Perspectives of teachers on provision of resources in public schools in a rural education district in South Africa

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Abstract

The paper examines the perspectives of teachers on provision of resources in public schools, using two secondary schools in a rural Education District in South Africa as case studies. In order to explore and evaluate the perspectives of the teachers, the researcher employed an interpretative qualitative research paradigm and purposive non-probability sampling method was used to draw samples of participants for in-depth interviews. As most public schools have similar characteristics, style of operation and challenges, it was not necessary to involve so many schools in this study. Two teachers were therefore selected in each of the two selected schools and in-depth interview was conducted with them, which was recorded and then transcribed. The collected data was later analysed thematically to infer the meaning and present the findings. The findings revealed that these two schools struggle to have access to teaching resources which according to the participants hinder teaching and learning process. The findings also revealed the participants' views that the government has not done enough to address the shortage of resources in public schools but that private companies have been helpful in providing some resources. The participants noted that the government must be alive to its commitment to provide quality education for all by ensuring timely delivery of resources to schools at the beginning of the year. The study concludes that government needs to re-strategise towards making resources available for schools' use.

Key words: Perspectives, Teachers, Resources, Public Schools

Introduction

The history of South Africa is rooted in the legacies of apartheid that affected the country for several years, until the advent of democracy in 1994 (Msila, 2007). It must be noted that apartheid ideology created a scenario of unavailability to teaching and learning resources and subsequently, inferior educational opportunities to black people (du Plessis & Mestry, 2019). However, for schools to function effectively and provide quality education, necessary resources like a good library, laboratory facilities, quality and well trained teachers, computer

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centre, good sanitation system, electricity supply as well as financial support must be available (Sedibe, 2011). During the apartheid era, history documents that education was often characterized by several protest actions often carried out by the disadvantaged population due to the non-availability of some of the mentioned resources (Modisaotsile, 2012).

But with the advent of democracy, the ANC-led South African government has since the 1994 elections placed emphasis on the need for redress of the inequalities of the past so that the standard of education is equal and better for all South Africans (Motala, 2006; Msila, 2007). The South African government therefore strategised a programme of restructuring the education system on principles of equity, human rights, democracy and sustainable development. The emphasis has been on the need to make quality education available to all South Africans so that they can become responsible, participatory and reflective citizens that will be well equipped to contribute to an emerging democracy and the economic status of the nation (Moloi, 2007). However, the South African government has continuously faced a challenge to address the disparities and lack of resources that exist in South African schools, which also has great impact on the quality of education provided in schools (Prinsloo, 2005).

The aim was especially to improve the quality of education for previously disadvantaged individuals who attend public schools but the situation has not changed much since 1994. The learners are therefore not able to have access to textbooks as some schools struggle to get supplies of textbooks at the beginning of the year. Some schools are not also able to get materials for science practical while some do not even have science or computer laboratories (Berg, Taylor, Gustafsson, Spaull, & Armstrong, 2011; Sedibe, 2011; Modisaotsile, 2012). This therefore becomes a problem as lack of necessary resources will also affect the quality of learners that will be produced in South African schools. Sadly, the problem of lack of resources persists as noted in recent studies by Munje (2019) and Mashita and Mafuka (2019). They all highlight the ongoing battle being faced by public schools in South Africa as they try to cope with lack of necessary classroom resources, which hinder successful teaching and learning process. They are all of the view that no school would be able to function effectively when adequate resources are not available for their use.

It must however be noted that similar situation exist even outside South Africa. For instance, Bizima and Orodho (2014) noted that there is a link between the availability of teaching and learning resources and teachers' effective classroom management and content delivery in secondary schools in Huye District, Rwanda. They argued that teachers are not usually able to manage their teaching and learning activities very well when they lack the needed classroom resources like books and other apparatuses. They further noted that this also hampers smooth content delivery by teachers and learning by students. In addition, Mudula (2018) also highlighted the relationship between availability of

teaching and learning resources and performance in secondary school science subjects in Eldoret Municipality, Kenya and noted that the availability of these resources enhance teaching and learning and students' understanding of the concepts being taught.

This paper therefore aims to investigate the perspectives of teachers on the provision of resources in schools and how it affects teaching and learning. This study also looks at the resources that are available in the schools being used as case studies and how the schools see the provision of the available resources and the lack of some resources.

Statement of the problem

Some studies have noted that some schools in South Africa lack the infrastructure necessary to provide learners with the quality education which they are legally entitled to receive as South Africans (Msila, 2007; Sedibe, 2011). It must be noted that in cases where such resources like good library, laboratory facilities, quality and well trained teachers, computer centre, good sanitation system and electricity supply, just to mention a few are unavailable, the quality of education provided to learners is compromised. While the lack of resources in public schools has its roots in the legacies of apartheid and the inequality that existed then, it must be noted that the new South African constitution adopted following the inception of the new democracy in 1994 has been strongly put in place to address imbalances of the past (Moloi, 2007; du Plessis & Mestry, 2019). The Constitution stated that everyone should have the right to a basic education, but this will only be possible when the needed resources are available, which will in turn improve the academic performance of learners. However, the problem is that some schools are still battling with the availability of teaching resources which in many ways can create a conducive atmosphere to teaching and learning (Msila, 2007; (Modisaotsile, 2012). This paper therefore aims to investigate the perspectives of teachers on the provision of resources in schools and how it affects teaching and learning.

Research Questions

The research questions that this study seeks to answer are:

1. What are the perceptions of teachers on the provision of resources in public schools?
2. What resources are available in public schools?
3. What resources are lacking for teaching and learning in public schools?
4. What are the perceptions of teachers on how resources affect teaching and learning?
5. What are the alternatives that teachers use in absence of the required resources?
6. What are the suggested interventions needed from government to address the lack of resources?

Literature Review

Historical challenges that affect teaching and learning

Taylor (2007) notes that it is very difficult to establish if there is any relationship between school performance and the availability of financial resources for schools to operate with. He further noted that schools can always operate effectively despite the threshold of poverty that affects the school in as much as increased levels of resources does not guarantee improved performance if not well managed. Taylor (2007) was therefore of the view that South African schools will definitely do better with necessary resources at their disposal than they currently do.

Taylor (2008) and Pitsoe (2013)also highlighted that the availability of resources and good or bad performances of schools are all traceable to a history of 350 years of colonial selective development that was supported by the policies of systematic discrimination and isolation pursued between 1948 and 1994 (Taylor, 2008). Other scholars have however noted that despite all the structural changes put in place by the ANC led government, the transformation of the South African school system has been very slow (Nyuswa, 2003; Modisaotsile, 2012). They further observed that one of the challenges to effective utilisation of resources and performance of schools is effective leadership and management, ensuring professional responsibility at all levels of the school system (Sedibe, 2011). This is in our view means that school leadership must be geared towards effective utilisation and maintenance of teaching and learning resources to enhance quality education.

Engelbrecht and Green (2001) and Milligan, Koornhof, Sapire and Tickly (2019) were all of the view that the inequalities of access to resources in schools or non-availability of teaching resources in schools have their roots in the former apartheid policies which laid more emphasis on racial discrimination, social and ethnic conflicts, exclusions of learners of certain colours from schools as well as a legacy of severe disparities in access to resources and funding. In support of these views, Sedibe (2011) also notes that inequalities in teaching resources was not acceptable in most schools as teachers and learners are not always happy in such situations, especially as teaching and learning are greatly hampered. Musitha and Mafukata (2018), added that all these challenges being faced by some schools today can be traced to the Bantu educational system legacies of years of oppressive education and underdevelopment of teaching and learning facilities. This paper also wants to support the above arguments and views which no doubt point to unfair and unequal access in the South African education system, especially as it was the case between white and black schools in the past with its ghost still hanging around today, which makes learners to protest at times.

For instance, Taylor (2008) notes that learners at times show their grievances by burning of schools, books and stationery, which are meant for their teaching and learning and not easy to replace due to high costs involved. This paper wants to note that while some schools might have tried through government interventions to overcome these historical problems, some schools may still be struggling till today to address such problems, which will then impact negatively on the availability of resources in such schools.

Ongoing challenges of access to resources

As noted by Sedibe (2011), despite several provisions in the South African constitution which was adopted following the inception of the new democracy in 1994, stating that everyone should have the right to a basic education, reverse is still the case because of some factors. Such factors that still hinder some schools as further noted by Sedibe (2011) includes the non-availability of teaching resources like Learner-Teacher-Support-Materials (LTSM) and good classrooms without which the attainment of basic education would not be a reality. The view here is that tools or resources that will enhance teaching and learning, resulting in the understanding of the subject content being taught to learners should always be available so that learners can learn effectively. Interestingly, the South African Schools Act (SASA of 1996) mandates that schools must also ensure the right of learners to basic education by admitting them to schools without discrimination but necessary teaching resources not been made available, which in turn makes teaching and learning to be very difficult.

Modisaotsile (2012) also notes in her research to evaluate the failing standard of basic education in South Africa by stating that education is not just about learners sitting down in the classrooms and acquiring skills but with the necessary teaching resources being available to facilitate such learning. She points out that many South African schools are without necessary teaching and learning resources and that these are signs indicating that the education system is in a crisis (Modisaotsile, 2012). She further highlights the indicators as pupil-to-teacher ratio or the availability of chalk and textbooks, high enrolment rates and increasingly poor student results, especially with the matric results.

Munje (2019) also stresses the critical role that the education system has to play in ensuring a conducive and well equipped learning environment for the learners. While reflecting on the advent of democracy in 1994 and how it ushered in a ray of hope for South Africans, Munje (2019) notes that not much has been done to address the imbalance of the past or make the public schools to function properly. Even though the South African Constitution and most importantly the Bill of Rights motivated for radical socioeconomic transformations to make public schools fit for effective teaching and learning and thus maintain equity and quality in education, the gap still exists. This also means that government policies are questionable if the needed resources are not easily available to meet the expected outcomes. Munje (2019) added that situations like these in effect questions the effectiveness of the democratic dispensation as promises

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made during electioneering campaigns are not fulfilled, especially in poor rural communities and this eventually affect the schools adversely as they are left to struggle alone. This also means that there will be a gap between what learners are expected to know and what they really know (Sedibe, 2011; Munje, 2019). All the above views are also shared by du Plessis and Mestry (2019) who added from their recent study that rural schools in South Africa struggle a lot to deliver quality teaching and learning and that this makes the learners to be ill-prepared and not to know what they are expected to know compared to their peers in other well-resourced schools. All these point to the ongoing challenges of access to resources which continue to affect the South African education sector, especially in the public schools.

The link between teaching resources and effective learning

Various scholars have highlighted the importance of the availability teaching resources and how it impacts on effective learning. For instance, Sedibe (2011) notes that access to necessary teaching resources will no doubt positively impact the quality of education. He further notes that the Learner-Teacher-Support-Materials (LSTM) or teaching resources such as relevant textbooks, laboratories, classrooms, equipment, facilities and other structures make it possible for schools to perform their teaching and learning functions very effectively. This in our view therefore means that schools without these resources will surely underperform and this is why this paper seeks to look at the effect of availability and non-availability of resources and the impact of schools. This view is also shared by Munje (2019) who note that inadequate and poor facilities will always affect teaching and learning and student performances too. This is further highlighted by Sedibe (2011) and this therefore means that schools that are not well resourced cannot function effectively with inadequate and unequal access of resources such as laboratories, libraries, toilets, books and computers.

It must also be noted that the view of most scholars is that the Department of Basic Education should be liable and take steps towards supplying adequate resources to all schools equally, without any prejudice in order to enhance a sound and acceptable culture of teaching and learning that will give equal opportunities to students (Nyuswa, 2003; Taylor, 2008; Modisaotsile, 2012). This paper also wants to add that it would be necessary to ensure that schools be not made to operate with inadequate Learner-Teacher-Support-Materials (LTSM), or students be taught in over-crowded classrooms as was our observation during a school-teaching experience. Another key issue or very important resource is the quality of teachers that are available to impact knowledge on learners and whether they are well qualified or not as this also affect student performance.

Other necessary resources that scholars have found to be well linked to effective teaching and learning includes the availability of electricity, which this paper also agree with as in cases where computer laboratories

and some equipment are to work effectively (Taylor, 2007; Modisaotsile, 2012; Milligan et al, 2019). Interestingly, some schools are with regular electricity supply which enhances teaching and learning activities while some schools are not. An example is when the weather is very dull and raining to the extent that visibility becomes a problem and there is need to put on electric bulbs or fluorescent lamps to continue teaching and learning activities. Schools with electricity supply will surely continue with school activities while schools without electricity supply will be in disarray or close for the day. Another important resource is telephone, which allows for smooth communication and performance of administrative duties by schools. From the above discussions, it becomes clear that schools with telephone facilities will function effectively communicate far and near with other schools, agencies and most importantly, the Department of Basic Education.

Availability or non-availability of safe and drinkable water is another important resource that scholars have highlighted as being important for the successful running of any school. For instance, Sedibe (2011) notes that some schools make use of water sources that are not safe for drinking or any human use, which then raises a health concern for learners and teachers as well and which can indeed become a serious crisis. All the above discussion show that where necessary teaching and learning resources are not available or inadequate, the performance of teachers and quality of education provided are greatly hampered.

Theoretical Framework

Reconstructionism

The theoretical framework on which this paper is built is the theory of reconstructionism as propounded by Theodore Brameld, who believes that education should serve as a tool for immediate and continuous change (Ozman and Craver, 2011). Ozman and Craver (2011) further noted that the theory of reconstructionism was developed in the twentieth century and its main beliefs focus on the fact that society needs constant reconstruction and that education plays a significant role in that reconstruction. These scholars further noted that in this regard, education itself must be reconstructed in order to help in the reconstruction of the society. Ozman and Craver (2011) are of the belief that reconstructionism helps to promote the interest and change of the ruling class through the use of formal and informal curriculum which encourage the use of resources, just like the Out-based Education (OBE) curriculum aimed at reforming South African education system. In relation to this paper, this also means that the availability of resources for teaching and learning in our schools will no doubt help to reconstruct how teachers teach and how students learn and teaching and learning will be progressive. But in situations where there is lack of resources, teaching and learning will be greatly hampered.

Another relevance of reconstructionism to this study is that reconstructionists do believe that if people are able

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to see problems in a broader perspective, then there is a chance of eliminating that problem (Riley, 2006). They also have a desire for an ideal, perfect or trouble-free world, free of hunger, strife and inhumanity and where everything works. This also means reconstructionists would prefer a schooling system where everything works are resources are available for teaching and students. Also, considering the legacies of apartheid that affected South Africa for several years and that the government at that time was biased with financial funding of schools in relation to colour and even the provision of teaching resources, reconstructionists will therefore argue that resources be now made available to all schools to enhance teaching and learning.

Methodology

This paper deemed it fit to use qualitative research methods, particularly the use of in-depth interviews for the collection of research data. Qualitative research is usually expressed as an umbrella concept that allows for several types of inquiry in order to help in understanding and explaining the meaning of social phenomena with as little disruption of the natural setting as possible (Leedy, 2001; Berg, 2004). Another important characteristic of qualitative approach is that it does not involve the use of numbers when analysing data. This is highlighted by Mouton (2002) and Mawokomayi and Osunkunle (2019) who note that qualitative approach helps researchers to produces findings in words. Considering the fact that this paper looks at the perspectives of teachers on provision of resources in public schools, using two secondary schools in Fort Beaufort as case studies, we want to believe that qualitative approach therefore best suits this study. This is so, considering the fact that another important characteristic of qualitative approach is that it helps researchers to discover underlying motivations, feelings, values, attitudes and perceptions of research participants (du Plooy, 2002; Bamigboye and Osunkunle, 2020). This method therefore helped us to know the views of research participants on the topic being investigated and also discover underlying motivations, feelings, values, attitudes and perspectives towards the provision of resources in their schools. In-depth was therefore conducted with two teachers each in the two selected schools and this data collection method afforded them the opportunity to speak out on how they feel about the role of resources in teaching and learning in their schools unlike the use of questionnaires, which would have limited the participants to elaborate but instead limit them to only ticking boxes of options.

Data Analysis

The in-depth interview participants (interviewees) in both schools were between the ages of 40 to 58 years. The gender of the interviewees reflects one male and one female in each of the two schools making a total sample of two males and two females. The participants teaching history showed that they have been teaching for some years from between 12 to 33 years and are quite familiar with the teaching and learning environment in South African schools. This also put them in a better position to give relevant information and their perspectives on the provision of resources in selected public schools.

Analysis of interviews

To ensure clarity of analysis of data collected, we have deemed it fit to combine the responses from the sample and the analysis of data under each question that was asked. The reason for combining is because the responses are almost similar for the participants and more so as the two schools have similar features as public schools in the same district. We also want to note that the two teachers / participants in the first school are referred to as *TEACHER* 1 & 2 and the other two teachers / participants in the second school are referred to as *TEACHER* 3 & 4.

Analysis of perceptions of teachers on the provision of resources in public schools

Participants were asked to give their views on the provision of resources in public schools generally and all the participants (Teacher 1, 2, 3, and 4) noted that public schools lack adequate resources generally. Some of the participants lamented the non-availability of resources like textbooks, kits for science subjects and computer laboratories amongst others while some confirmed availability. Details of this analysis are below:

> *TEACHER 1* said: "Yho! [exclamation] We don't have resources, for many years we don't have resources. We are having this same problem in public schools. For many years, the resources are not there. Even, we don't get replacement easily if a teacher retires or dies. The case is the same in other schools because they also tell us similar stories"

> *TEACHER 2* said: "According to the resources, our schools don't have resources. We know that government give the school the money to buy the resources but we don't have enough money as public schools to buy resources and especially in a poor area where learners are not paying school fees. So, for resources, we don't have good resources and it is the same story in other schools too. We talk about these things".

> *TEACHER 3* also added that: "The government does provide stationeries, they arrive early some times and they arrive late at times or if it does arrive, it is not enough for the

whole school, so we struggle with resources and other schools too".

TEACHER 4 stated that: "I am going to talk about my school and about other schools too as I have friends in other schools too. Now at my school, we don't have a library, we don't have a computer lab and we don't have a science laboratory too. Our colleagues in other schools also complain about these things…. They are struggling too".

It is important to note that South African education system was grossly embedded in inequalities along race and colour with the black schools neglected and not well resourced (Musitha and Mafukata, 2018). However, after 1994 democratic election and the advent of democracy, the South African constitution makes provision for quality education for all and the aim is to ensure that all South African schools, especially the public schools that have suffered gross neglect during the apartheid era, are well resourced to be able to provide sound education for all (Ramnarain and Hlatswayo, 2018). The views of the participants therefore confirms on ongoing struggle for provision of teaching and learning resources as some schools do have partial supply of resources and some don't.

Analysis of reading resources that is available in public schools

It was also important to ask the participants to mention the type of reading resources that are available in their schools and how they affect teaching and learning. Most of the participants noted that it's only textbooks that they have as teachers and not for students. Teachers 3 & 4 however noted that they do have Literature books for reading in their school but for certain Grades. Below is the analysis of the response from the participants:

TEACHER 1 said that:

> "Textbooks are available, the previous question papers are also available and we use them. The students are supposed to have study guides but only the educators have it and the educators have to do photocopy for the learners and it is difficult to photocopy for all the learners".

This is similar to the views of *TEACHER 2* who notes that:

> "It is only textbooks that we have for reading, we don't have other things, even those textbooks are not enough for learners".

This is view is similar to that of Teacher 3 who notes that:

> "We have few resources which are charts for teaching some subjects and few textbooks for teachers' use, not for students. We just patching up and using few that are available to us".

On the other hand, *TEACHER 4* was of the view that:

> "We do have literature books for Grade 10 & 11 & 12. We don't have the extra books for reading. We read only prescribed books. We do have classroom that was converted to library. So they are reading there. We've got literatures, drama, poetry according to each publisher".

The above analysis also shows that even though the teachers and schools are struggling with access to necessary resources, they still try to make do with what they have towards getting their students educated. Taylor (2007) also points to this kind of situation by noting that despite the threshold of poverty and lack of resources that might be affecting schools, it is still possible for such schools to operate and deliver according to their capacity. It important to highlight here that having few or no resources would always hamper effective teaching and learning as noted by Shezi (2015) as teachers and students will continue to struggle in the classroom.

Resources that are lacking for teaching and learning in public schools

When asked to comment on resources that are lacking for teaching and learning in their school, most of the participants noted that textbooks are not available for student use. Some also mentioned that they do not have furniture, science laboratory and library. The analyses of their views are presented below:

TEACHER 1 notes that:

> "The resources that are lacking in my school; the textbooks are not enough which is disadvantageous to learners, even the projectors that assist leaners to learn, those thing are lacking".

TEACHER 2 also notes that:

> "It is very difficult generally as we don't have books for the learners. But as for me, the Accounting that I am teaching, I am very satisfied because my learners are very few and I am able to make photocopies for them.

TEACHER 3 also adds that:

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"The reading books are lacking. There is also no place to take learners for reading during free period. The more learners read, the more they understand and can write. We don't have standard library. Sometimes you have to give learners the home work, they must go and read and come back and asking them questions. If you have to give them extra work, they are not able to it because books are not enough".

TEACHER 4 also said that:

"We are just limited to the Study Guide, which is not good enough. We also do not have good laboratories for Science and other materials are also lacking. It is really a challenge to us".

The above analysis and the teachers' views that some resources are still lacking calls for concern as this is a threat to quality and effective teaching, which the government aims to deliver. As noted by Maddock and Maroun (2018) and John (2012), when resources are lacking, teaching and learning are affected as well as the morale of the teachers and students.

Importance of resources in teaching and learning

Considering the aim and objectives of this study, it was also important to ask the participants if they see resources as being important in teaching and learning and all the four participants confirmed that resources are very central and important to teaching and learning. Their views are analysed below:

TEACHER 1 notes that: "It is very important to have the resources especially the textbooks because the learners have to read. The learner must not rely on the teacher for the information but also their own textbooks to read from. They also need to have other resources like previous question papers and projector for teaching".

TEACHER 2 added that: "The resources are very important, very important in teaching and learning. It will help the learners to have understanding of what you are teaching them".

TEACHER 3 also added that: "The resources are very important, especially the chart. Let's say for instance I'm teaching Pronoun, if I do have chart, the learners can see now

what you are talking about. I think resources are very important in teaching and they improve performances of learners".

Similarly, TEACHER 4 also highlighted the importance of resources in teaching and learning and the lack thereof by noting that:

"It is important because they make it easier for learners to understand, because what you are explaining, you explain it practically, they see what you are telling them, they see, you just don't explain, you also show them practically through the resources". She went on to add that "For instance, in my own subject, Life Orientation, learners don't have books, it is only myself that I have it. I have to make photocopies if I am teaching something. I have to photocopy that page that I am using, otherwise, learners have to see what you are teaching them. Resources are very important".

This paper wants to note that there is a general consensus above by the participants on the importance of resources for teaching and learning, which shows that having the required and sufficient resources would always enhance the performances of teachers as they are able to teach better and carry the students along in the classroom. These resources also help students to learn better as they are able to relate practically to what they are being taught. These views is also shared by Modisaotsile (2012) and Ramnarain and Hlatswayo (2018) who note that if the government is to realise its goal of quality education for all, then adequate resources must be provided for schools to function effectively.

Teachers' use of alternatives for teaching in the absence of the required resources

The participants were also asked to comment on the alternatives that they make use of in the absence of the required resources. Their views are presented below:

TEACHER 1 said that:

"As I already mentioned that I usually photocopy from the books for the learners because we only have 1 textbook and so not all learners have textbooks. So I have to photocopy for the learners and even the study guide, so that they can get the information".

In a similar view TEACHER 2 stated that:

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"We use photocopy of materials for learners and we are so fortunate because other schools don't have photocopy machines. If the learners don't have the book I am using as resources, I make photocopy for them. Accounting has many exercises and so I photocopy for them".

TEACHER 3 also notes that:

"I make copies for them, I do make copies for those who don't have some time, the chapter is too long to make them the copies and we don't have enough resources, especially printing paper".

TEACHER 4 similarly adds that:

"The alternative available is that we try and make copies for the students so that they can see what we are teaching them. That is the only way, otherwise the learners will not be able to learn anything. We also use chalkboard to write for the learners. For other resources that are lacking, we do not have alternatives".

The above analysis conforms with the views of Taylor (2007) and Munje (2019) who note that teachers and schools must not allow non-availability of resources to hinder them from trying their best to make do with what is available to reach out to the students. Munje (2019) also noted that teachers are to show professionalism towards ensuring good performance, even in poor schools.

Suggestions on what can be done to improve the provision of resources in schools

In conclusion, it was necessary to ask for the views of the participants on what can be done to improve the provision of resources in schools. The participants gave various comments as analysed below:

TEACHER 1 said that:

"To improve the provision of resources, may be the government should put more funds on resources so that all the resources that are needed are available in schools. I think this money that is given to schools by the government cannot cater for different things in schools. So if they can give more funding, I think it could help because every learner will have a textbook and other resources like projectors will be there to be able to look at pictures and it will

improve the result and there would be no excuses for the learners for failing".

TEACHER 2 noted that:

"I hope if they increase the money, may be the resources will be enough. Also, if government can go around the schools and see which subjects are taught here, find out information, find out the need and then they can be able to provide. But they are not doing that. They promise and they don't do it. So it is very difficult to say this is what we must do to improve the resources. It is difficult

TEACHER 3 also noted that:

"It is obvious that funding needs to be improved and necessary teaching and learning facilities must be provided. It is as simple as that"

TEACHER 4 said noted that:

"The government must just get its priorities right and spend more in the right direction. This is about the future of our learners, the leaders of tomorrow. We need adequate resources to teach them well, not only here at our school but in other schools too as they are also struggling with resources"

Looking at the challenges being faced by the schools as highlighted by the participants, it is important that the government reassesses its policies and assist public schools timeously with adequate resources so that learners can learn well. This view is also shared Motala and Pampallis (2002) and Maddock and Maroun (2018) who all noted that several South African schools are continuously facing challenges to access needed or necessary teaching and learning resources and that the government must re-strategise to make resources available for schools' use. The suggestions of these scholars is in agreement with the views of the participants of this study as they also noted that the government is not doing enough to address the shortage of resources being experienced in South African schools (Pitsoe, 2013).

Analysing government's interventions to redress the lack of resources in schools

It was also important to find out from the participants if the government is doing enough to redress the lack of resources in schools like provision of library, science laboratory, computer rooms and books? The participants

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were unanimous in their views that the government has not done much to redress the lack of resources in South African schools. Their views are analysed below:

TEACHER 1 notes that:

> "Government has not done much to address the lack of resources that we are facing. For instance, we don't have up to standard library and we've got a problem of structure and even if want to build the library, we don't have a space for library. We don't have a laboratory we do have a computer room and most unfortunately, some computers are not working".

TEACHER 2 also notes that:

> "No, because what we have, for example, the Science Laboratory and also the Computer Room, do not come from government. They were provided for the school by MTN and from another company. All these resources come from those private companies. The government is trying their best but it is not enough".

TEACHER 3 also adds that:

> "I don't think government has done enough to address this lack of resources in our schools. For example, we don't have a library for our students to read books and study. At times, we don't have sufficient books for our students and it is only we, the teachers that have these books".

Similarly, *TEACHER 4* in his views said that:

> "No, but they came and promise and nothing was done and they expect miracle, that is the problem. These people are just politicians. The resources like library, computer room, we got those from private companies."

The views of the participants confirmed that despite the several White Papers, especially the Education White Paper 3 of 1997 and other government policies put in place after the advent of democracy to address the imbalance inherited from the apartheid regime, many South African schools are still struggling with access to resources. This view is also shared by Milligan et al (2019) and Mestry and Ndhlovu (2014) as they note that a lot still needs to be done by the government to make

schools to be capable of delivering quality education for all.

Discussion

Generally, this paper has been able to confirm that the selected public schools lack adequate resources that are necessary for ensuring effective teaching and learning and research participants' opinions attest to this as they reiterated that there are little or no resources available for their use. The participants were unanimous in their views that the resources provided by the government are not always enough and that they struggle to teach effectively. The participants also noted unanimously that there is shortage of textbooks in their schools and that the learner support materials are not always available. They noted that the government has continuously failed to provide them with the needed books for the learners and that in most cases, it is only the teachers that have copies of textbooks. They further noted that this makes teaching and learning very difficult and that in most cases, the teachers would have to make photocopies for the students when tasks are given to them. This corroborates with the views of Munje (2019) who demands professionalism from teachers towards meeting their teaching obligations. The findings of this paper also revealed that other resources like libraries, science laboratories and materials, computer laboratories and human resources are not easily available for their use as the government fails to provide these resources in most cases but that the schools have however benefitted from the assistance of the private companies like MTN and others that have generously provided some resources for their use. Some participants noted that the government only continues to promise to meet the resources needs of the schools without fulfilling its promise and that this affects both the teachers and the learners as teaching and learning are greatly hampered as also noted by Mudula (2018). However, having good measures in place to address shortage or non-availability of teaching and learning resources would no doubt be beneficial to public schools in South Africa as noted by Sedibe (2011), Shezi (2015) and du Plessis and Mestry (2019). The theory of reconstructionism also attests to this views as it favours a schooling system where everything works and resources are available for teaching and students.

Conclusion

This paper concludes that resources are very important to ensure quality and effective teaching and learning as attested to by the research participants. The participants expressed their concern on the provision of resources in public schools and how it affects their performances. The findings of this study have also proved that when resources are available in schools and for teachers' use, teaching and learning becomes easier and more enjoyable as teachers are able to teach better and learners are able to learn better. Although some of the teachers agreed that the government is assisting the schools by providing funds to buy some of the needed

resources, but that it is not always enough. It can therefore be concluded that resources are very important to ensure quality teaching and learning and that government must not leave the funding and provision of resources in the hands of the private companies but also be committed to its responsibility of providing quality education for all as enshrined in the South African constitution of 1994.

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