

**EXPLORING THE PROBLEMS OF TEACHERS AND THEIR
TEACHING IN FARM SCHOOLS**

by

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DECLARATION

I hereby declare that

EXPLORING THE PROBLEMS OF TEACHERS AND THEIR TEACHING IN FARM SCHOOLS

is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete reference.

This mini-dissertation has not been previously submitted for a degree at another university.



NGOBESE ZX _____

DATE _____

DEDICATION

This mini dissertation is dedicated to

- My loving husband, Blessed Halalisani Ngobese;
- Our son, Thabani Ndumiso and our daughter, Slindile Princess;
- My father, Elphas Buthelezi and my late mother, Mirriam Buthelezi;
- My sisters, Victoria Nene and her family, Petty Buthelezi and her children and the late Elsie Buthelezi;
- My brothers, Mthokozisi Buthelezi and his children, and the late Scelo Buthelezi and his son;
- My aunt, Mirriam Gumede and her family;
- My parents-in-law, Altar and the late Augustine Ngobese;
- My aunt-in-law, Elizabeth Ngobese and her family;
- My brother-in-law, Sifiso Ngobese and his family;
- My sisters-in-law and their children;
- It is also dedicated to all those who seek to understand the problems facing teaching and learning in farm schools in pursuit of taking the study further.

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ABSTRACT

This study dealt with the question whether farm school teachers cope with their teaching and learning on a daily basis. The fact that farm schools are situated in remote areas has a problematic nature of its own, which includes obstacles and challenges such as transport problems, bad roads, dilapidated buildings and facilities, no accommodation for teachers from different places, poverty and under-development of learners, lack of involvement of the parents and no interest whatsoever from the community or the farm owner.

On top of these challenges the task in the classroom is no easier. Through data gathered in interviews it became clear that teachers struggle to teach in small, dark, unattractive, and ruined rooms, which are at their best too overcrowded and insufficient for any effective teaching and learning to take place. Because the best teachers prefer to move away and teach in towns and cities, the ones staying behind are mostly under-qualified, in need of guidance and assistance, ignorant of how to implement the new curriculum, and too shy to apply transformational changes in such a faraway place where people are under any circumstances not too keen on anything new and strange.

The data further revealed that the overarching problem that challenges teaching and learning of any kind, irrespective of the caliber of the teachers or the learners, or whatever their level of education or motivation, is poverty. Poor, unemployed and uneducated parents can not be an inspiration to their children; and hungry, tired and cold learners can for whatever it is worth, not concentrate to learn at school.

These are the findings of this study – findings that most definitely should be taken notice of by the highest authorities in the Provinces and on National level of the Departments of Education. Urgent and abundant assistance is needed to make these institutions function effectively and save another generation of learners from the vicious circle of ignorance and poverty.

ACRONYMS USED IN THIS STUDY

SGB	School Governing Body
SMT	School Management Team
TLO	Teacher Liaison Officer
SRC	Students' Representative Council
RCL	Representative Council of Learners
SASA	South African Schools' Act
KZN DEC	Kwa-Zulu Natal Department of Education and Culture



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ADDENDUM:	Letter of permission	
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