

Teachers' Voices on the Challenges of Resources on Teaching and Learning in Selected High Schools in South Africa

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ABSTRACT Widening access to education has meant an increasing need for teaching equipment to schools to accommodate learners who utilise a wide range of teaching resources. This paper was aiming to identify the voices of teachers on resources challenges and to propose ways of curbing challenges of resources in the 21st century. To this end, the authors employed a qualitative approach and a case study. Data from teachers was gathered through interviews, with sampling consists of six educators being purposively and conveniently selected. The study found that a lack of teaching resources develops frustration in teachers. Another finding was that there are no strict accountability measures pertaining to damages of teaching resources. The study recommends that educators be equipped with enough skills and competencies to implement technology usage in schools. The state should play a vital role in creating a balance in terms of providing teaching resources to all schools.

INTRODUCTION

Teachers are expected to deliver quality education in their classrooms, and it is through quality education that learners may improve their lives and that of their families (Walberg and Haertel 2016). Walberg and Haertel go further in arguing that when learners are provided with quality education throughout their schooling, it helps them to reach their full potential academically and that puts them in a better situation to unlock the ever-changing world. Quality education enables learners to be responsible citizens of the country and this helps them to play active roles in the development of the economic growth of the country (World Bank 2017). According to United Nation Education, Science and Cultural Organisation (UNESCO) (2018) when learners are not provided with quality education in their schooling they do not reach their full potential academically. Stevens and Cooper (2015) reveal that when learners are not provided with quality

education from their years of schooling, it excludes them in playing important roles in the improvement of the country and this also affects their life and that of their families since the world requires people who have good quality education. Jonathan (2017) argues that various stakeholders who are interested in the education of the country expect teachers to deliver quality education throughout in their classrooms. However, there are many challenges that teachers are facing in their daily life in the classrooms that are the stumbling block towards achieving quality education especially in schools, which are in disadvantaged areas. Mulkeen (2017) opines that in order for teachers to deliver quality education in their classrooms, schools and teachers need to be provided with the teaching and learning resources so that they may utilise them for the delivering of quality teaching in the classroom. UNESCO (2018) confirm similar ideas with Mulkeen (2017) that without providing teaching equipment to schools, delivery of quality teaching may be difficult to achieve. The literature on challenges of material on teaching reveals that provision of more teaching and learning equipment enhances learners' engagement and promotes academic success (Chang 2018). In the context of this study, teachers' voices on

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continuous challenges of teaching equipment in schools is taken as one of the unending problems affecting teaching particularly in the African continent (Kriel 2018). Subsequently, many attempts have been made to resolve the problem of teaching and learning equipment available in schools. These include releasing free study guides, depositing money to schools so that they can buy teaching resources of their choice by themselves, and formation of school camps, so that learners can be taught by teachers of other schools (Kriel 2018). Although some of these interventions have produced positive results in some contexts, the problem of providing teaching resources is still a cause for concern.

Objectives of the Study

The paper aimed at reporting on teacher's voice on challenges of teaching equipment in order to identify the manner these conditions teachers are working under is affecting their aim of delivering quality education. Having this information in mind may assist in the development of relevant plans to eradicate challenges of resources and improving implementation approaches that take into consideration geographical areas of the schools in terms of allocation. Furthermore, the study aims to propose ways of addressing these challenges in the fourth industrial revolution since they continue to negatively affect the delivery of quality education. In addition, this study aimed to provide curriculum planners with first-hand information from teachers regarding their daily work since this serves as a vastly under-utilised approach to improving quality of education.

Research Problem

Across the African borders, poor allocation of teaching material in schools have proved to be the greatest barrier that negatively affects the quality of education teachers are delivering in their classrooms (Tabulawa 2009). Ngewu (2011) noted that some of the South African schools does not have enough support on teaching equipment. Since the dawn of South African democratic government in 1994, more funds have been injected in the education department hoping to reduce the huge backlog of

poor resource provisions to schools orchestrated by the apartheid government in the country. However, the comparison between expenditure and the learners' pass rate does not balance. Instead teachers continue get a lower pass rate despite these efforts by the government. One of the important questions that need to be answered by current teachers is: *"Is it a lack of teaching and learning resources provided to the schools or the lack of appropriate knowledge, skills and expertise in resource utilisation that led teachers to the accusation that they are not delivering quality education in their classrooms?"* Based on the abovementioned statement the study aim to explore teachers' voices on the challenges of resources on teaching and learning in the selected high schools in South Africa.

Research Question

The main question being addressed in the paper is: What are the teachers' voices on the challenges of resources on teaching?

Sub-research questions, derived from the main question, are:

- ♦ What challenges are experienced by teachers in relation to teaching resources in their subjects?
- ♦ Does your school make effort to manage teaching equipment provided?
- ♦ Do teachers integrate technology when teaching their subjects?

Theoretical Framework

Grant and Osanloo (2014) state that a theoretical framework is a collection of interrelated concepts that explain a phenomenon. Thus, it provides a structure, which shows how the researcher defines his or her study methodologically, philosophically and analytically. On the other hand, Ravitch and Carl (2016) opine that the theoretical framework helps the researcher in contextualising and situating formal theories into their study as a guide. This study was guided by Yutchman and Seashore (1967) system resource theory on organisational effectiveness. As per their theory, effectiveness of the employ in the organisation and the organisation itself depends on the organisation's ability to secure

an advantageous bargaining position in its environment and capitalise on that position to acquire, judiciously distribute and monitor utilisation of scarce resources. Yutchman and Seashore further state that organisations such as schools, acquire inputs, engage in transformation process and generate outputs, and in that manner they act like industries since they transform their given inputs into required outputs. Furthermore, a secondary school like any other organisation, after receiving input from its environment, quickly converts or processes the inputs and afterwards discharges output to the environment from where the input is increased. So, in order for teachers to be successful in this process they need to be supplied by more resources to utilise in order to improve the quality of output. This theory goes further in revealing that due to continuous changes that are taking place in all spheres, in the 21st century effectiveness of an organisation will be measured in terms of its capability to acquire resources and utilise them in achieving the organisation's objectives. The Yutchman and Seashore (1967) system resource theory of organisational effectiveness is relevant to this study because schools and teachers interact with their environment, and this is critical for the acquisition of scarce educational resources, which when utilised effectively, should translate to good performance of learners. This theory is justified since this study aims to explore teachers' voices on the challenges of resources on teaching and learning in selected high schools in South Africa.

Literature Review

Literature on challenges of teaching resources in schools has been discussed under the following sub-headings.

Lack of Teaching and Learning Resources in Schools

Mulkeen (2017) asserts in Africa, poor teaching and learning equipment in schools remain the biggest challenge to political, social and economic transformation in many countries in the continent of Africa. Mulkeen further states in that Sub-Saharan African (SSA) countries, eighteen percent of learners, repeat their classrooms

because of lack resources resulting from lack of school teaching and learning equipment. Furthermore, poor school equipment available in state owned school, especially in the villages is continuing to hinder the smooth running of the classrooms. Adedeji (2012) confirms similar findings that many learners in this continent [Africa] are learning in difficult conditions that are direct related to lack of teaching and learning equipment, while teachers are working under poor remuneration, delayed payment, benefits and growth, and disrespect from the state, and other stakeholders from the community at large. Fabunmi (2008) confirms that in Sub-Saharan state countries in the African continent, many urban schools have more teaching and learning equipment available and far better physical structure than those in the villages. Walberg and Haertel (2016) argue that in Columbia, among the grade nine learners, those who had access to more teaching and learning equipment in their environment performed better in their subject than those with no, lack of, or irrelevant resources. World Bank (2017) reveals teachers and learners who have access to various teaching and learning equipment like information communication technology and connectivity to internet have generated interest in the provision of e-resources.

Non-use of Technology in Schools

Hadad and Drexler (2016) asserts that technology use in education is regarded as a best tool to be used in improving knowledge since it offers chances in education, both formal and non-formal, especially in scattered and rural populations. Ranasinghe and Leisher (2014) argue that in the fourth industrial revolution there is no other way of providing quality education to learners other than using technology in the classroom. Ranasinghe and Leisher further reveal that this process starts when an educator prepares his/her lessons using technology in meaningful and relevant ways. Kock (2014) contends, when technology is in full use, it supports the curriculum rather than dominates it. This means that when adopting technology usage in a school, the approach is assisting teachers and learners in terms of creating a collaborative learning environment with other peers out-

side their school. Hadad and Drexler (2016) reveal that after technology usage has been made compulsory in Pakistani schools, teachers and learners were able to continue with their teaching and learning even after school hours. This approach has promoted high competition among teachers and even amongst learners, as through this approach learners were able to learn independently, since technology promotes higher-order thinking skills from the learners. Cantu and Waren (2014) agree that when learners and teachers are afforded with the opportunity to learn using technology, it helps them to develop innovative practices within the classroom.

Lack of Access to Internet

Cantu and Waren (2014) indicated that using Internet in school contributes to the learners' developing various skills, such as research, technology, presentation and/or communication. In this way, thanks to the numerous and various sources and data offered to them by the Internet, learners could learn how to be independent. Du Plessis and Webb (2012) opine when the Internet is connected within the school, it contributes towards the delivery of quality education since teachers and learners will be able to get the cutting edge information regarding their subject all the time. Du Plessis and Webb further state that when the connectivity is fully functioning, the teachers need to control learners since it can change the rendering of teaching by teachers within the school since learners will use the Internet mostly for social purposes than in an educational setting. Ranasinghe and Leisher (2014) assert that the connectivity can enrich the teaching and learning process by making education more modern and effective and those are the good features of how education in the fourth industrial revolution is expected to be.

Lack of Teaching and Learning Resource Management

Planning, designing and delivering of new school teaching equipment may take many years to be available, its management will increase the life cycle of the resource (Du Plessis and Webb 2012). Du Plessis and Webb further state that in most South African schools, management of

school teaching and learning equipment have received much less attention, and as the result the focus is purely on buying new resources all the time. Geiger (2013) confirms that in order to reduce the challenge of inequality of resources provision in schools, a comprehensive teaching and learning resource maintenance program should be formed and managed by education development officer from district office, since principals and the school management team (SMT) do not seem to be taking this job seriously while funds are utilised every year in buying these resources. Zacharia and Barton (2013) state that when teaching and learning resources are well maintained, their lifespan is longer than expected. Once maintenance is taken seriously, spending from the education department will be lower than it is now due to buying of resources. The American Public Health Association (2013) suggests that the responsibility for teaching and learning resource management needs to be the responsibility curriculum section and the principal, with the principal responsible for the day-to-day operations. Curriculum officers be responsible for long-term maintenance programs and procurement of outsourced services for specialised maintenance projects.

METHODOLOGY

Approach

This study is a qualitative research, and is based on a naturalistic approach that seeks to understand phenomena in context or real-world settings, and in general, the researcher does not attempt to manipulate the phenomenon of interest (Maree 2015).

Design

The paper employs case study design, as the authors were interested in teachers at the case level, and relied on a descriptive framework for analysis of data. One of the most important features of a case study is its flexibility to allow examination of 'a phenomenon in its natural setting' and allowing the use of many methods in the collection of data (Johanson and Christensen 2008).

Data Collection Instrument

Data collection instrument is a process of preparing and collecting the data (Johnson 2003). Data Collection instrument used in the paper consists of interviews and they were semi-structured. Semi-structured interviews assist in collecting thoughts, beliefs, knowledge, reasoning, motivations and feelings about a topic from participants (Johnson and Christensen 2008).

Sample

De Vos et al. (2011) asserts sample is a set of elements taken from a larger population according to certain rules. They further state that a sample represents the larger population from which it is drawn. In the paper, sampling was drawn from six teachers of Amatole East Education District.

Convenient Sampling: It refers to situations when elements are selected based on the fact that they are easily and conveniently available (Maree 2015). In this paper the sampled teachers chosen on the basis of being usually quick and easy to reach them.

Purposive Sampling: is a method used in special situations where the sampling is done with a specific purpose in mind (Maree 2015). In this paper authors handpicks participants on the basis of having possession of particular characteristics being sought.

Participants

Participants for this study were only six teachers sampled from teachers of the whole district of Amatole East Education District. These teachers were selected from six different secondary schools. Three teachers were selected from the rural areas and the other three was selected from urban areas. English was a medium of instruction when conducting interviews (Department of Education 2003). The interviewees were also sampled using the volunteer sampling technique, which refers to a scenario where participants willingly volunteer to participate in a study (De Vos et al. 2011).

Data Analysis

The recorded interviews were transcribed and translated into English. After the authors

had satisfied themselves that the transcript was accurate, then we made two copies of it and independently coded the data. After that we had categorised, we put similar things together as per the data from interviews. From here we developed coding by giving the data codes to differentiate each data from one another. In this paper, data analysis was done manually following these steps namely: organising the data, finding and organising ideas and concepts, building overarching themes in the data, ensuring reliability and validity by giving the participants the transcribed document to verify correctness. The data was coded following these steps: reading through the data and creating a storyline, categorising the data into codes; and using memos for clarification and interpretation.

Ethical Consideration

Permission was obtained from the university which the author was studying, then the Provincial head office of Department Education for access to schools, and then consent from teachers.

Trustworthiness

Maree (2015) confirm it is a consistency checking (for example, having another coder take the category descriptions and find the text that belongs in those categories) and credibility or stakeholder checks. Here, the authors made it a point that in the process of data collection, there were no bias.

Limitations

In this paper, finance was a big limitation since the authors were not having any liberty to be funded by any financial sponsor in doing this study, and as a result they were dependent on and entirely using their own money to conduct the study. Geographical limitations were also a big obstacle since the study was conducted in one province and not in the whole country even if the authors were willing to visit the entire country when conducting this study, in order to get results from other parts of the country but due to the financial reasons they were unable to do so.

RESULTS

Presentation of Data

The first question was, what challenges experienced by teachers in relation to teaching resources in their subjects? In this question data was collected through interviews. When the participants were responding to this question it was clearly show where was the starting point in the fight to curb the challenges of teaching and learning. Looking into the response it has come out that there are participants are still faced with serious problem of poor resources in their schools. The sub-themes/categories below have been identified in this question.

Challenges Experienced By Teachers in Relation to Teaching and Learning Resources in Their Subjects

Responding to this question, it was found that teachers are still confronted with serious challenges of poor teaching and learning resource in their schools and whenever, they try to voice out their views to the educational managers on how the challenges affect them their voice is not being attended as early as possible. Participant 1 revealed, *"First of all, the school is located in one of the deep rural areas, where most of the teaching and learning resources needed are hard to get. In my accounting class, I am struggling with the poor teaching and learning resources, and I am trying hard to convince my principal to help me to buy different books. I really struggle to get a positive result. While the subject keeps on changing, this change means new teaching and learning resources."* This assertion has also been confirmed by participant 2 argued, *"I am teaching physical science and life sciences, and both subjects require a lot teaching and learning resources in order to fully prepare my learners for the end of the year examinations in these subjects. However, this is the biggest challenge of teaching in an under-resourced school. The unavailability of resources in the entire school is affecting learners' performance when they are writing the final examination, especially in Grades 11 and 12."*

In the above theme, interviewee stated that they are faced with similar challenges of teaching in under-resourced provisioning schools, and this situation problem hinders preparation for examinations, teachers preparation for the classroom since it develops frustration due to the fact that despite their challenges, the end of the year results are needed at all cost. They also highlighted that their schools lack small but important resources to teach their subject. Participants further indicate that they would love if their schools can be provided with new approaches of teaching like videos and CDs, so that learners can be afforded with time to watch new approaches of learning the same content but in different ways and by different persons.

Teachers Integration of Technology When Teaching Your Subject

One of the questions asked was, do teachers integrate technology when teaching of their subject.

In this question, participants were asked to indicate whether they make use of information computer technology in their subject since one lives in the world of technology. In response to the above question, many teachers confirms that they do no integrate technology. Participant 1 confirmed, *"No I really do not use it at all, and the reason is that in the school, computers are available but all of them are damaged and they were not even connected into the Internet from the beginning"*. Participant 5 mentioned (after keeping quiet for a while), *"No I don't use it, and the reason is based on the fact that I am not technologically oriented, and as a result I rely entirely on the old way of teaching my subject but I can see that technology is slowly taking over in the subject. For argument sake, when we are in subject clinics I can see that people are always aware of new trends pertaining the subject."*

The above responses reflect the participants' use of technology in their subject in preparation for the teaching and learning within the classroom. Most interviewees said that they hardly used technology in their subject for their schoolwork. This shows that some participants were aware of the fact that technology was supposed to be used. As long as schools and participants are ready, technology in education will kick-start.

Schools Effort to Manage Teaching and Learning Resources Provided

Another question that was asked is do schools make effort to manage teaching and learning resources provided. Here interviewee indicated that in their schools little was being done to manage teaching and learning resources, while two participants reveal that in their schools nothing was done to manage teaching and learning resources and they were not even aware of the danger associated to non-management of teaching and learning resources. Below are the responses from interviewee in response to the above question. Participant 3 revealed, *"No, since we do not have any strict measures to make sure that learners return those resources allocated to them. At some stage I used to hold their end of the year school report but my principal ordered me to stop what I was doing, and as a result no learner cares about any resource distributed to him or her"*. Participant 4 said, *"No, because parents whose learners lose the teaching and learning resources distributed to them, they just come to school and make empty promises of buying these resources but the reality is that they do not buy them and it ends there."* The above responses are a thorough reflection of how schools do not take strict measures to encourage learners to return all the teaching and learning equipment that were distributed among the learners of every classroom within the school. Most participants said that schools are hardly making learners and their parents accountable to return the books. This shows that more learners were not returning teaching and learning resources and the school was doing nothing to curb that conduct. Therefore, this means that schools will always be facing a scarcity of teaching and learning resources throughout their life.

DISCUSSION

In this study the findings arrived at after data interpretation and analysis were examined in the light of questions asked. Emerging themes that came up were discussed with reference to literature. One of those themes was

Challenges Experienced by Teachers in Relation to Teaching Resources in Their Subjects

Challenges experienced by teachers in teaching of their subjects were examined. All partici-

pants were expected to self-reflect on challenges of resources on teaching and learning and then reveal their own challenges in their classrooms. Paper revealed that, teachers are still faced with serious resource challenges in their schools, and as a result learners are under performing. This finding is supported by Mulkeen (2017) asserts in Africa, poor teaching and learning equipment in schools remain the biggest challenge to political, social and economic transformation in many countries in the continent of Africa. Adedjeji (2012) in his study observed similar findings that learners in Africa are learning in bad conditions that are aggravated by scarce teaching and learning resources, while teachers are working in poorly resourced schools. Yutchman and Seashore (1967) echoed similar findings that effectiveness of the employ in the organisation and the organisation itself depends on the organisation's ability to secure an advantageous bargaining position in its environment and capitalise on that position to acquire, judiciously distribute and monitor utilisation of scarce resources. The study also found that poor teaching equipment develop teacher frustrations, when it is time to perform practical examinations, since learners do not have resources to complete this in their subjects. This finding proved correct the finding of Walberg and Haertel (2016) that in Columbia, among the grade nine learners, those who had access to teaching and learning resources in their environment performed better in their subject than those with no, lack of, or irrelevant resources. The study reveals that schools that struggle the most are those in rural areas and this affects how learners perform. This finding is echoed by Mulkeen, who found that in Sub-Saharan African (SSA) countries there are poor school teaching and learning resources in state owned schools, particular schools located to disadvantage areas. The above finding contradicts Yutchman and Seashore (1967) that in the 21st century effectiveness of an organisation will be measured in terms of its capability to acquire resources and utilise them in achieving the organisation's objectives.

Teachers Integration of Technology When Teaching Your Subject

On determining whether teachers are integrating technology when teaching, they were expected to indicate how it assists them in their

classroom, if they use it. In case of those who are not using it, they were expected to state why they do not use it within their classrooms. Here, four participants indicated that they do not use any technology in their classrooms, and they also indicated different reasons for non-use of technology within the classroom. Two participants revealed that they make use of technology only for the preparation of their classrooms, but they did not use it within the classroom. The results revealed that despite the issuing of technologies (laptops) by their employer, no participant is making use of ICT within the classroom despite bring in the fourth industrial revolution. This finding is contrary to the finding of Ranasinghe and Leisher (2014) that in the fourth industrial revolution there is no other way of providing quality education to learners other than using technology into the classroom. They also observed that this process begins when an educator prepares lessons that use ICT in meaningful and relevant ways. The study discovered that those participants who do not use ICT at all, their reason was around damages to the computers in schools where they have computers, extra computer resources needed to support the use of ICT in the classroom where schools do not have it, and it is very expensive to buy them. These findings differ to Kock (2014) findings that when ICT is in full use it supports the curriculum rather than dominate it, meaning adopting ICT usage in a school, the approach is assisting teachers and learners in terms of creating a collaborative learning environment with other peers outside their school. This study further found out that, participants who make use of ICT even if they are using it outside the classroom but in a way of preparing for classroom is that it keeps them well informed on the issues surrounding their subject and also helps them in downloading previous question papers from other provinces. These two participants further indicated that what is limiting them to use ICT in the classroom is because they use their own Internet and it is costing them more money when they connect. This finding does not support Du Plessis and Webb (2012) that when the internet is connected within the school, it contributes towards the delivery of quality education since teachers and learners will be able to get the cutting edge information regarding their subject all

the time. The findings are also contrary with Cantu and Waren (2014) that when learners and teachers are afforded with the opportunity to learn with ICT this helps them to develop innovative practices within the classroom. They further observe that using the Internet in the school contributes to the learners developing various skills, such as research, technology, presentation and/or communication.

Schools Effort to Manage Teaching and Learning Resources Provided

Here, authors examined whether schools were making any significant effort to manage their teaching resources with an aim to maximise their lifespan use within the schools. All the participants were expected to mention all the strategies schools are used to make sure that resources allocated to learners are being returned. The study find out that despite schools' challenge of limited resources provided to them, they do not play any pivotal role in making sure that the little resources they have were being manage with great care, so that it can stay longer than expected. Furthermore, when learners lost or damaged the teaching resource allocated to him or her, there is no accountability either for the learner or for the parent of the learner. This finding supported Du Plessis and Webb (2012) that in most South Africa the management of school teaching resources have historically receives much less attention, and as the result the focus is purely on buying new resources all the time. This finding echoed with the finding of the American Public Health Association (2013) suggests that the responsibility for teaching and learning resource management needs to be the responsibility curriculum section and the principal, with the principal responsible for the day-to-day operations. Curriculum officers be responsible for long-term maintenance programs and procurement of outsourced services for specialised maintenance projects. The paper further reveals that once a learner failed to return the teaching resource allocated to him or her it becomes the primary responsibility of the subject teacher in devising means of making sure that the resource is returned and no member from the school management assists the teacher. This finding supports the ideas of Geiger (2013) when arguing

that in order to reduce the challenge of inequality of resources provision in schools a comprehensive teaching and learning resource maintenance program be established and monitored by the curriculum officials from district level since principals and school management team (SMT) do not seem to be taking this job seriously while funds are utilised every year in buying these resources. The findings further revealed that parents of the learners who failed to return the allocated teaching material just come to the school and make empty promises of buying the resource just to get the report of the learner, but once parents leave the school they do not honour their promise and it ends there and the school is left with the responsibility of buying the resource again. Geiger's finding are advanced by Zacharia and Barton (2013), wherein once accountability and maintenance is taken seriously, spending from the education department will be lower than it is now due to buying of resources.

CONCLUSION

It was indicated in the introduction that teachers are expected to deliver quality education in their classrooms since quality education is seen as the licence to a learner's better life. The literature has shown that despite the responsibility attached to teachers there are a number of challenges teachers are encountering, and as a result it is very difficult to execute their responsibility successfully. The main aim of this paper was to explore teachers' voices on the challenges of resources on teaching and learning in the study and to propose ways in which challenges of resources on teaching and learning can be addressed when planning for the improvement of schools in South Africa. The literature has shown that in a country like South Africa, which is characterised by diversity, people and different locations in schools challenges of teaching and learning resources has proved to be greatest stumbling block in many schools particularly those who are located disadvantage areas. The paper revealed that in some schools learners do not conduct practical lessons, and teachers develop frustrations due to limited resources. The study further revealed that there is no accountability when learners failed to return

allocated teaching resources to them and the schools are not making any efforts to get back those resources. By taking cognisance of the provision of teaching equipment to schools by the education department teachers will increase the way they deliver teaching and the performance of their learners. Subsequently, this will improve the pass rate especially in the learners.

RECOMMENDATIONS

Looking into the findings of the paper, the authors recommend that the government should play a vital role in creating a balance in terms of providing teaching equipment to all schools irrespective of the locations of the schools, since resource provisions contribute to conducive learning. Teachers should be equipped with enough skills, qualifications and competencies to deal with implementing of technology usage in schools. At the same time, schools need to be encourage to include items of information and communication technology in their school budget with the aim of allocating funds to support technology integration in schools. The paper also recommends that the Department of Basic Education needs to develop ways of connecting Internet during school hours in order to assist educators and learners in improving their teaching equipment. Another important strategy is to make sure that the school management team are accounting every end of the year to the district officials about the teaching and learning resources they were provided by the department or they have bought with the department's money. The Department of Basic Education needs to make it compulsory for teachers to teach using laptops they were given by the Department, in their classrooms, and the principal needs to submit a monthly report on the usage of laptops to the ICT department at the district level.

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