance of schools, etc.

6. Guidance and Counselling must be compulsory for all classes in all high schools. This will adequately equip students with knowledge of personal prepardness, choice of subjects, study methods, examination techniques, and so on.

7. Monitoring of Standards

There should be checking of standards and monitoring of students', teachers' and principals' responsibilities by each area office in the region. The supervision of

school programmes and instruction, the inspection of school buildings, grounds and equipment, the disciplining of students and teachers must be done more strictly and systematically than it is today. Most principals appear to have lost authority and power over students and teachers.

They appear to have been disempowered to supervise teachers and students for academic and professional development and to raise the quality of the school and classroom environment. They can no longer demand loyalty and discipline from both students and teachers. The government needs to revisit the educational policy in order to introduce a more strict code of conduct for teachers and students - which must be supplemented with effective rewards and disciplinary measures to both individuals and institutions. The current code of conduct, if there is, leaves much to be desired.

8. Language

English as a medium of instruction was found difficult to most students and some teachers. There is the need for giving priority to the teaching of English as a subject by using a variety of approaches. An intensive course on the use of English as a medium of instruction by non-English teachers is highly recommended.

9. Educational Suppliers

A shortage of prescribed books, chemicals etc in schools due to inability of government to purchase and supply them on time; failure of requisition system and lack of adequate storage facilities needs urgent attention. The distribution of books to schools may need to be privatised and assigned to experienced and competent book suppliers or book dealers.

10. Equity in the Distribution of Teachers.

Results indicated that some schools have teachers who are assigned to teach subjects for which they are not trained. There are teachers in senior secondary schools with PTC, JSTC and PTD qualifications which are not suitable for such schools. Some teachers confirmed that they were qualified to teach in primary and junior secondary schools, but were posted in senior secondary schools due to a shortage of teachers. In short, there is serious imbalance in staffing between schools in Thohoyandou. This problem needs urgent attention by the government in order to achieve equity in the distribution of teachers in Thohoyandou High Schools.

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