



## **Effects of Merging Schools on the Performance of Teachers in Classrooms**

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**ABSTRACT** A quantitative descriptive design was employed to explore the effects of merging schools on teachers in South Africa. Twenty-five teachers working in four secondary schools which were purposefully selected for their merged status participated in the study. The population comprised of all teachers in merged schools. The respondents completed self-administered questionnaires. The findings revealed that most of the respondents consider the merging of schools as an invaluable practice, but with fewer benefits for teaching and learning. However, this phenomenon does not offer any professional development opportunity for teachers. It was further revealed that the performance of teachers is negatively affected by the closing and merging of schools. The paper recommends that urgent strategies should be crafted and implemented for teachers to cope with the effects of school merging. The paper also recommends that the merging and closing of schools should be thoroughly reconsidered to allow for the provision of adequate educational resources.