HOW DOES SCHOOL CULTURE INFLUENCE ACADEMIC PERFROMANCE IN JUNIOR SECONDARY SCHOOLS IN BOTSWANA

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DECLARATION

I declare that this dissertation is my original work and has been presented in any other university or institution for consideration of my certification. This research proposal has been complimented by referenced sources duly acknowledged. Where texts data (including spoken words) graphs, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using APA system in accordance with anti-plagiarism regulations.

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Doctor Melody Ndidi Modebelu   DATE

DEDICATION

This work is dedicated to my wife; Sithiyiwe Ngozi and our two children- Tinashe and Ogone. Having been able to do my households chores and undertake my academic studies was not an easy thing to do. Your unwavering support and love made it possible for me to this document. I thank you with all my heart for I was able to push through.

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ABSTRACT

Botswana is middle class economy and its education system is still having a lot of expansion to undergo. However, Botswana schools have been faced with this transformation and their performance has been affected by the ever-changing situations. Schools that have been constantly performing better academically were so lucky to have leaders who were transformational and kept their schools abiding to the school culture. Schools that are regarded "good schools" are always occupying the top spots in the academic list. The Botswana Examination Commission (BEC) publishes the schools in order of performance for the whole country based on quality percentage performance. The performance would convey the message to the reader whether the school has a culture of better academic performance or not. This study is a qualitative method approach which is based on secondary data to help come up with answers to what makes a school a good academic school. School culture has been recognized in the literature based on its debated roles in determining educational outcomes especially at the primary and secondary levels of education. Hence, carrying out a desktop research or literature review on this topic would provide an exposition to the roles of school culture in academic outcomes at the secondary school levels in the Southern African region. Botswana being part of Southern Africa would not be in isolation as the country shares borders with some of these countries. This can be compared with the outcomes from other regions and hence, provide a solid background on which to rate the influence of school culture on the overall students' academic performance.

Key words; communication, school culture, academic performance

CHAPTER ONE

1.1 INTRODUCTION

There is a notion that learners who attended a certain school are more disciplined and have the right character of learning than some other learners who attended elsewhere. Such attitude has made parents and teachers to be more associated to such schools and wished for their children and relatives to attend their education to those selected schools. The move has always been driven by the school culture that the parents sees and accept to be associated with. Every school has its own culture that helps it in the running of its administrative activities. A positive school culture brings joy to those who become associated to such schools whilst on other hand those that attended the somewhat less regarded schools face the difficulties of being associated with those schools. Students who perform better in their education become quality graduates who will then become prominent leaders and drivers of the country's economic and social development (Ali et al, 2009).

1.2 Statement of the problem

A school is a true organisation that portrays the outcome of a cultural paradigm. Every school cultivates a working culture that breaks it up from others. This, however, entirely depends on the special environment, varying inputs and processes (Dimmock and Walker 2005, Marzano et al 2005; Morey and Luthans 1985). Parents of today are very critical to schools where they send their children. They are particular with the school's performance and its general discipline. There are schools that are faced with a lot of pressure in each and every beginning of the year where parents will queue outside the school offices coming to seek a space for their children because their children have been admitted in a school which they feel that performance is not at par with their expectation or the school is known of having wayward students. This is an indication that parents pay much particular attention to schools where they want to have their children receive a positive teaching and learning. This can only be found in a school where there is positivity towards overall moulding of a child.

Botswana schools are not spared by such scenarios. This trend has left some schools very angry thinking that the some schools that are "poaching" learners to their register. Students who normally transfer out to schools that are doing well academically and discipline wise are those who did very well in their Primary School Leaving Examination (PSLE). Parents who transfer out these children are normally chasing the best environment of learning for their

children. This has since created rivalry and animosity amongst the schools that shares the same locality or even separated by a tarmac road.

1.3 Background of study

Schools in Botswana are finding themselves faced with the ever-changing roles of school leadership and teaching staff due to transfers, promotions, retirements and also deaths. These changes have a direct impact to the school overall operations; these could either be positive or negative. They become positive if the leadership joining the school is more transformational and more into results and discipline focused. It becomes negative when the new leadership is not into driving for results and not for students' behavior.

Botswana schools are throughout accorded the same type of teaching and non-teaching personnel. These schools, they are almost having the similar challenges like lack of parental support, lack of community involvement, uncommitted staff and indisciplined students. The situation becomes worse when the same personnel who possess the same qualifications do not produce the same output that is produced by the school neighbouring it. The location being a town here, will find the schools operating differently and producing different results. The government need to earn the value for its money in that the final products (output) produced in those schools becomes beneficial to the country in the long run. The country should also benefit positively from the crosspollination of ideas of how schools are run looking at the leadership and teachers that are in the same area or town. One school should not suffer when it's next door sister school is doing well academically whilst it is carrying the same quality of teachers and located in the same area or town.

Many researches have been carried out to try and solve the problems of supervision, commitment, lack of parental support and many others. But the academic performances of schools are still showing a big difference from school to school.

1.3.1 Purpose of study

The purpose of this study is to investigate how school culture influences the academic performances of Francistown Community Junior Secondary Schools. Schools have had teachers who are equally trained but they have been a disparity of academic performance of these schools. Although the location remained the same, the environments are different.

1.3.2 Research objectives

The following are the objectives to study;

1. To investigate some forms of communication models practiced in Junior Secondary Schools that enhances academic performance.

2. To determine the factors that contributes to low students' performance in community Junior Secondary Schools.

3. To investigate specific strategies used to enhance forms of school performance in Community Junior Secondary Schools in Botswana.

1.3.3 Research questions

The following research questions will be studied:

i. What are some forms of communication models in Junior Secondary Schools that enhances academic performance?

ii. What are some of the factors that contribute to low students' performance in community Junior Secondary Schools?

iii. To what extent do strategies used by school authorities enhance the positive school culture in Junior Secondary schools in Botswana?

1.4 Significance of the study

The study is intended at investigating how school culture influences the overall performance of junior secondary school. What implication does school culture bring to the school's image in the academic arena? There are so many variables that go hand in hand with the culture of a school. These could include among others; supervision practices, commitment of the school personnel and the school support by stakeholders. But the research would want to see those stand-alone aspects that make a school to perform continuously despite the change of guard in the school leadership.

Countries normally have some education officials visiting on benchmarking mission to certain countries that are doing well in certain aspects of education models so as to pick some positives to go and improve their education systems. In all given sectors, the government

expectation is to have all schools performing at the same level because they are equally funded and resourced. The study will also help educational officials to manage schools equally and have fewer queries from parents as well as schools neighbouring each other. The trend will also not cause strains to schools which usually have a lot of request to transfer as the schools will be relatively balanced in academic performance.

1.5 Scope and delimitations of study

The study will be confined to public Junior Secondary Schools in Southern Africa as Botswana alone was not having enough researches undertaken under the topic of study. The research will deliberately not include private schools as they are normally privy in providing confidential information of their schools. The information gathered will then be narrowed to suit the Botswana system. The methodology will be based on the literature review method also called desktop research.
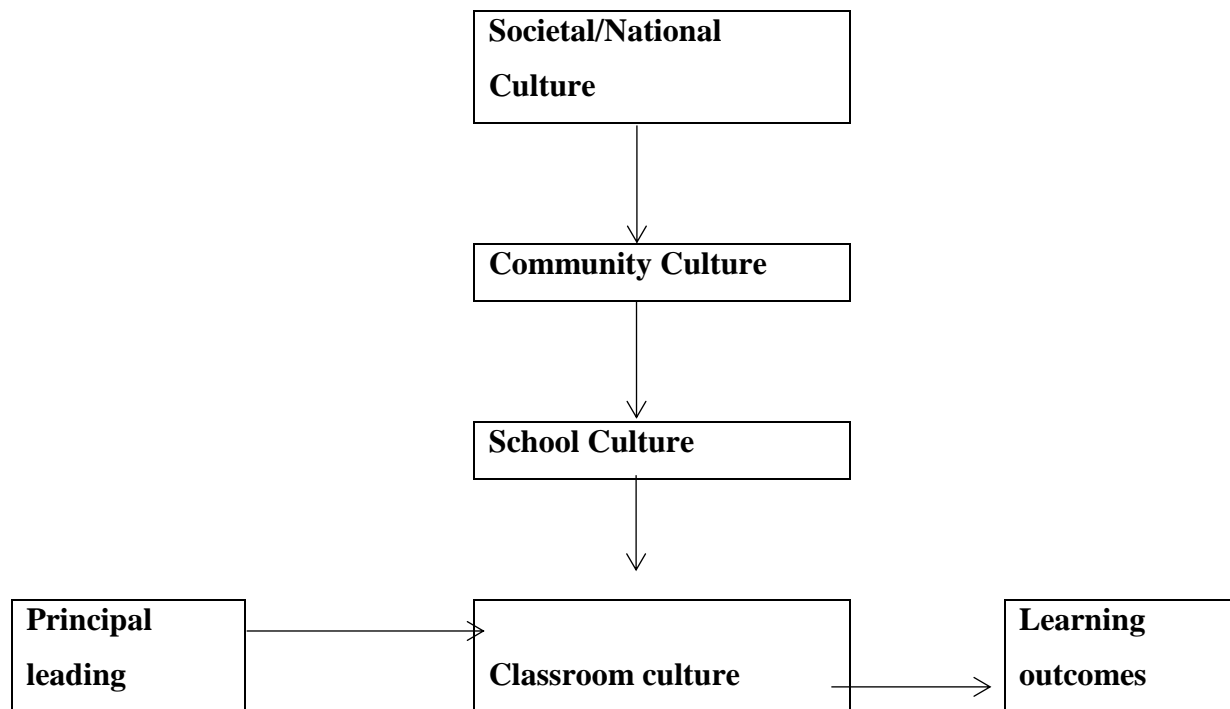
CHAPTER TWO

2.1 REVIEW OF RELATED LITERATURE

    i.   **Theoretical framework**

This study is basically on school culture and how it influences the academic performance of any given school or institution. Schools are run by different School Heads who come and go but the buildings remain and continue to house other groups of students who are also headed by the predecessor. Schools are like a family setup where the head of the family takes charge of what is happening within the family.

In his quest to achieve academic goals and objectives, the School Head takes decisions on matters that will affect his school positively or negatively. He needs to monitor and evaluate the activities that are taking place in his school. As schools are placed within the community, it becomes important for the societal culture to be identified in order to have a very effective organizational structures and leadership actions (Bryant, Walker and Lee, 2018; Gronn, 2001; Lumby, 2012; Romanowski, 2013; Tang, Yin and Min, 2011; Walker and Riordan, 2010). Compared to other social and government institutions, schools require competent supervisor, Daniels et al, 2019; Day et al 2010; Day and Sammons, 2016; Gumus, 2018; Johnson et al 2008; Lee et al 2018; Ross and Cozzens, 2016.

Fig 1.1 Cultural framework of an organization

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                    ┌─────────────────┐
                    │ Societal/National│
                    │ Culture          │
                    └────────┬─────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │ Community Culture│
                    └────────┬─────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │ School Culture   │
                    └────────┬─────────┘
                             │
                             ▼
┌──────────┐       ┌─────────────────┐       ┌──────────┐
│ Principal│──────▶│ Classroom culture│──────▶│ Learning │
│ leading  │       │                  │       │ outcomes │
└──────────┘       └─────────────────┘       └──────────┘
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Adapted from Cheong, 2000 ©

ii. Critical analysis of related works

Looking at the quality performance of grade C or better, there are very few Francistown Community Junior Secondary Schools that have been able to penetrate country's top 10 lists every year when JCE results are published. Francistown being the second city of the country should be competing better with schools from other towns and the Gaborone regions. According to Alfred Masokola, the performance of these schools within the top 10 bracket is yet to reach the 80 % quality mark. He further reported that schools in the urban areas are showing how further apart they are with those in the rural dwellers. This he said is an attribution that shows how the policy is failing to offer customized needs for learners in different learning environment. Some schools of thought feel that that disparity of results in schools are brought about the automatic progression of students from primary to secondary education which have pupils passing the levels without mastering the content.

It takes a village to raise a child. Teaching and learning are collective efforts that need inputs from parents, stakeholders and teachers in order to help in moulding a well-rounded child who would easily face the ever changing demands and challenges of the examination. These

top ten listed schools are struggling in trying to balance the number of students to a teacher assigned to the class. The teacher-pupil ratios are always high as parents always try so hard to have their children enrolled with the high performing school. The situation leaves teachers of those schools having to deal with a lot of students with fewer resources provided for them.

Table 1.1 JCE Schools' performance and ranking

2021 TOP 10 PERFORMING SCHOOLS

SCHOOL	PLACE	QUALITY PASS
Meepong CJSS	Selibe Phikwe	76.4%
Orapa CJSS	Orapa	76.4%
Bonnington CJSS	Gaborone	69.2%
Makhubu CJSS	Selibe Phikwe	67.3%
Setlalekgosi CJSS	Francistown	67.1%
Phatsimo CJSS	Selibe Phikwe	66.7%
Nanogang CJSS	Gaborone	66.1%
Lebogang CJSS	Selibe Phikwe	65.6%
Tlogatloga CJSS	Gaborone	62.7%
Madawu CJSS	Nswazwi village	62.5%

2020 TOP 10 PERFORMING SCHOOLS

SCHOOL	PLACE	QUALITY PASS
Nanogang CJSS	Gaborone	77.7%
Meepong CJSS	Selibe Phikwe	76.2%
Orapa CJSS	Orapa	72.9%
Mojamorago CJSS	Selibe Phikwe	69.8%
Tlogatloga CJSS	Gaborone	67.2%
Montsamaisa CJSS	Francistown	66.3%
Makhubu CJSS	Selibe Phikwe	65.4%
Itireleng CJSS	Lobatse	64.3%
Phatsimo CJSS	Selibe Phikwe	62.5%
Motswedi CJSS	Gaborone	59.2%

Adapted from BEC©

2.2 Introduction

There is a growing debate where a school culture is regarded as an effective measure of school performance. Every parent within the community wishes for and works hard in order to find an "excellent school" for their children. An "excellent school" here has not been

scientifically proven but it is a term that refers to a school that has good organizational structure. These are the schools that show good result of pupil achievement in both the academic and non-academic competitions. School culture comprises of subcultures of teachers, pupils, school principals, secretaries and teachers of a certain subject, sports and clubs. All employees working in the school and pupils attending the school have the responsibility of nurturing the subculture. The main influencers of the subculture are the people living within the community or social, demographic, characteristics of the environment that have the internal and external factors.

Schools that do well in their academic performance are always associated with good leadership styles and good student behavior. The School Head in those schools are able to turn around the school to become a hub for high academic performance and be able to reach targets set by the supervisory the departments- the Region.

2.3 Literature Review

School culture refers to the values, principles, traditions and habits that are established and cultivated in the school and made to be absorbed and retained by all in the institution to help in motivating appearance of a good mind-set and behaviour of the school community, Sarjou, Soltani, Kalbasi & Mahmoudi (2012). On the other hand, De Vries, Bakker-Pieper and Oostenveld (2010) defined school culture as a structure of values, beliefs and norms embraced by many as a way of helping in moulding the inherent behaviour as influenced by the surrounding.

Amsula (2002) indicated that performance from any educational institution is determined by institution's nature of culture which is influenced by the type of administration, level of staff commitment and the zeal for learning by the students. There are variables like teacher engagement, students' behaviour and culture of the school that have effect on the overall academic performance of the school (Maslowski, 2001). The culture for any given institution should be based on norms, values, beliefs, traditions and rituals that help in bringing the community together and this is achieved over a long period of time as it make people to work together to overcome problems and confront challenges.

Culture is what is happening around the school and has a direct linkage to the school's day to day practices. The school culture, however, has its umbilical cord attached to the societal culture the school finds itself situated. The school can never divorce itself from the community. The school then becomes the small package of the bigger community. School culture is one of the basic foundations the school personnel can use to start changing the way they lead (Sweetland and Hoy, 2000). It is the interest of every leader of a school to see his/ her school or organisation running smoothly in its quest to achieve high academic results. Healthy working relationships should be some of the elements that pave way for a better school culture whilst on the other hand Foster (2018) argued that shaky school cultures can weaken progression and destroy the desire to learn for students, staff and leadership teams.

Positive school culture is a stand on which attempts are changed into helpful life-story for both staff and students. For a school to have a positive school culture there should be achievement, peace and accomplishment. Schools with a positive culture have teachers that are inspired to do more as they anticipate for bigger things to come their way and students are responding very well psychologically and emotionally to teaching and learning (Raudys, 2018).

The communication behaviors as considered by students are represented by three variables; assertiveness, responsiveness and non-verbal immediacy (Johnson & Miller, 2002, Schrodt & Witt, 2006). Communication is not just speaking and providing information, it is whereby someone sends a message and the other receives it, Petrie, 2011. Communication differs from culture to culture as is the teaching styles. Communication can be verbal and or non-verbal. For dialogue to be much realized there should be more critical thinking which would then generate high order thinking. The teacher plays an important role in facilitating the student willingness to learn and consequently learner's development. The culture unfolds through communication and it is learner to learner transmissible.

Each school has its distinctive personality, ethos and philosophy which it finds itself being described with by those who visit it. These are the variables that make the school what it is when it comes to school overall performance. Maslowski, 2001 pointed out the characteristics that create a conducive learning environment as preventing bullying and harassment behaviour among students, awarding of top achievers, progressive discipline, holding teacher-parent students' progress discussion, development of class rules and get together with students.

i.   School leadership

The school leader is responsible for setting up an affirmative school culture in his organisation by creating a common vision which calls for an accepted participation in administration and having impressive communication with his/her staff members (Koker & Yeniceri, 2013). Konold, etal, 2018 added that the school principal, as the driver of the institution, teachers and other staff members have an important role to play in helping to students to excel in their academic journey. They both should create a very conducive school climate that assists students in the school to achieve high academic results. According to Gumuseli (2006), the initial thing that the Principal should do on school culture is to establish a very strong school culture. School administration can only be in charge of development and supervision of the already created strong school culture to a certain extent. Whitaker, Whitaker & Lumpa (2008) explained that in a school, organisational culture plays a crucial role as there are two levels; the first being the management culture where plans are crafted, resolution taken and task of the school distributed. The second one is the classroom culture.

Instructional leaders are multitasked as they can do managerial, instructional, curriculum, counselor, arbitrator and at some point they can play as an advisor to the community. Researchers have concluded that there is no school that is bigger than its School Head and that a school is as good as its leadership (Yusuf, 2012). Most of the researches carried out have revealed that the school success, teacher effectiveness and student academic performance is based on the quality of the school leadership.

As an instructional leader, one has to direct teachers to produce students who are hunger to achieve. Teachers in the classroom should have students setting personal targets for their subjects and ultimately their overall performance. This, however, helps the students to stay focused and always keeping themselves busy in order to realize the set targets. Teachers should also constantly monitor these students so that they can be assisted if there is need. Monitoring and evaluation should be done monthly, termly or yearly to help students to regroup and adjust their targets.

ii.   Teachers

Commitment remains the top priority in any successful organization. The workers who go an extra mile in their job needs always reap better results at the end. Committed teachers are the true role models of students who want to achieve great things in their lives. Hopkins (2001)

was in agreement that students learn more when their teacher bring to surface illustrations, make reviews repeatedly and push them to take the work seriously, allow for time to practice and quick response and call for success, correct their errors and provide room to express themselves until they master the concept. In everything they do they are more organized. It should be noted that schools which perform better in their achievements have a strong culture school base.

iii.   Parents

In shaping the school culture, the School leader should have good communication skills. The leadership should communicate their intentions during academic staff and Parents Teachers Association (PTA) meetings. Teachers can also inform colleagues and parents about the progress made by the children towards academic performance. This type of leadership help in promoting a positive learning environment that produces tangible high academic outcomes (Southworth, 2002).   On the other Sergon (2005) sees such members of the school or organization holding in high esteem the values of hard-work, excellence, honest, discipline, responsibility and commitment. Anthony (2004) argued that letting students copying homework from friends, buying papers for projects and other take home assignments have bad ramifications for school culture.

2.4 Conclusion

These practices have been seen as a stumbling block towards an attempt to improve students' academic attainment in the society. In spite of these destructive school cultures, home-work, classwork, assignment and other school practices still remain as a great milestone in developing students' academic achievement. Schools nowadays have been found not to be putting much emphasis on these effective methods of studying. Lack of doing homework, assignment, making and summarizing notes, using library and reference books, working with charts, tables and graphs in the present day schools, (Maslowski, 2001). Teachers have also not been putting much emphasis on giving out home-works and marking them.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Questions

1. What communication models enhance the academic performance of students in Junior Secondary Schools in Southern Africa?

2. What are some of the factors contributing to low students' performance in Junior Secondary Schools in Southern Africa?

3. To what extent do strategies used by school authorities enhance the positive school culture in Junior Secondary schools in Southern Africa?

3.2 Introduction

This study adopts a secondary research based methodology which is also known as literature review. The literature review method was adopted based on the nature of this study which aims at discovering the communication models which contributes to the academic performance of junior secondary school students, the factors responsible for low students' performance in Junior secondary schools and the strategies which school authorities use in enhancing school culture in Junior secondary schools in the Southern African region. School culture has been recognized in the literature based on its debated roles in determining educational outcomes especially at the primary and secondary levels of education. Hence, carrying out a desktop research or literature review on this topic would provide an exposition to the roles of school culture in academic outcomes at the secondary school levels in the Southern African region. This can be compared with the outcomes from other regions and hence, provide a solid background on which to rate the influence of school culture on the overall students' academic performance.

3.3 Methodology

The method of examining the literature for this study was to assess several sources and databases using certain catchphrases and keywords which returned a large results containing literature which are considered relevant to this study. To ensure the credibility and transparent process of carrying this study, it is important that the catchphrases and keywords used are

listed. As a result of this, words, search terms and expressions which helped the web crawlers to discover the required outputs were used. The search terms, keywords or expressions include: secondary schools in Southern Africa, junior secondary schools in Southern Africa, communication models of secondary schools in Southern Africa, students' performance in Southern Africa, School culture in Southern Africa, school culture in Southern African schools, and junior secondary school students in Southern Africa.

3.4 Searches

To identify the existing literature that are relevant to topics on school communication models and school culture of junior secondary schools in Southern Africa, it was necessary to examine databases on the subject. As a result, I identified a list of database and academic websites with a focus on the field of education. Among these include Google Scholar, Google, Research Gate, Scopus, Mendeley Search Engine, and Education Research Complete from which most of the studies reviewed were retrieved.

The process of searching the literature for this study involved using certain strategies such as the Boolean Operator to ensure specificity, save time and eliminate search results considered to be irrelevant to the subject of this study. Thus, the web search terms include communication models in secondary schools, secondary schools in southern Africa not universities, school culture not organization culture, low students' performance, secondary schools in southern Africa, strategies of school authorities in Africa. To get results that aligned and most relevant to the research questions of this study, I combined different search terms and queries on the databases I accessed. For example, "low academic performance southern Africa" on Google Scholar returned 2,280,000 hits. After applying search limiters however, it returned 17,200 hits. Search limiters applied to streamline the search results to the relevant literature were field, region, peer reviewed, journal, and thesis/dissertation. Getting results for the first research question required a lot of strategies including the use of synonyms while searching. For instance, while searching for "school communication model", I had to use a synonym such as "communication strategy classroom" to get more results.

The literatures accessed for this study were all open source. Publications used for the literature review after the initial limiters were applied, was based on relevant, content, location and timeframe.

3.5 Inclusion and Exclusion Criteria

Due to a high volume of literature in the field of education from different sources on the internet, it was necessary to set certain criteria to know which literature to include or exclude. The inclusion criteria for this study was based on publications that have an indexing of "secondary schools", "school culture", "students' academic performance", and "school culture in secondary school". The literature location is limited to the Southern African region to ensure context-specificity while the publication year was chosen to be from 2012 to 2022 as a way of ensuring up-to-date research findings.

On the other hand, certain criteria for exclusion were set. Exclusion criteria are the conditions set to exclude some publications from being used in this study. Such criteria include the date of publication, the location of publication or location of research focus was Southern Africa and thus, publications which focus outside of this location were excluded. Choosing literature that were relevant to the research questions raised by this study while excluding thousands of other publication implied that few relevant literature were eventually used. Hence, this study eventually used only 12 publications. Types of publication used include journals, thesis/dissertation, generic publications, book sections, reports and conference proceedings.

3.6 Data Analysis

Due to the methodology of this research, which is a desktop based qualitative research, the thematic approach of data analysis was used. The thematic approach is based on considering themes generated from the selected literature and with respect to the research questions raised for this study. From the themes, I analysed the contents that addressed the research questions to provide insight to the aims of this research.

3.7 Research Ethics

The ethics of research ensure that research studies follow the required process demands for an academic endeavour which is scientific in nature, with logical and appropriate approaches which ensures that both the public and the private can get an easy grasp of the study and have a good insight into the themes which the studies focuses on. The ethic of this research study is to ensure that general readers can easily understand the issue of school culture studied in three different perspectives as it influences the performance of students in the Southern African region. This study sourced its literature from appropriate publications in reliable

open-sourced journals with high-impact factors. The journals themselves were gotten from popular databases in the field of Education, Social Sciences and Humanities, specifically in the educational leadership subfield.

This study is carried out with as much objectivity and neutrality as can be expected of any appropriately conducted literature review. Plagiarism is considered as much as possible in the process of reviewing studies. Works cited directly from the author were embedded in quotation and well-referenced to suit the aim of its context while most of the reviews done were carried out in alignment with the aims of this review and in context of the paragraphs where they were cited. The referencing style for this study is the APA 7th edition referencing format.

CHAPTER FOUR

4.1 FINDINGS AND DISCUSSION

This chapter highlights the findings of the literature review and provides answers to the research questions considered.

Table 1.2 Summary for literature results

Pub Number	Background	Authors and year of publication	Theory Used	Methodology	Key Findings	Theme from Literature
1.	Challenging Transmission Modes of Teaching in Science Classrooms : Enhancing Learner-Centeredness through Dialogicity	(Lehesvuori et al., 2018)	The Communicative approach to classroom interaction	Case study approach to Qualitative methodology	• To integrate inquiry guidelines in teaching and learning, dialogic interaction must be realized in classroom realities and teacher education. • Classroom interactions should contain strands of dialogic and authoritative approaches.	Models of communication that enhance students' classroom interaction.

					• Approaches to communication should be considered at the episode or need level, specific to the purpose of teaching.	
2.	Do "better" teachers and classroom resources improve student achievement? A causal comparative approach in Kenya, South Africa, and Swaziland	(Zakharov et al., 2016)	Student fixed/teacher fixed effect model	Quantitative methodology with SACMEQ questionnaire	• Gender differences between teachers and students (e.g male teacher to female student). • Low teacher subject knowledge in some Southern African countries. • Teachers' absenteeism and its resultant effect on student in countries like Swaziland. • Inadequate study sessions for students and hence, slow pace of students' learning. • Mixing different categories of student irrespective of their academic or individual differences and the impact it may have on their academic performance.	Factors responsible for low students' performance in Junior Secondary Schools in Southern Africa:
3.	Factors Affecting Low Performance of Junior Learners in a Developing Country: southern region of Botswana	(Enwereji, 2017)	Social constructivist Paradigm	Qualitative method using phenomenological design	• Use of abusive words by educators makes the transfer of learning inequitable. • Misconduct such as noisemaking during lessons, alcohol and drug abuse, smoking, peer pressure, truancy, fighting in school and gross absenteeism make learners decline in	

				• academic performance.	
				• Lack of adequate parental involvement in guiding and counselling, visiting the school and providing the basic needs of learners.	
				• Government's inability to provide a good working environment, fringe benefits, salary improvement and incentives, and excessive workloads demotivate teachers from giving their best to the learners.	
				• The system of education which encourages mass promotion of learners	
4.	The impact of interactive Smart boards on students' learning in secondary schools in Botswana: A students' perspective	(Tsayang et al., 2020)	Context Input Process Product (CIPP) Evaluation Mode	Mixed methodological design.	• Use of electronic teaching aids such as smart boards, images, simulation tools and videos is impossible due to unavailability of the instructional aids. • Ensuring learning strategies such as group or collaborative learning activities increases interactivity in the classroom. • Lack of facilities such as Smart board to enhance students' experience during lessons.	
5.	Exploring factors	(Lekhetho,	Contingency	Quantitative	• Type of primary school attended	

				predicts students' performance at the junior secondary school level. • Students' transfer between secondary schools causes disruptions. • Students' perception of their teachers' efficiency • Students' perception of principal's efficiency	
6.	Managing teaching and learning: integrating instructional and transformational leadership in South African schools context	(Shava & Heystek, 2021)	Transformational Leadership	Qualitative method	• Instructional and transformational leadership is useful in changing underperforming schools and making them sustainable. • Transformational leadership is used to create a school culture that promotes effective teaching and learning. • Principals are responsible for ensuring school improvement and promotion of positive school culture. • Adoption of integrated instructional and transformational leadership enhances positive learning outcomes.	Strategies used by school authorities to enhance positive school culture
7.	Principals Shaping School Culture for School Effectiveness in South Africa	(Bipath & Moyo, 2016)	Schein's Three Levels of Culture and Zhang's School Culture	Qualitative approach with photo-voice method, narrative interview	• School cultures are developed from the physical aspects (environmental culture) to the invisible (spiritual) • School principals hold the values to make schools effective in positive	

No.	Title	Author	Framework	Methodology	Findings	Theme
				s and structured observations.	cultures. • Parents and community members observe the school artefacts of positive culture and hence flock the school to prepare their children for a life of success.	
8.	The Perception of High School Teachers' about Developing Moral Character through the Curriculum and the Schools' Culture in South Africa	(Boateng et al., 2017)	Kohlberg's Six Stages of Moral Development	Mixed-method design	• Character and moral with scientific bases should be built into the school curriculum. • Moral development in the curriculum has the potential to increase students' academic performance and sense of responsibility • District and provincial education department should educate teachers on strategies needed to integrate moral character into the school culture. • Teacher training colleges should inculcate character training and development into the teacher training curriculum.	
9.	"Narratives of Social Cohesion": Bridging the Link between School Culture, Linguistic Identity and the English Language	(Kock, 2018)		Qualitative methodology with a critical-realist case-study approach	• Schools legitimize and delegitimize particular individual and collective identities through the processes of constructing, negotiating and imposing meanings. • Schools influence learners in the development of social cohesion • Schools articulate differences which shape learners in the formation of their orientation towards social cohesion	Impacts of School culture on students

					and social justice.	

4.1.1 Discussion of Findings

The aim of this study is to review the literature on the influence of school culture on the academic performance of students in junior secondary schools in Southern Africa. More specifically, this study explored the literature on areas of school communication and its contribution to the enhancement of students' academic performance in junior secondary schools, an overview of the factors contributing to low students' performance in junior secondary schools and how much positive school culture is enhanced by strategies employed by school authorities. A good deal of justice has been done on the existing literature covering these topics. Thus, some themes were identified under which findings of literature explored were categorized. The themes are as follows:

- Models of communication that enhance students' classroom interaction
- Factors responsible for low students' performance in Junior Secondary Schools in Botswana.
- Strategies used by school authorities to enhance positive school culture
- Impacts of School culture on students

i. Models of Communication that enhance classroom interaction

According to Lehesvuori et al. (2018), classroom communication is often viewed from the perspectives of authoritative or teacher-based approach and inquiry-based teaching or dialogic communication which is argued to be a form of learner-centered communication. While inquiry-based teaching is becoming more acceptable worldwide, dialogic communication that focuses on learner-centeredness is however fading away. Hence, it is important for teachers and other stakeholders in classroom communication to ensure that models of communication transmission in the classroom must encourage students' interaction and teachers' guidance. Some implications of dialogic and authoritative models communication are as follows:

- Dialogic interaction is a short-cut to learner-centeredness because it considers inputs from the learners.

- Dialogic interaction enables learners to criticize, argue, solve problems and easily communicate solutions.

- Dialogic interaction ensures explicitness in the communication of instruction. This ensures that learners are reconciled with the obscured aspects of their learnings and hence, their interest is stimulated and sustained.

- Dialogic form of classroom communication makes learning more specific in purpose and activities.

ii. **Factors Responsible for Low Students' Performance in Junior Secondary Schools in Southern Africa**

(a). Government, Teacher and Parental Factors Influences Students' Performance

According to Zakharov et al. (2016), teacher and parent related factors have significant influences on students' academic performance notwithstanding the differences in the level of influences among countries like Kenya, South Africa and Swaziland. For countries like South Africa, pre-service preparation for teachers was more polarized than the general preparation for teachers in Kenya and Swaziland. Thus, teachers' pre-service preparation or the absence of it influences students' performance differently. Teacher absenteeism is also reported to be a big phenomenon influencing students' performance in the countries under study. Based on the implications of the findings from Zakharov et al. (2016), the following could be deduced as the teacher related factors negating students' performance in South Africa, Swaziland and Kenya:

i. Differences in students' performance which is attributed to students and teachers' gender in the three African countries examined.

ii. Low pre-service teachers' preparation and thus, low teacher subject knowledge in Swaziland and South Africa.

iii. Teachers' absenteeism especially in Swaziland. Teachers' absenteeism is recorded to be low in South Africa. Nevertheless, it is considered to be an influencing factor against students' academic performance.

iv. Lack of extra-curricular/remedial teaching for students from the lower social economic groups who did not have a good head start for their secondary education.

v. Lack of consideration for students' academic differences during class placements.

From the findings of Enwereji (2017), other teacher-related factors and parent-related factors are discussed under three themes which include job dissatisfaction among teachers, learners' gross misconduct and the inability to counsel and guide the learners. The findings from group interviews conducted in Enwereji (2017) revealed a major on-the-job dissatisfaction among secondary teachers. Such dissatisfaction are borne out of government's inability to provide basic motivational factors including earned incentives, equitable work environment, fringe benefits, promotion and salary upgrade. Other factors resulting in job dissatisfaction among teachers include the heavy workload which is a result of low teacher to student ratio. The factor: learner gross misconduct was described as the activities learners engage in, which have negative consequences on their academic performance. They include drug abuse, absenteeism from school, stealing, smoking in the school premises, lack of respect for the teachers and pregnancy among the girls.

The inability to counsel and guide learners is a parent-related factor resulting from parents' inability to visit the learners regularly to check their behavior, parents' lack of interest in the academic progress of their children deduced by the lackadaisical attitudes towards counseling and guiding their children, lack of provision for students' learning materials and lack of encouragement for students in case of academic decline. Aside from the government-motivated job dissatisfaction among teachers, mass promotion of learners which is encouraged by the education system is another factor with negative influence on the overall system of education.

(b) Lack of instructional technology negatively influences students' performance

Learning is now made more efficient through the use of modern technologies such as interactive smart boards, internet facilities, computers and other electronic gadgets which get student engaged in learning. A study by Tsayang et al. (2020) was conducted on the impact of interactive smart boards on students' learning in secondary school in Botswana with recommendations for teachers to explore computer-based technologies to make students competent with their peers from the rest of the world. Based on their findings, certain observations and challenges relating to instructional technology were found to be responsible for students' low academic performance. Secondary schools taken as case study were found to lack electronic teaching aids such as smart boards, stimulation tools, images and videos. This also led to a decrease in classroom interactions through teaching/learning strategies such

as collaborative or group learning and the unavailability of enhancement for students' experience.

(c) School Culture and Environmental Related Factors Influences on Students' Low Performance

The last theme identified as a factor contributing to low students' performance in Southern Africa is related to the culture and environmental background of the school. According to Lekhetho (2021), factors relating to the school environment in students' previous and present school can set a precedence for a low performance in academic achievement. The findings of Lekhetho (2021) revealed that some secondary schools absorb new intakes from elite primary schools and thus, a high percentage of affluent students who may have difficulty learning at a slower pace compared with students from schools considered to be average or below par. It was established that most students from average primary schools or schools considered to be below par are also students from low social economic background. Hence, it is often difficult for these students to overcome the disadvantage of the initial lower attainment as a result of their previous education. The social-being aspect also leads these students to have a low self-esteem that consequently kill their study skills and keep them at lower band of learning.

iii.   Strategies used by school authorities to enhance positive school culture

As revealed by the studies of Shava and Heystek (2021), many schools in some Southern African cities were said to be affected with challenges such as high poverty level, child-headed families as a result of HIV and AIDS, teenage pregnancy, break-ins in township schools by learners accompanied by community gangsters and lack of parental support to the schools. This by default places such schools under tough school climate situation. However, findings show that transformational and leadership functions of school principals serve as the major tool of ensuring sustainability in the schools. The integration of transformational and instructional leadership into the school system among others creates a sense of teamwork among the learners and their teachers. Hence, Shava and Heystek (2021) asserted that the adoption of instructional and transformational leadership provides the school with quality learning outcomes which in turn leads to the achievement of school goals. Strategies used by school authorities in enhancing positive school cultures were examined from the perspective of instructional and transformational leadership to school improvement by Shava and

Heystek (2021) while Bipath and Moyo (2016) examined these strategies based on the physical, moral and spiritual aspects school culture.

4.1.2 Analysis and Discussion of Findings

This literature review considered students' performance based on the influences of school culture, strategies used to enhance positive school culture and factors that contribute to students' low academic performance. With a specific focus on junior secondary school students from Southern Africa region, the following were the research questions on which this study is based:

1. What communication models enhance the academic performance of students in Junior Secondary Schools in Southern Africa?
2. What are some of the factors contributing to low students' performance in Junior Secondary Schools in Southern Africa?
3. To what extent do strategies used by school authorities enhance the positive school culture in Junior Secondary Schools in Southern Africa?

The extensive literature review conducted attempted to provide answers to each of the research questions. The answers to these questions are presented as follows:

Research Question 1: What communication models enhance the academic performance of students in Junior Secondary Schools in Southern Africa?

The literature search conducted with an attempt to answer these questions shows that studies on communication models in secondary schools in Southern Africa are quite scanty. After applying the appropriate filters in terms of type of publication, year of publication and relevance to the search on the topic, there was no output. A search on Google Scholar with the same filter however returned an output with a study conducted by Lehesvuori et al. (2018). Hence, analysis of findings to answer the first research question is based on their study. According to Lehesvuori et al. (2018), models of classroom communication are divided mainly into the authoritative model and the dialogic model. The authoritative model

of communication expresses a system of instructional transmission where the teacher is actively in charge and the students are merely the recipients of knowledge transfer. Hence, this approach to classroom communication is also referred to as the teacher-centered approach. The dialogic approach on the other hand is a communication model that views classroom communication based on dialogue between the teacher and the students. With this approach, students' participation in classroom activities becomes more pronounced and hence, students become more active in their learning.

The following findings were culled from Lehesvuori et al. (2018):

- To integrate inquiry guidelines in teaching and learning, dialogic interaction must be realized in both the classroom realities and teacher education.
- Classroom interactions should contain strands of dialogic and authoritative approaches.
- Approaches to communication should be considered at the episode or need level, specific to the purpose of teaching.

While the findings of Lehesvuori et al. (2018) affirmed dialogic model of communication as an approach that is more centered on the learners and hence, enhances students' classroom interaction more than the authoritative model, it however gave a clause that communication models in the classroom should be adopted based on the nature of the subject. Yet, learner-centeredness must always have the priority as learners' interest, interaction, and involvement usually enhances learners' academic performance in the subject. As an instance to this assertion, Lehesvuori et al. (2018) in their study experienced a classroom situation where a teacher by the name John conducted his classroom based on the authoritative approach. To increase the participation of the learners however, he "benched" himself by saying "can anyone help me in this subject?" The learners took over and substituted him by suggesting different approaches to solve the problem at hand.

As a result of this analysis, I conclude that the dialogic communication model described by Lehesvuori et al. (2018) and other forms of learner-centered communication model enhance students' interaction in the classroom.

Research Question 2: What are some of the factors contributing to low students' performance in Junior Secondary Schools in Southern Africa?

Answers to research question 2 was answered through the findings of Enwereji (2017), Zakharov et al. (2016), Tsayang et al. (2020) and Lekhetho (2021). According to Zakharov et al. (2016), factors responsible for low students' performance range from teacher-induced to student-induced factors. One of these factors include gender differences between teachers and students. Zakharov et al. (2016) found that gender differences between female students and their teachers played a significant role in their academic performance. They observed that female students who were tutored under female teachers had higher academic performance than their counterparts who were taught under male teacher. This was attributed to mentoring which is discussed to be require gender appropriateness. Other factors discovered by (Zakharov et al., 2016) include absenteeism among teachers in Southern African countries like Swaziland, inadequate study session for students, low level of subject content knowledge among teachers and mixing up students of diverse academic level together.

For Enwereji (2017), factors responsible for low academic performance among students include students exuberance and misbehavior such as truancy, smoking, drug abuse, noisemaking during lessons, peer pressure, alcohol intake, fighting in school and gross absenteeism. Other factors include the inability of the government to provide a good working environment, with fringe and basic benefits to motivate the teachers in terms of their productivity. Use of abusive words by the teachers, mass promotion of students and lack of parents in supporting the schools were also found to demotivate the learners and thereby leading to a decline in their academic performance. The findings of (Tsayang et al., 2020) which was based on the use of electronic resources such as smart boards shows that many schools in the Southern Africa region still lack access to electronic teaching aids like images, smart boards, videos and simulation. As a result of this, enhancing students' experience during classroom session becomes difficult. Findings by (Tsayang et al., 2020) also shows that lack of appropriate learning strategies may decrease students' academic performance.

Lastly on research question 2, Lekhetho (2021) found that fundamental issues with students' academic background may influence their academic performance. According to him, issues such as poor primary education, repeated transfer between secondary schools, and students' perception of teachers' and principals' efficiency influence their understanding of the school system and thereby influence their academic performance also.

Research Question 3: To what extent do strategies used by school authorities enhance the positive school culture in Junior Secondary Schools in Southern Africa?

Insight into answering the third research question was provided Boateng et al. (2017), Bipath and Moyo (2016) and Shava and Heystek (2021). According to a survey by Boateng et al. (2017), school authorities in South Africa integrate moral education into the school curriculum as a way of advancing positive school culture focusing on moral education. The effectiveness of this is measured by the corresponding increase of students' moral behavior and a correlating increase in their academic performance. Hence, Boateng et al.'s (2017) study show that the integration of moral education into the school curriculum is an effective strategy used by school authorities to enhance positive school culture. Moreover, their findings suggest that teachers still have a lot of strategies to embark on through moral education in enhancing positive school cultures. The suggestions are as follows:

- Character and moral education with scientific bases should be built into the school curriculum
- Moral development in the curriculum has the potential to increase students' academic performance and sense of responsibility
- District and provincial education department should educate teachers on strategies needed to integrate moral character into the school culture
- Teacher training colleges should inculcate character training and development into the training curriculum.

Bipath and Moyo (2016) discussed that school culture is shaped from the environmental culture (or visible culture) to the spiritual culture (invisible culture). As a result of this, school authorizes parents and the members of a community all have roles to play in enhancing school culture. The findings of Bipath and Moyo (2016) reveal that school principals play the most prominent role in shaping school culture and hence, principals who are deemed inspiration in a bleak surrounding collaborates with parents and community members in building positive school culture. It can thus be deduced from this assertion that the culture of collaboration with parents and community members is an effective strategy used by school authorities to promote positive school culture.

Lastly, from the findings of Shava and Heystek (2021), instructional and transformational leadership were the approaches towards promoting positive school culture by school authorities in some underperforming schools survey. The approach is considered effective

based on the positive changes observed by the researchers hence, they advocated that transformational leadership by school principals is an essential strategy of promoting positive school culture.

CHAPTER FIVE

5.1 Summary of Findings

This chapter presents a summary of the major ideas of this study starting from the study background, the conceptual and theoretical backgrounds and the research questions which focus on school culture and students' academic performance in Junior Secondary Schools in the Southern Africa region. Schools were described as an organization which does not only facilitate learning but also develop the right cultures in students. School cultures were described in the background section of this study as certain attitudes instilled in learners by schools. These attitudes include discipline and the right character towards learning which make parents and teachers to seek association with such schools.

The role of school leadership in facilitating positive culture cannot be overemphasized since school leaders to a large extent, determine the environmental state of the school while learners develop behaviours based on their interactions in the home, community and the school. As a result of this, this study examined the academic performance of students using students at the junior secondary school level as a case study in the light of the school culture in Southern Africa with a conceptual review that interlinked variables like school culture, principal leading, classroom culture and learning outcomes.

The research methodology adopted is the qualitative method based on literature study otherwise called desktop research. Online databases surveyed were described in the third chapter. Findings were based on publication filters such as journals, region, and data of publications. The literature reviewed provided insights to the three research questions of this study. Findings show that while authoritative and dialogic model of communication are the most common communication models in junior secondary schools in Southern Africa, dialogic model which is a learner-centered model, is more beneficial to students' academic performance because it makes students more involved and thereby interested in their own learning. Findings also show that dialogic model should sometimes be coupled with authoritative model based on school environmental factors. Insight from the literature show that several factors contribute to students' low performance ranging from students' related

factors, teacher-related factors, school related factors, shortage of instructional resources, government and parents-related factors. The third research question was answered with findings showing different strategies school leaders use to enhance positive school culture in Junior Secondary Schools in Southern Africa. These strategies include inculcating moral education into the school curriculum, and principals' transformative leadership ability.

5.2 Conclusion

This study was based on an aim to reviewing the literature on school culture, students' academic performance and communication model with a view towards understanding the core factors influencing students' academic performance in Junior Secondary Schools in Africa. The literature review provided the desired result and hence, this study has contributed to the existing literature on factors influencing junior secondary school students' academic performance.

The research questions for this study were answered based on literature sourced from different online databases most especially, Google Scholar, Google, Education Research Complete and Mendeley Discovery search engine.

5.3 Strengths and Limitations

This study conducted a thorough literature search on topics of communication model, school culture and students' academic performance with a view to understanding the leadership side of factors affecting students' academic performance in Junior Secondary Schools in Southern Africa. Thus, the literature search conducted includes articles based on countries of Southern African region especially, Botswana, South Africa and Namibia among others. Thus, this study gives a good understanding to factors affecting education among countries which share similar cultures and educational setups.

The limitations observed in this study firstly involved the literature on the subject. The thorough search conducted shows there is a dearth of literature on communication model and school cultures especially in Sub-Africa and more especially, Southern-African region. As a result, the articles reviewed did not provide in-depth insight into the aims of the research questions.

5.4 Recommendations for Further Research

This study has significantly contributed to the literature on communication model, school culture and students' academic performance in the Southern Africa region. Yet, there are still recommendations for future researchers in this area. Firstly, primary study or field study needs to be conducted on the topics of school culture, school communication model and secondary school students' academic performance. The literature review has suggested that a dearth of literature exists on these topics. Therefore, primary research which is evidence-based, will fill in this gap. Secondly, the subject of school communication model needs to be refined to align with other terms used by researchers in other climes. Other terms used for school communication model include instructional communication, and instructional model. Thus, a more concrete definition for the term is needed.

Lastly, the literature reviewed show that school culture is a very broad terms that may not necessarily be restricted to one of the factors influencing students' academic performance. As a result, a more detailed qualitative research is needed to establish the construct of school culture as peculiar to each of the countries making the Southern-Africa region.

5.5 Implications for Policy and Practice

This study has established the combined roles of communication models and school culture as well as other factors contributing to students' low performance in Junior Secondary Schools in Southern-Africa. The implications of these findings are that school outcomes are not singularly influenced by internal factors alone. Governments, parents and the communities also contribute significantly to the success or otherwise of the school. More importantly, while school culture has been shown to be largely determined by the school principal, the school principal needs the cooperation of the school external environment to ensure effectiveness in inspirational school leading. As a result of these foregoing, community sensitization are highly important to ensure the cooperation of community members to school culture and thus, to create an avenue to increase school outcomes.

Also, based on the findings from the literature, school principals with inspirational and transformative leadership abilities can successfully navigate through tough community terrains and create a sustainable school culture with positive inputs from the community. As a result, periodical leadership training is important for school principals on leadership ability.

Lastly, schools have been shown by the literature to lack the capacity to functions without the provision of infrastructural facilities and instructional resources by the school owners which may be the government in public schools and organisations owning private schools.

5.6 Research Dissemination

This study has audiences among school leaders, educational policymakers, the government and educational researchers. It is expected that school leaders having the knowledge of this study would understand the necessity of periodical leadership training which will enhance their leadership ability especially as regards to their efforts towards creating positive school cultures. Educational policymakers with the knowledge of this research would also understand the need to organize periodical leadership training as well as the steps to ensure community involvement in ensuring sustainable educational delivery in junior secondary schools. Educational researchers would also gain insight into more issues to study especially in the literature gaps already pointed out by this study. As a result of this, this study will be disseminated as an open access journal which members of the public can understudy with an aim to meeting the needs specified in the study.

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