

# **Analysing the effectiveness of a school management system: The case of a rural school in the North-West province**

**TA Gaonnwe**

 [orcid.org/0000-0002-3090-564X](https://orcid.org/0000-0002-3090-564X)

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Supervisor: Prof N Mouton

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Student number: 29799015

## **ABSTRACT**

Rural disadvantaged schools face a myriad of challenges, which pose a significant threat to learner academic achievement and the functionality of schools. South African schools require urgent attention with regard to monitoring and supporting teachers in the classroom, as well as implementing curriculum changes. The cause of this is a combination of factors, including insufficient resources, communication barriers, insufficient learner support materials, and an insufficient infrastructure within the Department of Education. This study aimed to investigate the challenges faced by rural disadvantaged schools in the Doctor Ruth Segomotsi Mompati District. It also provided insights into some of the daily challenges faced by the school administration. The primary and secondary research questions laid the foundation for this study and acted as a basis for developing the themes. Several sources of data were analyzed, including literature reviews and semi-structured interviews. The data were grouped and presented in five different themes to highlight the challenges and provide recommendations to address the challenges. The study results indicate that school management teams (SMTs) receive no support from their superiors (the Department of Basic Education) and have few resources. A lack of resources and infrastructure and ineffective management of curriculum implementation, is a contributing factor to the strain that results from this study. Moreover, the data revealed that SMTs experienced operational challenges. These challenges included, but were not limited to, poor communication channels, bureaucratic tendencies in service delivery initiatives, and insufficient materials for teacher professional empowerment workshops. A number of recommendations were also recommended for future research and for the Department of Basic Education to consider implementing. At the Doctor Ruth Segomotsi Mompati District, these recommendations were included in the curriculum advisory section.

**Keywords:** school, management, Ruth Segomotsi Mompati District, qualitative, teacher, professional

## **DECLARATION**

The undersigned, Gaonnwe Tumelo Allosius (29799015), declares that the work in this portfolio/project/ assignment/paper is my own work. Furthermore, I declare the following:

1. My bibliography and text reflect all the sources I have used.
2. The sections without source references represent my arguments, conclusions, or ideas.
3. Literature has been identified as an important source of information in this study.

**Signature: TA Gaonnwe**

Student Number: 29799015

Date: 28/11/2022

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## DEFINITION OF KEY TERMS

**Organisational culture:** Refers to the general principles, customs, and rules that govern employee relations.

**Quality Management System:** The set of policies and procedures govern the organization's processes.

**Readiness to change:** This refers to how willing and capable an employee is of change.

**Disadvantaged schools?:** These schools have index values between 1.2 and 4.13 and considered to be low socio-economic (SES) schools (less affluent). These schools have a low income, limited financial security, low educational attention, and subjective perceptions of socioeconomic status and social class.

**Implementation:** This is the process of putting a decision into effect or executing a plan.

## LIST OF ABBREVIATIONS

<b>Abbreviations</b>	<b>Meaning</b>
DRSM	Doctor Ruth Segomotsi Mompati
SGBs	School Governing Bodies
SMSs	School Management Systems
SMTs	School Management Teams
CAPS	Curriculum Assessment Policy Statement
CASS	Continuous Assessment
DCES	Deputy Chief Education Specialist
HOD	Head of Department
NCS	National Curriculum Statement
NWU	North-West University
OBE	Outcome Based Education

# CHAPTER 1: BACKGROUND TO THE STUDY

## 1.1 INTRODUCTION

There are many disadvantaged rural schools across South Africa's nine provinces. Due to most of these schools' inaccessibility, many teachers working in urban areas would not choose to serve in rural schools. Some scholars have argued that even the central education authorities often do not concern themselves with the standard of rural school education (Postlethwaite & Ross, 2016). The principals of rural schools and the school management system (SMS) structure face a range of problems that are special to their institution. These issues stem from various sources; from within the structure of the school division, the community's ideological outlooks towards the school environment itself, and the core growth of the career (Muathe, 2016). Various rural school problems are linked closely to neighbourhoods plagued by poverty, lack of education and teachers in important subjects (Mambo, 2019). Therefore, while the social opinion is that rural schools are bound to perform poorly due to lack of funding, some rural schools excuse the social perception that they are still "stuck" in the category of underperforming schools by being counted among the top-performing schools in the world. Certain factors enable the SMS to contribute to a school's progress if put to good use. Such schools remain competitive year after year, defying the varied odds stacked against them. The rural schools that continue to do well when others have failed validate that schools do not need to be competitive with material resources.

Maitland (2016) examines how rural school principals can apply their own knowledge to improve their leadership and management skills. The latter is particularly relevant as schools are under great strain to achieve good results. Successful principals are necessary to manage education and create good schools (Lowe, Kroeck & Vinitwanakhum, 2015). However, principals are constantly faced with managerial and leadership challenges, and the latter is especially true in rural disadvantaged schools.

Looking at the background of the North West region, where this research was conducted, schools face certain disadvantages. Many schools are failing to deliver quality learners because of the significant nature and poverty in the North West region (Maitland, 2016). In addition, households, like many traditional rural schools, are stricken with poverty; hence, some studies have shown the influence of poverty on schooling (Keller, 2016).

Rural schools in the North West Province are far worse than urban ones. Meaningful teaching and learning cannot occur for as long as some members of the SMSs are not qualified to lead

(Judge, Bono, Ilies, & Gerhardt, 2018). Leaders qualified to teach provide the features that most individuals desire. Members can consider and take accountability, reverence, poise, and trust (Hatta, 2015). Owing to weak administration and leadership, rural schools do not meet their mandates. Rural schools do not fulfil their mandates because of poor SMSs. This leads to dysfunctional and unproductive schools (Hall, 2019). Hence, this study sought to analyse the SMS of a disadvantaged rural school, Ipelafatseng Secondary School.

Although there are various reports on SMS and leadership, relatively little study has concentrated on rural South African schools. Leadership and school productivity research have emphasised how positive leadership increases academic achievement and school progress (Grill, 2018). To the researcher's knowledge, there is no study on SMS, targeting rural disadvantaged schools. This may be attributed to these schools' poor performance. To this effect, the Mpumalanga Department of Education's (2007) study revealed that rural schools face bad school conditions and minimal funding. There are several explanations ascribable to minimal research on this issue, the common one being the inaccessibility of many rural schools, which are typically isolated far from urban centres.

For the development of effective schools and establishing an atmosphere where all rights and obligations are discussed, effective SMSs are crucial. There is substantial and increasing evidence that SMS, particularly in terms of student academic success, may play a pivotal role in initiating and maintaining school change. Fagerland and Saha (2019) suggest that for effective teaching and learning in classrooms, good management and leadership are important. To be effective in such programmes, teachers, educators, parents and community members must be inspired and empowered to join their efforts to build a supportive educational atmosphere that improves the possibility of increased academic achievement and other aspects of student learning (Elliot, 2018).

Some schools have found the improvements in the curriculum more complicated than most. Rural schools in South Africa are frequently subjected to gross difficulties in adopting and managing reform. Rural schools face weak school conditions, high levels of illiteracy and a lack of parental interest in school governing bodies (SGBs). Hence, this study sheds light on what principals of rural schools can do to empower their schools towards an effective SMS and attain excellent academic performance.

## **1.2 PROBLEM STATEMENT**

This study investigated and analysed the SMS of rural disadvantaged schools concerning effective performance on planning and administration purposes as part of its main research

objectives. An analysis of an ineffective school management system in rural disadvantaged schools is coupled with the school's poor performance. In addition to examining the vital factors influencing the implementation and perception of SMTs, the study also examined the factors influencing the effectiveness of SMTs in achieving their mandates. This would be the problem statement in question form: ***“what is the effect of the school management system on school achievement in rural disadvantage schools?”***

### **1.3 RESEARCH OBJECTIVES AND QUESTIONS**

#### **1.3.1 Primary objective of study**

The primary objective of the study is to identify the impact of the school management of Ipelafatseng Secondary School on learners in South Africa.

#### **1.3.2. The secondary objectives of the study**

The secondary objectives achieve the primary objective of the study. They are:

- To investigate the challenges of SMSs in rural disadvantaged schools.
- To investigate what constitutes SMS effectiveness in schools.
- To develop strategies to assist SMS stakeholders in bringing improved school performances that the learners benefit

#### **1.3.2 Research questions**

- What are the major challenges of SMSs in rural disadvantaged schools?
- What are the major contributions that enhance school management effectiveness in schools?
- What strategies can be offered to assist the school management and stakeholders in improving performances that benefit learners and the school?

### **1.4 IMPORTANCE OF THE STUDY**

Kothari (2016) argues that all progress results from the inquiry, which is the starting point for all progress. A lack of confidence is preferable to overconfidence because it leads to inquiry, and inquiry leads to innovation. Progress is made possible by an increased amount of research. It is necessary to collect relevant, accurate, and concise information for decision-

making purposes in order to facilitate effective planning (Cohen, Manion & Morris, 2007:429). In order to obtain accurate information, data collection instruments should be as specific as possible. It has been argued by van der Stoep (2017) that research does not lead to decision-making but facilitates policymakers' decision-making. There is no doubt that research plays an instrumental role in the resolution of a variety of operational and planning issues. Findings from the research could provide insight into the weaknesses of SMT in rural disadvantaged schools. The study's findings could also be used as a basis for improving the curriculum by the Ministry of Basic Education. Staff Development Programmes can be used to educate newly appointed school principals concerning the need for and use of resources to maximize school performance.

## **1.5 LIMITATIONS OF THE STUDY**

The study was conducted at the Doctor Ruth Segomotsi Mompati (DRSM) SMS service unit, which has thirty employees. In light of the relatively small sample size, there is a possibility that the sample does not adequately reflect the target population. Small sample sizes may not generate sufficient data to support expectations; larger sample sizes may produce more accurate results. This study identifies the correct procedures and names a sound SMT for the organization. In light of this, this study assumes that the school has already identified the most appropriate candidate for SMT membership. This study has not been generalised to all SMSs of rural schools in the North West Province or South Africa. Limitations may include threats to trustworthiness due to the participants' biases. District Managers and Circuit Managers are the primary sources of information. It was emphasized, however, that participants should be as honest as possible to obtain objective responses so that the research is compromised. Never underestimate human bias, nor argue that qualitative research is subjective (Babyegeya, 2016). Qualitative research is based on reactions or opinions rather than specific facts or details.

## **1.6 RESEARCH METHODOLOGY**

### **1.6.1 Research Design and Strategy**

Research design is a realistic blueprint that integrates research methodology and procedures to achieve a consistent and valid body of evidence for empirically validated analysis, hypotheses, and potentially theoretical formulation (Creswell, 2015). Research design is described by Bachuamma (2019) as a plan to select topics, research locations, and data collection procedures to address the research question(s). The research approach used for this thesis was the qualitative analytical technique. The qualitative study refers to the

perception and processes of a social problem, usually developed as data from the written text for the study (Burrup & Brimley, 2016). For this research, the author used an observational study involving a survey, interviews, and phenomenology to obtain insights into the normal perceptions of the participants to arrive at sound conclusions. Creswell (2015) states that it is a phenomenological study that tries to explain individuals' views, perspectives and perceptions in a given situation. The researcher made generalisations from an insider's point of view about what everything is like when looking at various views towards the same situation. In this analysis, the involvement of the SMT, teaching and non-teaching staff and the SGB members was worth considering.

## **1.7 POPULATION AND SAMPLING**

The purpose of research sampling is to achieve a small sample representation as it is virtually difficult for a survey to reach a population as a whole (Borg & Gall, 2018). For this study, a non-probability sampling technique was used in contrast to a random choice where members of the population have a fair chance of being selected. Purposive sampling was adopted as a non-probability approach to identify participants for this analysis. Purposeful sampling involves selecting participants with core demographic characteristics that are useful for research purposes (Saunders, Lewis, & Thornhill, 2019). The study consisted of 12 participants; the school management, which included the Principal, Vice-Principal, Senior Teacher, 3 teachers and 2 non-teaching staff, 2 participants involved in the SGB and 2 parents.

## **1.8 DATA COLLECTION**

Data were collected through interview schedules, observation techniques and documentary analysis.

## **1.9 DATA ANALYSIS**

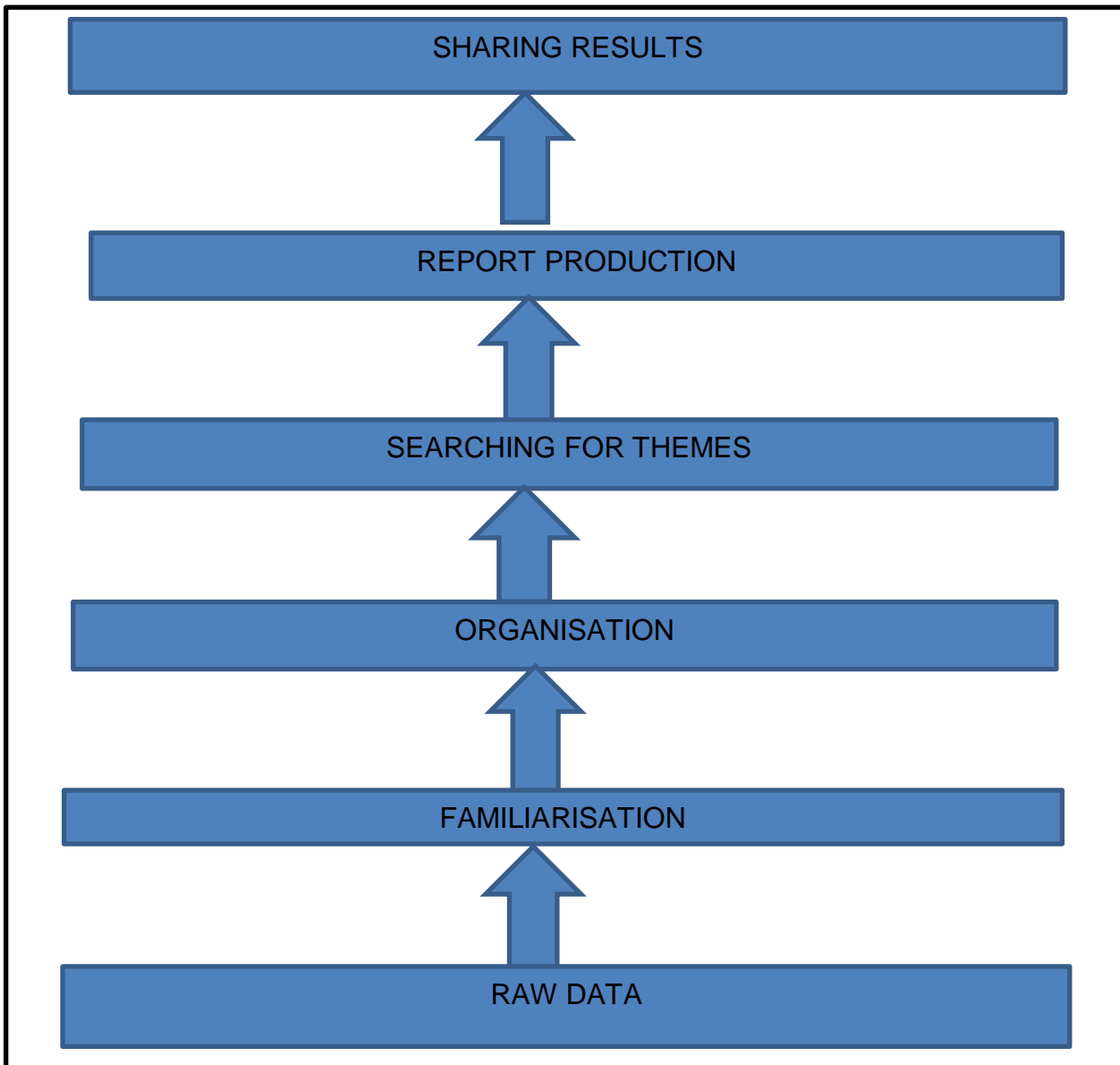
Data analysis aims to help researchers recognize trends in the data and draw specific conclusions from them (Bryman, 2018). This report was compiled using thematic analysis as a means of interpreting the data provided. Analyzing data is the process of determining its meaning. According to Neuman and Grove (2018), data analysis involves reducing and organizing data to enhance the data's analysis and interpretation. It involves organising data, dividing it into smaller units, segmenting it according to set categories, and synthesizing and disseminating the information. A picture of the phenomenon was also painted by examining emerging patterns resulting from the observation method. Interview schedules, videos, or field notes were continuously read and reflected upon to identify areas needing further investigation.

As a final step in analyzing the interview data, the researcher applied both inductive and deductive approaches.

This report was interpreted using thematic analysis. In descriptive qualitative research, this approach is most commonly used. According to Saunders et al. (2019), a thematic review summarises all viewpoints derived from the data collected. As part of a thematic analysis, transcripts are read and annotated, initial themes are identified, a theme-based coding scheme is developed. Finally, all the results are coded.

### **1.9.1 Thematic Analysis**

By using thematic analysis, ideas or themes in the data are identified, analyzed, and reported. Data interpretation can be subjective and interpretive (Viiswambharan, 2020). As an inductive approach, meanings are derived from the texts rather than imposed on the gathered information. As shown in Figure 1.1, the thematic analysis steps involved are outlined.



**Figure 1.1: A step-by-step guide to thematic analysis**

Based on a publication by Barun and Clarke (2018:87).

Figure 1.1 The following steps comprise the analysis process: familiarisation, organizational, searching for themes, and report preparation (Green, 2019):

### **Familiarisation**

This step involves a deeper understanding and transcribing raw data from participants. This data must be read and re-read to grasp the initial ideas. In this study, the researcher transcribed verbatim the statements from all the participants within a month of data collection to ensure it reflected the original ideas in the narratives (Funk, Elizabeth & Brian, 2019).

- **Organisation**

The collected data has to be organised. This can entail the use of codes, pseudonyms or dates to segment data. Interesting data that speak to similar issues are coded alike. Provisional codes are assigned, which may be modified as the analysis progresses. The codes are also used to categorise data as their meanings and patterns give guidance. The information which is relevant to each code is then collated (Barun & Clarke, 2018). In this study, the researcher used acronyms with numbers to identify interviewees for the study. The codes were informed by the research questions, literature review and information from participants.

- **Searching for Themes**

Themes are concepts that emerge from the gathered data (Viiswambharan, 2020). This stage involves defining and ascribing names to themes that are contained in the data. These themes are developed by collapsing codes into working themes and putting data into each theme (Barun & Clarke, 2018). The themes continue to be refined according to the content names they bear. Four themes were identified in this study,

- **Report Production**

This is the final stage in the analysis process. It involves a synthesis of data and the reporting of the results. The creativity of the researcher is critical in the analysis. The richness of outcomes is hinged on the quality of collected data (Cutcliffe, 2018). In this study, the transcribed verbatim excerpts were used to complement the narrated discussions.

## **1.10 ETHICAL CONSIDERATIONS**

The relationship between researchers and those under investigation is specifically concerned with research ethics. The well-being of study participants is vital when it comes to researching individuals. The Ipelafatseng Secondary School Principal and management team acted as gatekeepers with authority to grant entry to the school management, teaching and non-teaching staff of Ipelafatseng Secondary School because the study subjects were the school management, teaching and non-teaching staff of Ipelafatseng Secondary School. The researcher received permission to interview participants from the Ethics Committee at North-West University.

## **1.11 CHAPTER LAYOUT**

### **Chapter 1: Introduction and background to the study.**

The purpose of this chapter is to introduce the reader to the study and provide the reader with an overview of the investigation.

### **Chapter 2: Theoretical framework and literature review**

In this chapter, we examine the literature and the theoretical framework underpinning the study in light of the research topic.

### **Chapter 3: Research design and methodology.**

This chapter describes the research process in detail, including the paradigm, approach, design, and methodology associated with the study.

### **Chapter 4: Results and discussions**

After presenting the raw data and findings of the research, the chapter analyzes the data and findings derived from individual interviews and non-participant observation methods.

### **Chapter 5: Summary and conclusions**

In this chapter, the study's findings are summarized, conclusions are drawn, and recommendations are made for future research.

## **1.12 CONCLUSION**

The researcher introduced the background of the study in this chapter. Furthermore, the problem statement was resolved. The researcher then examined the research questions, research objectives, the significance of the study, and its limitations. The next chapter discusses the literature review and the theoretical framework that guided the study.

## **CHAPTER 2: LITERATURE REVIEW**

*“When performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates.”*

Thomas, S. Monson (2018)

### **2.1 INTRODUCTION**

In the present chapter, the theoretical framework that underpins the study is discussed. It also provides a literature review, which covers five aspects, namely 1) the Organisational Effectiveness Theory and Constructivism, 2) studies on measuring the effectiveness of an organisation, 3) the Performance of organizations is linked to human resource practices, 4) the evaluation of SMTs' effectiveness and 5) A list of turnaround strategies that can be employed to improve the effectiveness of schools leading to designing a suitable that can be adopted by rural disadvantaged schools, and knowledge gaps identified on previous studies herein reviewed.

This study provides a thorough understanding of the dimensions of the poor performance of disadvantaged rural schools by highlighting their main challenges. It also analyses the components of an effective SMS and recommends measures that can be implemented to remedy the situation. South African schools face many challenges, and most of the literature emphasizes the school principal's role in addressing these challenges and what may be done to transform the education sector. The literature focuses on rural disadvantaged schools and gravitates more towards employee awareness, causes of dysfunctional schools and poor participation by stakeholders; learner challenges, indiscipline, teacher and learner absenteeism, and poor leadership in schools, among other problems. The lack of comprehensive studies conducted on SMSs per se and their effectiveness in enhancing the performance of rural disadvantaged schools is noteworthy. This study provides several strategies that can work as a tool kit on how SMSs in rural disadvantaged schools can maximally address challenges of poor performance and attain academic excellence.

### **2.2 CONCEPT OF MANAGEMENT SYSTEM IN SCHOOL**

A management system entails a set of policies, procedures and processes news within an organisation to accomplish market goals. Paiva, Ferreira and Frade (2017), a management system is important as it helps develop the quality of operations within different types of organisations in an integrated process. It has been identified that using a properly constituted management system is also effective in a school as the process helps monitor and measure

different activities. A management process also helps determine the performance level of teaching and non-teaching staff within a school (Altschuld, 2017). Hua-wei (2017) states that the management of a learning institute or school consists of a principal, staff, students and teachers. Learning institutions possess different software systems that are managed and maintained effectively, along with integrated management processes.

### **2.3 IMPORTANCE OF A MANAGEMENT SYSTEM IN SCHOOL**

Management is identified as the interlocking function of creating corporate policy and developing an organisation's operations to obtain a compelling position in the market (Andrew, 2019). SMS is important in integrating different essential operations that include organising, planning, staffing, controlling and directing. According to Yin et al. (2016), management system planning is necessary to achieve a competitive position in the marketplace by visualizing a design. Proper planning helps in providing effective focus and direction of work. The management system can form a proper structure by directing every operation chronologically. Secondly, organising the process under a management system involves the establishment of authority and a framework to obtain proper goals (Bachuamma, 2019).

Along with the organising process, resources are divided effectively into various departments and tasks. Each group member's responsibilities can be accounted for effectively through management systems. Vanharanta and Markopoulos (2019) note that the management system also analyses the recruitment process that helps a school hire proper employees in specific departments. Effective training can be used to obtain a maximum profitability outcome by increasing students' grades (Babygeya, 2016). Management systems are also identified as effective where proper and standardised programmes can be set for different employees to motivate them towards increasing employee integration. Several types of problems can be faced by a school, all of which can be managed effectively through the effective maintenance of a good management system. Effective equilibrium maintenance is affected by the management system that helps an organisation to survive effectively in a changing environment (Balduck & Buelens, 2018). The influence of an external environment is also managed by maintaining integrity and responsibility.

### **2.4 ORGANISATIONAL EFFECTIVENESS**

Generally, an organisational analysis quantitatively evaluates inputs and outputs that focus on effectiveness and efficiency (Balduck & Buelens, 2016). An organization's effectiveness is measured by its ability to achieve its objectives concerning the value it delivers to its customers (Bensimon, Neumann, & Birnbaum, 2015). The concept of organizational effectiveness is

extensively discussed in many theories. The chief theorists on organizational effectiveness argue that organizational effectiveness depends on leadership effectiveness (Grill, 2018), which emphasizes the internal functions of an organization for it to be effective. Leadership effectiveness is an imperative factor in organizational effectiveness. Moreover, Spillane's book (2019) posits that the most relevant aspects of organizational effectiveness (functional aspects) include values, ethos, systems, structures, processes, and goals, which may assist in fostering organizational effectiveness through effective leadership.

The concept of organisational effectiveness is discussed widely in many theories. The organisational theory comprises approaches to organisational analysis (Sampson, 2019). An organisational analysis consists of measuring inputs and outputs to determine the organisation's effectiveness and efficiency. A measure of the effectiveness of an organization can be determined by how well it achieves its goals and how valuable it is to the client or customer. This is according to (Richard, Bond, & Stokes-Zoota, 2019). According to the two theorists, an organization's ability to achieve its objectives logically indicates its effectiveness. There is a direct relationship between this and performance. As the name implies, organizational ecology is concerned with how an organization performs within the context of its environment, i.e. within the context of its environment. Organizations that can perform well in a challenging environment may function more effectively than those that do not face obstacles or problems. Consequently, organizations tend to live within their means. School principals in this research context need to adapt to their environment and figure out how to solve the management problems they encounter, including absenteeism from both teachers and learners, poor service delivery from DBE, student drop-out, and lateness on the part of teachers and learners.

## **2.5 THE LINK BETWEEN HUMAN RESOURCE PRACTICE AND ORGANISATIONAL PERFORMANCE**

In the current literature, there is a strong belief that human resources play a pivotal role in the performance of an organization by creating a connection between the management of human resources and a series of factors in the organization (Mambo, 2019). There are two main types as well as two classes of practices of human resources that constitute the essence of linkages in organizations (Leyton, 2016)(Musaazi, 2018). Human resource practices are known to be internally compatible if they support each other to a certain extent. Yet, it is still imperative to note that external fit is defined as the degree to which the components of human resource management are compatible with the stage of an organization's

development (Dame, 2016). The traditional functions of human resources are reflected in human resource practices and technical policies.

On the other hand, human resource strategy activities include team-based job designs, quality improvement practices, employee empowerment, and flexible work environments. As part of this process, Robinson and Pearce (2018) recommend that studies be conducted to identify the organisation's strategic needs and that skills be sharpened to implement the institution's competitive strategy. Kizito (2018) identifies the perspectives of fit, which encompass profile deviation, gestalts, moderation, co-variation matching and mediation. It is important to note that a specific methodology must be used for each fit..

## **2.6 CRITICAL STUDIES ON MEASURING THE EFFECTIVENESS OF AN ORGANISATION**

There is consensus among organisations regarding the most effective practices to manage change and maintain continuity within the organization. In several countries, the most recommended practices are effective teacher supervision, the school manager's strong leadership role, and monitoring learner information. Learner information is monitored at different priority levels in various settings (Cheng, 2019). According to Thinness (2015), the problem in the United States is not insufficient strategy and decision-making but ineffective implementation. According to Ansoff (2018), an acclaimed strategic scholar: "It is no trick to formulate strategy; the problem is to make it work". He goes on to say: "We strategize beautifully. We implement pathetically" (Downer, 2021). Bradlow (2009:89) observed: "Drawing the plan is 10% of the job; seeing that plan through is the other 90%." Bridgestone (2012:27) say: *"A frequent complaint of senior executives is that middle and operating managers fail to take the actions necessary to implement a strategy. As one top manager told us: It's been rather easy for us to decide where we wanted to go. The hard part is to get the organization to act on the new priorities."*

The above excerpt is quite relevant when considering the topic of this research study. This is because it indicates that SMTs have plenty of information and brilliant ideas, but they cannot utilize them effectively to benefit the organization. The following section looks at Constructivism. According to Huano (2019). An organization's Human Resource Management System (HRMS) does not merely affect its performance but determines it. According to the World Bank Survey Report (2017), even though evidence exists that effective management of human resources leads to increased performance and effectiveness of organizations, there is a lack of information on which human resource activities have a significant impact. In their

study, Newstrom and Davies (2019) identify six factors that influence the performance of organizations: sharing of information, security of employment, selection, recruitment, limiting differences in status, self-management of teams, and staff training. In addition to individual activities, there must be synergy between them. In this sense, the whole is greater than the sum of its parts (Kessler, 2017).

An effective educational management policy considers human resources. Despite this, most countries with human resources files lack sufficient and difficult-to-access information (Weideman, 2021). The number of workers in the public sector tends to decrease as a result of reforms. Governments generally lack the data necessary to perform this task, including staff totals (database), grade levels, and appointment dates (Barney, 2017). In the ongoing discussion, it is stressed that sound human resource management is essential to improve the organisation's overall performance, as well as the need for a comprehensive record-keeping system that facilitates effective decision-making.

An accurate and detailed personnel database is required to manage and control reliable personnel costs (Muriel, Siyabonga, & Glyn, 2018) describe this type of database as providing comprehensive information on civil servants, expenses incurred, and new recruits and exiting civil servants. Data can be quickly analyzed and verified by having stored information available, such as salary costs.

### **2.6.1 Constructivism**

Constructivism holds that humans learn by constructing new knowledge upon previous knowledge. In other words, this prior knowledge influences the new or modified knowledge that an individual will construct from their learning experiences (Horkheimer, Lewin & Thornhill, 2019). It is the theory of Jean Piaget that people actively develop knowledge - that is, robust systems of beliefs - based on their experiences in the world. It is for this reason that he called his theory constructivism. It has been hypothesized that effective learning occurs when learners participate in the development of a meaningful product, such as a poem, a machine, a story, a computer program, or a song (Botha, 2020). By doing so, children acquire knowledge in their heads as they construct things in the world. As they receive new knowledge, they can build even more sophisticated things in the world, generating more knowledge yet, and so on (Clandinin and Connelly, 2018).

## 2.6.2 Implications of constructivism to teaching and learning

Throughout the learning process, students and teachers work together to build knowledge within a social context (Zou & Yanchun, 2019). It is a consequence of constructivism that students learn more effectively when engaged in meaningful learning experiences rather than passively receiving information. Taking the above observation into account, school management and the DBE are urged to create a conducive learning environment that promotes students' knowledge acquisition.

As a development of behaviouralism, constructivism learning theory is a step towards cognitivism (Ma & Guolin, 2015). In theory, knowledge is inherently uncertain; students construct knowledge, and students construct knowledge on their own initiative; teachers facilitate and facilitate this process. This provides more implications for practitioner teaching reform, which involves transforming learning theory and teaching theory to improve schools' performance.

From the analysis above, we can conclude that constructivism learning theory offers new explanations for learning and teaching. In this theory, students are viewed as subjects of instruction (Zou & Yanchun). (2019). As educators, we must strive to offer more humanism, care for our students, and create a positive teaching environment for them. As part of the curriculum, initiatives and interactions are emphasized. Through interactive activities, students should be encouraged to explore learning and work cooperatively based on prior knowledge and experiences. As a result, students will have the opportunity to improve their cognitive skills over time. Educators can assist students in developing positive techniques, a positive attitude, and the ability to acquire knowledge. Constructivism teaching theory encompasses all of these innovative ideas that are essential to modern teaching theory. Through constructivism teaching theory, the RSA's basic education aims to improve the quality of students' overall education. Teachers explain, analyze, and introduce too much information in the traditional teaching mode. Today's reforms should transform not only teaching theory but also teachers' teaching views and everyday teaching activities. Students receive knowledge passively. They have no time and space for thinking. Students receive fixed information through the traditional method that ignores their practice process. Due to this, students will be unable to think independently. Teachers' teaching is incompatible with the development of students' potentials in this situation.

As an alternative, constructivism is in agreement with the notion that learning involves initiative, innovation, and positivity. During the learning process, students play an instrumental role. The

purpose of learning cannot be fulfilled without student initiative. When it comes to teaching, teachers are the subject of the lesson. A teacher's objective is to encourage and guide students to acquire knowledge effectively (Ma & Guolin, 2015). To develop students' cooperative consciousness, teachers must emphasize cooperation and communication. Traditional teaching methods do not emphasize the importance of cooperation between teachers and students. According to constructivism, knowledge is the result of social construction by individuals and other individuals. Consequently, cooperation and communication are necessary in order for students to gain knowledge. It is more effective for students to share their views in a cooperative and communicative environment rather than receive information passively. They can also acquire knowledge from the program and the ability to solve problems and be innovative.

#### *2.6.2.1 On learning*

Individuals construct their cognitive structures through the process of learning. The concept of "construction" refers to self-organization, initiative, consciousness, and initiative. A "relationship" is between a subject and a thing (Ma & Guolin, 2015). Knowledge is constructed as a result of the learning process. The process of learning involves creating and constructing meanings. Learning occurs through the interaction of learners' existing and newly acquired knowledge. The constant stimulation of external stimuli is, therefore, of no value. In order for learners to learn effectively, they must code, process, and construct their own understandings based on their prior experiences.

#### *2.6.2.2 On students*

In the classroom, students bring a wealth of experience with them. It is common for them to express opinions about daily life and even universal issues. It is possible for them to form unexplained explanations and assumptions as some issues emerge, despite the fact that they are unfamiliar with some problems and have no prior experience (Ma & Guolin, 2015). The assumption is logical, based on previous experience and is not illogical. Thus, a student's prior knowledge and experience should be considered when introducing relevant knowledge and allowing students to generate their own knowledge based on the former (Kong & Xiansui, 2019).

Because students are the subject matter, we should change the teacher's role from that of initiator/indoctrinator to that of facilitator/driver in facilitating a student's ability to construct meaning for themselves (Ma & Guolin, 2015). This means that teachers should provide students with academic advice and assist them in designing their learning environment. This

method emphasises simply conveying knowledge, with students receiving knowledge in the form of objects. This is rather than considering the teacher to be the centre of learning. Students are placed at the centre of the new teaching mode, with teachers guiding them. Teachers organise and guide the teaching process (Kong & Xiansui, 2019).

### *2.6.2.3 The tenets of a good learning environment*

Constructionists certainly benefit from building materials (Clandinin & Connelly, 2018). Despite this, they do not provide the complete picture. As significant as a learning environment is a social context in which knowledge is constructed (i.e. learning). A successful learning environment will maximize three factors: choice, diversity, and congeniality (Creswell, 2015). In addition, the constructionist theory holds that students learn most effectively when they construct personal, meaningful products they are passionate about. However, one individual may not dictate what should be regarded as personal.

As a result of these key elements of personal connection and care, the experience is likely to be profound, meaningful and long-lasting (Kizito, 2018). In this situation, a decision must be made. Students will be more likely to be personally engaged and invested in the task by engaging in construction or creation. Assimilation of knowledge refers to the process by which newly acquired knowledge connects with a student's pre-existing knowledge based on how closely the student can relate to or connect with the task at hand. This is exactly what Piaget intended by using the phrase "assimilation of knowledge" (Creswell, 2015; Goodchild & Turner, 2019).

## **2.7 RELATION BETWEEN SCHOOL MANAGEMENT AND STUDENTS' PERFORMANCE**

The management process within a school is identified as a system through which effective resources are provided to the learners and employees in terms of meeting societal expectations (Dei, 2017). An effective management system design is required to maintain quality within a school and enhance students' performance. Dannels (2018) says teachers present in a school are also integrated within the management system and must maintain an effective relationship with the students to improve academic performance. The proper interaction of each individual is required to enhance students' grades (Elliot, 2018). A student's success can be identified by looking at how the administration manages a school. Therefore, an effective management process should be enhanced within schools to enhance the performance level of students.

## **2.8 THE EFFECTS OF IMPROPER SCHOOL MANAGEMENT**

The management process is the most effective system in a school for organising different activities. An impression management process can hamper a student's future development process. Improper expectations can be formed to analyse different data, which can affect the success level of a student's career. Violence rate can also be increased among students along with improper management systems. The scheduling process can also be hampered by improper management systems, affecting managing different classes and courses. School drop-out and reduction in the attendance of students can be identified along with improper management system maintenance (Fagerland & Saha, 2019). An increase in the unemployment rate can also be identified due to a rise in improper management systems.

## **2.9 CHAPTER SUMMARY**

It was my goal in this chapter to examine the theoretical framework underpinning the research, literature review, and components of effective SMSs. In addition, I will examine the challenges faced in the discharge of their mandate. Furthermore, the chapter discusses strategies that can be utilized to improve the school management system and learner performance. A review of studies dealing with organizational effectiveness was also conducted.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

A discussion of the research methodology for the fieldwork section of the study is presented in this chapter. As well as the study area and the population, as well as the sampling method used, the data collection instruments, and the data processing strategies, the report provides details on the study area and the population. The validity and reliability of the data are also discussed. As a final section, the chapter addresses ethical concerns that were considered during this study.

### **3.2 RESEARCH DESIGN AND STRATEGY**

There are several objectives to a research design, including the aimed outcome and the actions required to achieve it. An empirically based observation, hypotheses, and hypothesis formulation are achieved through the connection of successive research approaches and procedures (Welman et al., 2009). Consequently, a consistent framework is provided by the research design to the researcher. In the framework, procedures and decisions are directed contextually, and the examination process is outlined. As defined by Saunders et al. (2015), research designs describe how the researcher intends to address research issues. It is critical to clearly define how the data will be collected and analyzed in the research design, as explained by Bless et al. (2006). There is also consideration of constraints associated with variables such as time, data, location, and financial availability. Research designs play a key role in enabling researchers to predict the likely outcomes of research decisions and maximize the value of actual findings, as explained by Mouton (1996).

The study design can be described as a 'mixed bag' approach. This entails selecting from a range of alternatives and solutions to ensure that the study's objectives and viewpoint are clearly expressed and can be justified. In each study, the research issue dictates the processes, techniques, forms of measuring, sampling to be performed, data to be obtained, and the data interpretation to be carried out (Zikmund et al., 2010).

An examination of phenomenology seeks to explain a particular group of people's attitudes, experiences, and viewpoints, as noted by Leedy and Ormrod (2019). In this study, a sample and phenomenology were used to gain insight into the typical interactions among participants. Examining different perspectives on the exact circumstance allows the researcher to make valid and informed generalizations. Phenomenology is concerned with considering and

assessing participants' value in everyday life. A phenomenological study is considered by Creswell (2009) as one that explains the implications that the perceptions of a phenomenon, subject or idea have for different persons. For example, in this scenario, an attempt was made to consider and interpret the perspectives of the individuals that build and benefit from the SMS of Ipelafatseng Secondary School.

Current literature (see Chapter 2) and empirical research analysed Ipelafatseng Secondary School. The essence and complexity of the established research challenge, research questions and relevant research goals directed the study towards arriving at a purposeful research design to achieve the research intentions.

The study is qualitative and descriptive, analysing the SMS of rural disadvantaged schools in South Africa, using Ipelafatseng Secondary School as a case study. A qualitative research design was selected to answer the issue of research and associated research issues as accurately as possible.

Descriptive experiments were carried out to address questions like who, when, where and how (McDaniels & McGivern, 2006). Gates (2006) notes that descriptive research seeks to use a certain number of persons, a survey to construct an image of the interest group or population to find out more about a social problem or a series of experiences. The study utilised a cross-sectional methodology that included gathering data over a comparatively short period from a defined sample of a population and eliminating unduly long gaps in time. A cross-sectional methodology is the most widely utilised design in general business strategy and social science research (Welman *et al.*, 2005).

Using an inductive approach, a case study is used as a research strategy. Babbie (2010) defines a case study as an analysis or examination of a single instance of some social phenomenon in depth. According to Yin (2012), case studies are investigations of phenomena in their real-world context. Ipelafatseng Secondary School in South Africa has been examined in detail in this study. According to Stufflebeam and colleagues (2000), the purpose of a case study is not to prove anything but rather to improve. Therefore, this case study aims to promote a better understanding of SMS and ensure the smooth operation of schools, with all stakeholders involved in the day-to-day activities.

### 3.3 RESEARCH PARADIGM

#### 3.3.1 Paradigm

This research adopted a constructivism paradigm. A paradigm is a comprehensive set of assumptions, belief systems, worldviews, or frameworks that guide research and practice in a field (Creswell, 2015). The varying concepts and interpretations of social reality raise several theoretical questions in the education sector. Barun and Clarke (2018) note that various paradigms influence the criteria for selecting and defining the problems to be investigated. Saxena (2019) defines a 'paradigm' as "An integrated cluster of substantive concepts, variables and problems attached with corresponding methodological approaches and tools".

Bullough and Pinnegar (2018) definition of a paradigm is a way to gain a better understanding, description, prediction, or control of a particular educational or psychological phenomenon or empower individuals within these contexts. According to Corbin and Strauss (2018), researchers employ philosophical frameworks known as paradigms. In accordance with Winter (2015), paradigms significantly contribute to how social research is conducted, including the choice of a particular research methodology. The constructivist paradigm shift was adopted after consideration of the nature of the research questions and the data collection instruments. An example would be an interview guide, analysis of documents, and observation schedules. The term "paradigm" is often used in the social sciences to refer to "research traditions" or "viewpoints" (Bryman, 2018). Agesan (2017) asserts that researchers adopt a specific method of studying phenomena relevant to their field. By understanding what paradigm or tradition a researcher subscribes to, we can determine which questions should be investigated and what processes must be followed to accept responses to these questions.

The researcher interacted directly with the participants in their natural environments by analyzing documents, conducting individual interviews, and conducting field observations. The focus was on how experiences of SMSs in disadvantaged rural communities are shaped by intersecting identities and the effects of these interlocking poor performance forces that could be transformed. The elucidative (constructivism) research paradigm was considered suitable because of its ability to get an informed perspective from SMSs, teachers, parents and non-teaching staff components in leadership positions of the realities on the ground as experienced in their mandate discharge in work stations. The constructivism paradigm is based on the concept that a phenomenon has multiple meanings based on its social construction (Creswell, 2015). Therefore, the constructivism research paradigm was chosen for its flexibility in interpreting the study's findings. This paradigm enables researchers to integrate the

perspectives of respondents, as well as the challenges school managers face when it comes to discharging and implementing turnaround strategies, with evidence gathered from the empirical study, which includes participant voices, observations, and relevant literature, to arrive at a comprehensive, candid and concrete conclusion.

The study paradigm is the “set of common beliefs and agreements shared between scientists on understanding and addressing problems” (Creswell, Goodchild, & Turner, 2019). The framework of social constructivism was selected to analyse the data because people’s social realities, including their viewpoints, are constructed from their relationships and perceptions (Rehman & Alharthi, 2016). The school management, teaching, non-teaching staff and individuals in the SGB themselves helped to recognise and explain their inclusion in the SMS. Participation in the SMS is a decision-making mechanism influenced by a myriad of considerations, such as human experiences, desires and feelings, as well as the organisation and larger variables in the community (Clandinin & Connelly, 2018). Therefore, the respective expectations and realities of the study participants impacted their decisions to engage in the research.

### **3.4 RESEARCH METHODOLOGY**

The research methodology refers to the basic approach to be implemented in research (Leedy & Ormrod, 2018). In this analysis, which is not rigid because it is exploratory, it was possible to follow an insider perspective that is holistic in nature. As part of the study, pre-set questions were created for the interviewer using a semi-structured interview schedule. It was possible to explore and confirm vague statements during the semi-structured interviews. An essential aspect of semi-structured interviews is that they include open-ended questions that describe significant study concerns (Evans & Lewis, 2018). There were concerns raised regarding their expertise in SMS. This study examines SMS activities at Ipelafatseng Secondary School in South Africa using an inductive approach. The goal was to understand the essence of SMS better. The following points are noteworthy:

1. In nature, qualitative research is not rigid. This suggests that a ‘blueprint’ from which variation is not allowed is less limited by the researcher, even though unpredictable complications such as variables not accounted for could open up new investigating avenues.
2. It is exploratory and therefore encourages the researcher to gradually adjust the data set so that it is possible to obtain a detailed understanding of the phenomenon.

3. By engaging and studying the participants in their natural environments, it is also necessary to follow an insider perspective, thereby having a first-hand understanding of the problems that teachers may encounter with violence committed by learners against them.
4. The qualitative methodology is holistic in that it helps the researcher by conducting interviews, questionnaires and other approaches to gather various types of data; this suggests that such an approach has the advantage of providing birth to a complete image rather than the superficiality of a simple snapshot.

Qualitative research uses limited groups of persons that can be analysed using in-depth techniques, thus considering the criteria that need to be followed to prevent, for example, the drawbacks of samples that are too small to be true (Creswell, 2015:180). In this study, a qualitative methodology was applied when the researcher set out to analyse and uncover the intricate reason for poor SMS. This method enabled the researcher, utilising open-ended questionnaires, to gather rich, unique data. According to (De Vos, Van der Heijden, & McGivern, 2011), the qualitative research model is concerned with the participants' specific account of a living encounter or understanding, which enabled the researcher to explain and appreciate the potential reasons for the poor SMSs in rural disadvantaged schools.

### **3.5 SAMPLING AND POPULATION**

According to Saunders et al. (2012), all the case representing the sample comprises the population. A small subset of the target population is chosen, called a sample. In McMillan and Schumacher (2018), a target population is defined as "a group of individuals, objects, or events that meet specific criteria and which, therefore, will provide the basis for generalizing the results of the research." A primary and the SMT of the school involved in the SMS were the target population in this study. Parents and students in the school were also included in the study.

#### **3.5.1 Sampling**

As stated by Wegner (2012), sampling is the process of gauging, counting, or observing the factors being evaluated. As an example, it may apply to a subset of the population (Goddard & Melville, 2005). A generalized result must be derived from observations as well as results derived from observations. Typically, it is proposed that the larger the sample size, the greater the level of confidence (margin of error) in interpreting results. Thus, the greater the precision

and validity of the data. Since school managers possess the wealth of knowledge that the researcher is seeking, participants in school management were chosen for the study.

### **3.5.2 Sample size**

It is a statistically valid sampling technique based on a specific subset of the population selected to represent the total population statistically. Basically, the sample size is the number of individuals or units that were chosen for participation in the study. Twelve despondencies were selected by Dr Ruth Segomotsi Mompoti for this study.

### **3.5.3 Methods of Sampling**

Surveys can employ two main sampling strategies: probability sampling and nonprobability sampling.

#### *3.5.3.1 Non-Probability sampling*

A sampling method based on non-probability does not utilize probability in selecting objects or people for the survey. As a result, the probability of each person in the population being included in the survey is unequal for every member of the population. A non-probability sampling strategy is also known as a malicious sampling method, a purposeful sampling method, or sampling of decisions (Kothari, 2016). According to Salkind (2012), there are five basic methods for selecting a sample from a non-probability sample: convenience sampling, quota sampling, purposeful sampling, snowball sampling, and self-selection sampling.

#### *3.5.3.2 The study sample*

As described by Welman et al. (2009), Purposive sampling is a non-probability method of sampling in which the researcher who uses their judgement provides considerable feedback on which unit(s) should be included in the sample according to the needs of the research. In this case, when the characteristics of and category in terms of the variables under study were understood, the most effective sampling method or technique was considered to be the purposeful sampling method. Greener (2008) identifies purposeful sampling as utilising one's discretion to pick a sample and is mostly used for qualitative research with very tiny samples and populations. The purposeful sampling method was used here because the researcher was already conscious of the type of persons who made up the target population. The collection was based on the researcher's decisions and not by chance. In order to participate in this study, participants were required to demonstrate competence and descriptive knowledge of

the topic as well as be willing to engage in the analysis. The researcher is ultimately responsible for deciding to include a participant in the study (Welman et al., 2009:69).

### **3.6 DATA COLLECTION INSTRUMENT**

Data collection must be reliable, and when assessments are used, they must be graded correctly (Bunda, 2007). It is important to make findings as systematically as possible. In this regard, the qualitative interviews allow respondents to compose precisely as they feel regarding a topic and offer investigative evidence to the researcher that may reveal unexpected possibilities and problems.

#### **3.6.1 Questionnaires Management**

Respondents are approached by means of a questionnaire in order to obtain the information they need (Neelankavil, 2007). Data obtained from primary sources may typically be collected through interviews conducted by e-mail, telephone, in person, or through self-administered questionnaires (in which respondents write their own responses) (Neelankavil, 2007). An open-ended questionnaire was administered to the resp[ondents]. Because the participants' schedules were unpredictable, open-ended questionnaires proved to be the most appropriate method. The advantages of open-ended questionnaires include improved data collection speed, reduced to no-expense criteria, and higher degrees of objectivity relative to alternative primary data collection approaches (Rosenthal & Rosnow, 1991).

### **3.7 EVALUATING EVIDENCE**

Data processing is how raw data is analysed and organised to derive results. In understanding what details should be included and what not, the assembling method and data screening are critical. Typically, qualitative data are evaluated through thematic or material analysis (Sekaran & Bougie, 2010). Using thematic analysis, one can systematically analyze data defining, arranging, and presenting insights into context trends (themes) through a dataset (Braun & Clarke, 2012). By reflecting on context characterising data collection, thematic analysis helps the researcher to see collective or mutual concepts and perceptions and make sense of them.

Thematic analysis may be used as a potential data analytical strategy; it encourages the researcher to continue discovering common trends and creating themes from a general reading of the data. Thematic analysis was used because of its simplicity and versatility in interpreting data obtained from interviews. Thematic analysis was selected because it can help

novice researchers, it offers entrance into a way of doing research that would otherwise appear meaningless, but it is nevertheless conceptually complicated and can be quite sophisticated.

### **3.8 VALIDITY AND RELIABILITY**

#### **3.8.1 Validity**

Validity is the most significant attribute of a calculated dependent variable. An empirical measure's validity is determined by how accurately it reflects the concept that it is intended to measure. By doing so, we are able to obtain scores that reflect the true variables being assessed. The validity of a test can be understood as the reliability of the interpretation of scores that it provides, which is the most significant factor to consider when measuring (Vosloo, 2014). An effective methodology tests (measures) what the researcher intends and produces results consistent with the phenomenon under investigation (Collins & Hussy, 2014). For a study to be valid, it is imperative that it is selected as a representative sample of the population for which the study is intended (Zikmund & Babin, 2002). In general, methods, samples and measurements may be inaccurate or deceptive, compromising the study's validity (Collins & Hussy, 2014). The researcher carefully and consistently selected the appropriate methods for this study to create a strong research design to ensure validity.

#### **3.8.2 Trustworthiness**

Saunders et al. (2019) define reliability as the effectiveness of the techniques used for data collection and analysis. The present research utilized a consistent research methodology, selected a sample group, ensured the members were consistent and repeated the exact procedure with the same group multiple times. The more significant the methodology and study are, the more consistent the conclusions would be, but not always the precision of the research (Babbie et al., 2001). Consistency ensures that any time the same query is posed, whether, in a different context, the respondent can have the same response (Sahu, 2013). Therefore, the instrument is accurate if the answer stays the same under repeated measurements and under the same circumstances (Sahu, 2013). Authentic evidence is collected from sources with certificates to report on the problem (Sahu, 2013)., Each question in the questionnaire was expressed clearly and accurately to avoid ambiguity to the maximum extent to ensure the research tool's reliability. It is known that the bigger the survey, the more accurate the reports are, *ceteris paribus*. The study used standardised questionnaires and instructions for respondents as far as possible before completing the questionnaire to address reliability. As a result of the systematic recording, systematizing, and disclosure of analysis methods in sufficient detail to allow readers to determine whether the process was credible,

trustworthiness was achieved in this qualitative research by demonstrating consistency, precision, and exhaustiveness in data analysis.

### **3.9 ETHICAL CONSIDERATIONS**

Research ethics must guarantee that the data gathered from the participants can stay exclusively secret and their names will be held private (Frick & Frick, 2010). Caution was taken to observe this theory. A cover letter was attached to the final questionnaire to clarify the study objectives to all respondents. Furthermore, in this study, all the research knowledge obtained from other sources, journals or other individuals has been correctly and thoroughly recognised via the appropriate authority and the North-West University (Faculty of Education) review method. The researcher applied for permission to do the research. Approval was given upon evaluation by both of these organisations of the research plan. Information obtained from the sampled group was treated with the strictest confidentiality, and participants were kept anonymous. The identities of the participants were concealed through the use of co-codes. Kothari (2016) posits that individuals should not be exposed to harm above what they may receive in their day-to-day lives or be asked to participate in research that may violate ethical or moral standards.

Due attention was extended to all ethical questions as follows:

1. It was explained to the participants during the interview scheduling process what the purpose and reasons for this study were.
2. To ensure that no participant was exposed to any risk or harm. It was made clear to all participants that their participation in the study was voluntary. Participants were informed that they could withdraw from the study if they desired. Participants were informed of their rights as participants in the study. They were provided with information on the following topics: Confidentiality and anonymity- The respondents' identities were protected and not made available to anyone, and the participants were assigned pseudonyms.
  - The researcher followed the COVID-19 pandemic protocols. The researcher also acquired a clearance certificate from the Research and Innovation Committee, permission to enter schools and Obtain permission from the North West Department of Basic Education and the teacher unions before the commencement of the research study. A consent form that clarifies the study's purpose, goal and

benefits was also provided to the participants before the interviews were conducted.

- The participants were not harmed physically, emotionally or psychologically.
  - Discontinuance - There was an explanation provided to the participants of their right to withdraw their participation at any time and that any consequences incurred should they do so would be their responsibility.
3. Before collecting data, participants were informed that participation was optional. Participants could withdraw from the study at any time without reason. As outlined by Horkheimer et al. (2019), participants should be informed that they are free to withhold their participation during the research project without explaining their decision.

### **3.10 CONCLUSION**

This chapter presents a detailed description of the study's methodology and design. There was a thorough explanation of the steps involved in conducting the study. There was a thorough discussion of critical aspects of the design, data collection techniques, and resources used to collect information. It was decided to adopt a qualitative approach to the study. Non-probability sampling was used in this study. An in-depth discussion was conducted on the data collection, processing, and management, as well as the handling of questionnaires. The findings of the study will be described and evaluated in the next chapter.

# **CHAPTER 4: PRESENTATION AND INTERPRETATION OF RESULTS**

## **4.1 INTRODUCTION**

In this chapter, the findings of the empirical study are presented. Presented in Chapter Three is a description of the research methodology. This contains a description of the procedures followed for the study's goals to be achieved. An interview guide was used to control the flow of the interviews after informed consent was obtained from the participants. A detailed analysis of the telephone interviews was conducted, followed by an interpretation of the results. The research was conducted according to all ethical principles.

## **4.2 PRESENTATION OF RESULTS**

A summary of the results from the 12 participants in this study is presented in this section. It comprises five SMTs, each with a different biological background. Interpretation of the data generated in this report was based on thematic analysis. According to Saunders et al. (2019), a thematic review identifies the main concepts that summarise all the views resulting from the data collected. For descriptive qualitative ventures, this is the most common approach. Data analysis by thematic analysis involves identifying, analyzing, and reporting ideas or themes within the data. In addition to being interpretive, it may also be subjective (Braun & Clarke, 2018; Viiswambharan, 2020). Rather than imposing meanings on the data collected, the approach is inductive, where meanings are derived from the texts.

In the research context, data analysis involves analysing the data to identify trends and draw conclusions (Bryman, 2018). An analysis of data is the process of determining what it means. According to Neuman and Grove (2018), the objective of data analysis is to reduce and organize data in such a way that the analysis and interpretation of data are enhanced. The process involves organizing data, categorizing it into smaller units, slicing it into segments, and synthesising and deriving information for presentation.

Also, the researcher looked at emerging patterns from the observation method to build a picture of the phenomenon. In addition, the researcher used deductive and inductive methods when analyzing the interview data. Research objectives guided the interview questions. Additionally, the names and school affiliations of participants were represented by pseudonym numbers to

maintain anonymity. The following table presents biological details and code representations of the participants.

**Table 4.1: Biographical details of sampled schools**

School	Enrolment	Location: Urban, Semi-Urban, Rural, Deep Rural	Type of School: Middle (M), High (H)	Infrastructure: Resourced; Poorly resourced	Gender: Female & Male (Principal)	Work experience (Years)	Educational Qualification
1	478	Deep rural	M	Resourced	F	13	ACE
2	1567	Urban	H	Poorly resourced	M	11	Masters
3	349	Per-urban	M	Well-resourced	F	23	Diploma
4	1890	Urban	H	Fairly-resourced	F	9	ACE
5	819	Urban	H	Resourced	M	29	Certificate
6	270	Deep rural	M	Poorly resourced	M	13	Honours
8	330	Semi-urban	M	Fairly resourced	F	17	ACE
9	1030	Urban	H	Poorly resourced	F	19	Certificate
10	799	Semi urban	M	Well resourced	M	09	Honours
11	549	Deep rural	H	Poorly resourced	F	08	Masters
12	305	Deep rural	H	Fairly resourced	M	14	B.Ed. Degree

### 4.3 PRESENTATION OF BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

This section presents the biographical information of the participants. According to Leedy and Ormrod (2019), the biographical information includes all the information associated with the study population. The biographical information collected in this study includes the job description, level of education, years of experience, gender, age, duration of employment, school enrolment, the resourcefulness of the participating schools and location. The following section presents the gender of the participants.

#### 4.3.1 Gender

All the participants were asked to declare their gender during the face-to-face interviews. Their responses are documented in Table 4.1. There were three females and two males. The tabulated results show that more women participated in this study than men. This might be

interpreted as affirmative action and confirms the RSA government's deliberate effort to emancipate women into leadership positions.

#### **4.3.2 Level of education**

The participants' highest level of educational qualification is presented in Table 4.1. The qualification ranges from Advanced Certificate in Education (ACE) to a Master's degree.

#### **4.3.3 Years of work experience**

Table 4.1 illustrates the years of work experience of the participants, with a range of 9 years to 29 years. However, it was gathered that participants have gained reasonable experience in their job specifications and would give rich information on the research study (Balloch, 2017).

#### **4.3.4 School enrolment**

The enrolment ranged from 270 to 1890 learners. Bernadette (2017) describes leadership as a process of influence that leads to achieving the desired result. An integral part of this role is to inspire others and support them as they strive to achieve a vision for the school grounded in a clear sense of personal and professional values. In other words, women in leadership positions foster teamwork to achieve set goals. On a positive note, it is also encouraging that women are willing to take big challenges in running a big school that is well-resourced and located in the urban centre, as documented in Table 4.1.

#### **4.3.5 Resources**

It is also quite disturbing and a cause for concern that schools with high enrolment were poorly resourced compared to low enrolment schools, as tabulated in Table 4.1. A summary of the findings from the research questions is presented in the next section.

### **4.4 PRESENTATION OF FINDINGS FROM RESEARCH OBJECTIVES**

Participants' responses to the research questions are presented in this section. The results of the interviews were recorded, transcribed verbatim and analysed following the study's objectives. The research questions guided the development of the themes and categories. Themes, trends, and patterns were discovered by comparing the data. Themes, trends, and patterns that emerged were identified and written down. Emerging themes were cross-referenced with the research questions to keep the investigation on track. The study's research questions were represented according to themes, while the participants' responses during the online interviews were categorized. The researcher conducted an anonymous transcription of

the interviews after the interviews were recorded. A theme, category, and subcategory were identified based on the import of MS Word documents into Atlas Ti8.

**Table 4.2: Themes, categories and sub-categories that emanated from the semi-structured interviews**

Themes	Categories	Sub-categories
1. Insufficient operational resources	<p>Resources are inadequate for the operational requirements.</p> <p>Shortages negatively impact curriculum delivery initiatives by teachers, and their ability to work is greatly hampered.</p>	<p>-SMTs do not have laptops; they need to embrace ICT in lesson presentations for learners to master and create interest among learners.</p> <p>-SMTs were only provided with SA-SAMS laptops and office equipment, In these circumstances, attending and hosting virtual meetings and presenting lessons using PowerPoint slides may not be practical.</p>
2. Insufficient infrastructure for teachers and learners.	SMTs are concerned about the lacking infrastructure	<ul style="list-style-type: none"> <li>• Despite not being an office-based organization, SMTs require office space to carry out their administrative duties, such as compiling monthly reports. and addressing learners' issues that need privacy.</li> <li>• Those with personal gadgets need lockable rooms for safety.</li> <li>• Staff meetings are sometimes held</li> </ul>

		<p>between the SMTs and teachers in crowded mobile classes; others will be standing at times.</p> <ul style="list-style-type: none"> <li>• Learners scramble for available furniture.</li> </ul>
3. Poor management plan and insufficient communication.	Issues with implementing policies and communicating important administrative matters.	As a result, teachers have complained that they are notified at the beginning of the school year about empowerment clinics and meetings they should attend, leaving them with little preparation time and leaving learners with nothing to do.
4. Insufficient management	<p>Teachers may experience uncertainty as a result of ineffective management.</p> <p>In the absence of a grievance handling system, teachers and learners do not have a venue to take their concerns to a higher authority authoritative level/department due to poor management running of the school affairs.</p>	The Circuit manager at Greater Taung was seen as not stepping up to tackle challenges experienced by teachers and learners at the school level.
5. Toxic work environment	The work environment is not positive as it affects the	Teachers complained of a toxic work environment that benefits the chief client, the

	culture of teaching and learning (COLT).	poor learner. Most of the instruction time is lost pursuing non-academic or non-curriculum-related issues.
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#### 4.4.1 Findings

##### 4.4.1.1 Theme 1: Insufficient operational resources

Several Doctor Ruth Segomotsi Mompati District curriculum advisors have reported that operational resources such as laptop computers, data projectors, and basic stationery items are scarce. As indicated by the participants, teachers had inadequate access to resources that could meet their operational needs. Due to this circumstance, teachers and SMTs were not able to work effectively, efficiently, and appropriately. Several projects are understaffed and underequipped due to an insufficient allocation of resources. There is inefficiency in this process, which leads to teams putting in longer hours to achieve the project objective. Further, deadlines are missed, pressure occasionally rises, people start blaming one another, and team morale decline rapidly (Coombs, 2020).

Additionally, SMTs reported that lack of space posed challenges when conducting workshops virtually. Due to the move to virtual means of doing things in the world, education is currently facing a significant problem. As such, the educational system needs to adapt and follow suit. As a result of the COVID-19 pandemic regulations and protocols, SMTs are also responsible for hosting virtual teacher empowerment clinics. SMTs must have a laptop that is in proper working condition to perform these tasks. The teachers' files, which they monitored on their mobile phones, were almost impossible to track and type up regular reports.

Several participants expressed concern about the lack of laptops and stationery required for conducting teacher training workshops and attending curriculum advisory workshops (Damania & Butle, 2016). Additionally, the interviewees emphasized the difficulty of implementing initiatives due to a lack of operational resources. In the DRSM, which is already an impoverished and rural area, resource allocation remains one of the most challenging issues curriculum advisors face while monitoring and supporting schools (Coombs, 2020).

#### *4.4.1.2 Theme 2: Insufficient infrastructure for teachers and learners*

An SMT is described as a "nerve center" because it manages situations unfamiliar to the team. Having the nerve center in place improves leadership skills and organizational capabilities, which gives leaders the maximum chance of being proactive rather than reactive. Among their responsibilities is overseeing the implementation of the curriculum in schools. Furthermore, they are responsible for supervising and supporting teachers. All participants unanimously agreed that specific office space would be required to accommodate SMT. Several participants indicated that their job description requires them to provide curriculum coordination and an assessment report every month as part of their responsibilities. This document summarizes what they have done and observed in the schools they visited.

As seen from the statement above, SMTs face varied challenges in discharging their mandates on a day-to-day basis. According to one of the interviewees, the Department of Education offers limited support for the type of work they do, and there are no suitable accommodations for my work. According to another interviewee, curriculum delivery initiatives could be enhanced if "office accommodations and basic paraphernalia is made available to each school". (See Addendum 3, SMT 2: line 163-3).

#### *4.4.1.3 Theme 3: insufficient communication and Poor management plan*

Every organization depends on communication. A smooth flow of information ensures the smooth operation of all levels within the organization (Dagilis, 2020). As a matter of concern, participants indicated that proper information communication was lacking within the DRSM District. The participants also noted that poor communication undermines their effectiveness, resulting in a lack of time to plan their schedules effectively. Meetings and workshops were almost always announced at the last minute without providing participants with any opportunity to prepare. As a result of these workshops, the instructors sometimes had to spend an extended period away from their workstations, having left the school and the learners, which resulted in them losing valuable time for instruction. The fact that all SMTs are full-time classroom teachers should be made explicit.

#### *4.4.1.4 Theme 4: Insufficient management*

The circuit manager's responsibility is to supervise the SMTs (Bernadette, 2017). Despite reporting to the circuit manager on administration and management issues, the curriculum coordinator is their direct reporting line daily. As part of their duties, circuit managers are typically responsible for handling most administrative and management challenges they may

encounter. Nevertheless, the criteria used in these selections can sometimes lead to a district being stuck with an ineffective circuit manager who is not very helpful in assisting SMTs with their challenges.

The interviews revealed confusion exists within the DRSM sub-districts regarding the direct reporting of the SMTs. Following policy, the participants are required to report to the curriculum coordinator, who in turn reports to the circuit manager. Interview participants reported frequently reporting the same information to the curriculum coordinator and the circuit manager. Often, this leads to confusion and conflict, as well as miscommunications.

The study's results suggest two problems: Firstly, there is a lack of communication between the circuit manager and curriculum coordinator, and secondly, proper procedures and protocols are not being followed in the DRSM District. Due to the lack of compliance with the proper channels, issues are resolved at a slower pace. Additionally, participants noted that when grievances are raised with their circuit manager, there is seldom a resolution since these managers seldom adhere to the grievance escalation process by reporting grievances to the district office if they cannot resolve them within the school. Therefore, when faced with challenges beyond their capabilities, SMTs are unsure of whom to turn to for assistance.

SMTs must also submit internal monitoring reports once they have completed internal monitoring. These reports are then provided to relevant circuit managers for assessment and assistance in resolving the issues raised by the schools and teachers. Reports are commonly presented to the circuit manager, who sometimes fails to follow up on them. This is a very concerning issue. SMTs are also not held accountable when they do not produce reports on the monitoring they conduct. This is because they do not provide solutions to teachers' problems, as these same problems persist in the monitoring. The SMTs have few options in these situations since they are also faced with a heavy workload, and most attempts to bring these problems to their superiors' attention are unsuccessful.

This combination of factors hinders the effective implementation of the curriculum and increases the workload of the SMT. Employees are also faced with challenges after challenges that cannot be resolved, which affects their satisfaction at work. As one SMT affirmed, "You will observe a lesson with a teacher, and the teacher will wait in the bathroom until the lesson is over". SMTs are still faced with challenges in this aspect of management. It is also possible that the school principal is not available to assist due to the demands of their other organizational responsibilities.

#### *4.4.1.5 Theme 5: Toxic work environment*

The school environment should support students and teachers to ensure their emotional and physical safety. Student expression is encouraged in this environment. Students feel comfortable being themselves in school when they can communicate with their teachers and collaborate with them. In contrast, Psychology Today describes toxic work environments as “any jobs in which you are so dismayed by the work, the environment, the people, or any combination of these things that severely disrupt your life elsewhere.” In addition to negatively affecting pupils' physical and mental health, toxic school cultures can also adversely impact students' mental health. It is well known that a positive school climate contributes to students' psychological and physical well-being, increases school attendance rates, improves student academic performance, and enhances teacher retention. A positive school climate and culture result in a positive school environment (Dame, 2016). A study by Balloch (2017) found that children whose classrooms lacked adequate material resources or whose teachers disrespected colleagues experienced more mental health issues. This discussion of themes, categories, and sub-themes is important because schools should always strive to establish a positive learning environment.

#### **4.5 CHAPTER SUMMARY**

SMTs were investigated in disadvantaged rural schools in the DRSM District, and the challenges they face in implementing curriculum were analyzed. This district faced several management challenges that highlighted the necessity of returning to basics at all levels. According to this study, a good management system and an appropriate budget implementation are the most effective ways to alleviate the problems faced by SMTs. The circuit should always provide guidance and support to SMTs if misconduct-related issues occur. While attempting to accomplish some of their responsibilities, it is nearly impossible to imagine the low morale that these educators (SMT) must experience. Damania and Butle (2016) note that it is disappointing that the generation of 1996 still complains that there is a lack of basic resources and paraphernalia for public schools.

Finally, one cannot ignore reports, including the 2013 Educational Report, which states that lack of transparency and accountability is one of the significant problems in the civil service. A lack of accountability is noted as a critical challenge in the South African school system by Mouton, Louw, and Strydom (2013:13). Since 2013, there has been slight improvement in the situation.

# CHAPTER 5: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

*“The most successful people see adversity not as a stumbling block, but as a stepping stone to greatness.”*

Shawn Anchor (2022)

## 5.1 INTRODUCTION

Chapter four reported on the challenges the SMS faces in rural disadvantaged schools, with DRSM being a case study. This chapter evaluates the findings and provides recommendations for improving school management systems' curriculum implementation and overall working conditions. A brief overview of the study is presented in this chapter. In this document, the findings are summarized, recommendations are provided (including guidelines for future research), the study's limitations are described, and a conclusion is made. In addition to aligned research results and questions, this chapter draws conclusions.

## 5.2 OVERVIEW OF THE STUDY

Chapter one presented the introduction and overview of the study. The study's problem statement indicated that principals of rural schools and the structure of the SMS face a range of problems that are special to their environment. These issues stem from various sources; from within the structure of the school division, a community viewpoint within the school environment itself. Three research objectives guided this study: investigating how the SMSs of rural disadvantaged schools can be pivotal in turning around the culture of teaching and learning (COLT) into good performance. This chapter sought to establish the relevance and benefits of the study, its delimitations, definitions of key terms, and the ultimate structure of this study.

An overview of the study's theoretical framework and literature review is presented in chapter two. This study conducted a literature review to address research questions.

The methodology of the research is described in chapter three. The study was conducted under the guidelines of the Social Constructivist paradigm. In this paradigm, social conventions are critically significant in constructing knowledge about reality, and these facts are formed through shared discourse. In this study, a qualitative research approach with an exploratory component was adopted. As a result of COVID-19 protocols, semi-structured interviews were conducted

online. A further focus of the study was the trustworthiness of the data collection instruments and how ethical considerations were observed.

Chapter four focused on the presentation and interpretation of the research results. The presentation of the empirical investigation followed the order of the research questions. After data analysis, the participants' biographical information was presented and interpreted. Moreover, the findings from the research questions were presented according to themes and categories. Themes represented the research questions, and categories of findings represented the responses from the participants on each research question. The findings from each research question were corroborated further by the literature review on alleviating the challenges faced by disadvantaged rural schools.

Chapter five presented an overview of the study, a summary of the findings, recommendations, and a conclusion. The following section presents a summary of the results.

### **5.3 RESEARCH QUESTIONS**

The research questions of the study were:

- What are the major challenges of SMSs in rural disadvantaged schools?
- What constitutes effective school management?
- What are the challenges these schools face in applying school management prescribed systems?
- What recommendations can be offered to assist the school management and stakeholders in bringing about improved performances that will benefit learners and the school?

The following themes were then examined:

#### **5.3.1 Theme 1: Insufficient operational resources findings**

This section assessed and addressed the first research question, looking at the main challenges faced by the school management in rural disadvantaged schools in DRSM. This research objective was deemed relevant as it exposed the real challenges the SMTs face in their mandate discharge of curriculum implementation.

- Other factors highlighted by the participants include the failure of the Department of Basic Education (DBE) to provide basic infrastructural resources and basic learner

support training material (LTSM). The participants highlighted that the incompetence and ineffectiveness of DBE officials mostly complicate curriculum initiatives.

- In the study, it was discovered that curriculum implementers (SMT) have access to various resources intended to enhance their ability to implement curriculum effectively and monitor and support educators more effectively. Without the necessary resources, monitoring and supporting teachers is nearly impossible. Moreover, the school principals stated that in the absence of operational resources, it is difficult for them to handle administrative tasks effectively.

#### *5.3.1.1 Recommendations*

The study strongly recommends the following strategies to alleviate the challenges experienced:

- Use open, credible processes to involve key stakeholders and SGB leadership in shaping a vision for improving schools' performance.
- The DRSM must give school SMTs a voice in budget decisions by allowing them to present well-conceived plans aligned with district and school improvement plans for using district resources to improve schools.
- The DRSM must establish a clear focus and strategic framework of core beliefs, effective practices and goals for improving student achievement.
- The Circuit Manager must find innovative ways to allocate discretionary resources and provide instructional coherence, and support schools should take to serve students better.
- A critical resource for districts, schools, principals, teachers, and students is time, which must be recognized by the DBE, National Curriculum Development Unit (CDU). Furthermore, the DRSM should provide schools with greater autonomy and flexibility in terms of time, organizational structures, teacher assignments and alternative instructional delivery methods in exchange for holding principals and faculty accountable for the results that they achieve.

#### **5.3.2 Theme 2: Insufficient infrastructure for teachers and learners**

This section explored the essence of infrastructure provisions in enhancing curriculum implementation. According to the findings in the empirical investigation, the participants

indicated that the insufficient infrastructure for teachers and learners is a contentious issue among SMTs in the DRSM and needs to be treated with the urgency it deserves.

- According to several respondents, it is not always possible or equitable to allocate equally to all schools, but each school should receive resources allocated to meet its unique challenges.
- The interviews revealed that the SMTs share offices and no space to perform administrative duties. This makes teaching and learning difficult to conduct. Also, some participants affirmed that there is too much bureaucracy in the government supply due to tenderpreneurship.

#### *5.3.2.1 Recommendations*

In view of the above theme, the study recommends,

- DRSM must strategically allocate resources to schools and grade levels with the greatest needs to address the district's most pressing needs, most challenged schools and most at-risk students, rather than treating all schools the same way. Support a comprehensive reform agenda for middle grades and high schools that can transform impersonal, negative school environments into caring environments where teachers, administrators, and students believe academic success is achievable.
- Encourage an entrepreneurial spirit among SMTs in seeking outside funds to support school improvement aligned with the strategic plan.
- Many districts have limited resources available for discretionary use to support improved learning; consequently, schools and principals have limited resources to help raise student achievement. Note that lack of resources is not always the issue holding schools back; in many cases, it is the absence of leadership, expertise and the will to use resources effectively.
- A radical promising model needs to be developed on school resource allocation to address the current crisis.

#### **5.3.3 Theme 3: Poor management plan and insufficient communication**

This objective examined the present challenges experienced by SMTs with particular reference to incoherent communication adopted by DBE. There was a connection between themes 3 and 4, as revealed by the interviews. Based on the participants' feedback, the insufficient

management of SMTs is directly correlated with deficiencies in communication at the circuit level. The insufficient management of SMTs is caused by poor communication on the part of circuit managers.

- A proper flow of information ensures a smooth operation of all levels of an organization. This section revealed that communication plays an essential role in any organization. According to the participants, there is a lack of proper communication of information within the DRSM District that concerns them.
- Findings in this section disclosed that more participants were worried by the poor communication strategies being used currently by DBE in this era of the Fourth Industrial Revolution (4IR).

5.3.3.1 Poor communication also hinders participants' ability to plan effectively, resulting in a lack of time to plan their schedules. As reported by the participants, significant meetings and workshops were often announced at the last minute without adequate preparation time.

#### 5.3.3.2 *Recommendations*

- Communicating clearly and frequently is fundamental to maintaining a healthy work environment. Several benefits can be gained from improving internal communication within an organization, including improved productivity and customer satisfaction as well as decreased turnover rates and absenteeism.
- The study recommends that the DBE put measures in place to communicate effectively with subordinates so that there can be effective collaboration and everyone feels comfortable contributing.
- The DBE should adopt a smart alternative to the open-door policy. Additionally, the DBE should schedule weekly or fortnightly team meetings and one-on-one or even daily stand-ups when necessary and, where possible, to keep team members updated.

#### 5.3.4 **Theme 4: Insufficient management**

This section probed and attempted to address questions two and four on the components of an effective SMT and strategies that the SMTs can implement to improve performance. Several questions are raised regarding the management of SMTs within the DRSM.

- During the interview process, it was discovered that SMTs are in a difficult position as they do not wish to skip the chain of command because they do not know to whom they should report.

- Participants concurred that ineffective management and maladministration were a cause for concern in most public schools due to the corruption of designated officeholders.
- The participants further cited that the selection, recruitment and promotional procedure were lacking and, in most cases, gave posts to undeserving people due to nepotism and corruption.

#### 5.3.4.1 Recommendations

The study strongly recommends the following in light of the above theme:

- Providing the best academic experience for students would not be possible without implementing optimal school management practices. An excellent approach to this matter necessitates discipline.
- The study recommends that the school principal establish a stress-free campus environment to reduce emotional and physical fatigue to lower depression rates among teens. Bullying negatively impacts students who feel inferior and cannot defend themselves. Bullying should not be present in a school environment.
- The study recommends robust and secure campus security. The safety of students and staff should be a top priority. It is important to note that if a school cannot protect its citizens from life-threatening dangers, its reputation as a safe place will be jeopardised.

#### 5.3.5 Theme 5: Toxic work environment

This section attempted to address research question two. Students and teachers feel safe and secure in a positive school environment. Students are free to express themselves in this environment.

- Communication and collaboration between students and teachers make school a place where students feel comfortable being themselves.
- Researchers found that positive school climates promote student attendance, an important factor in resolving many school-related problems.
- Furthermore, the participants reported that a safe environment reduces stress levels in teachers and students and promotes a more positive mindset on the part of all parties. Some participants suggested that schoolmates were a major contributing factor to student achievement and teacher retention.

#### 5.3.5.1 Recommendations

- The study strongly recommends that SMTs build positive relationships through communication.
- SMTs should stay connected with students.
- SMTs should come up with projects students can get excited about.
- SMTs should promote class discussion and peer interaction.
- SMTs should create a sense of order and routine.

### 5.4 LIMITATIONS

A major theme of this theme was the ineffective communication protocols and procedures found in the DRSM. Participants in the interview confirmed that poor communication leads to slower resolution of problems, which can sometimes lead to conflict.

### 5.5 CONCLUSION

This study aimed to investigate the challenges faced by SMTs in the hinterlands of the DRSM. In this article, SMTs have highlighted the areas that hinder the implementation of curriculums and create the desired results. Based on the study's findings, the department provides recommendations that can be implemented to enhance the performance of hinterland schools and improve the working conditions of SMTs. Developing and implementing the curriculum will also be facilitated more effectively. SMTs may also be able to monitor and support teachers and students more effectively if resources are allocated correctly.

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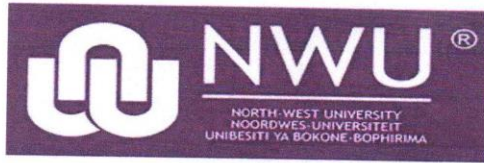
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# ADDENDUM 1: PERMISSION LETTER



Christie Munro  
Administrative Officer  
NWU Business School  
Faculty of Economics & Management Sciences  
NORTH-WEST UNIVERSITY  
Tel: 018-2852500  
Christie.Munro@nwu.ac.za  
<http://commerce.nwu.ac.za/business-school/>

The Area manager, Greater Taung Sub District, North West

**Permission letter to do research at schools in your district.**

I, Gaonnwe TA, would like your permission to do research at your school in order to obtain my Masters in business administration (MBA).

The research investigation pertains to **Analysis of the School Management System in Rural Dis-Advantaged Schools: Case Study of Ipelafatseng Secondary School.**

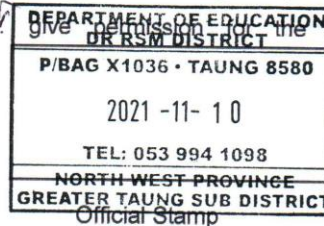
This letter serves to ask your permission and to inform you that the research conducted at your schools will be:

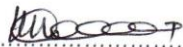
- Treated confidentially.
- Be completely voluntary for the participants.
- Done with all the necessary ethical considerations.

I trust in your cooperation in this matter and look forward to continue working with you to enhance the teaching and learning at your school.

Please complete the following:

I, (name and surname) K.M. MAKHOANA, Area manager of (district name) GREATER TAUNG SUB-DISTRICT give permission for the above mentioned research to be conducted at my schools.



  
Signature  
Date: 10/11/2021

## ADDENDUM 2: INTERVIEW SCHEDULE

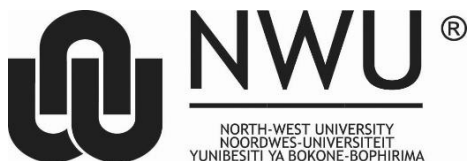
What are the challenges of the school management system Ipelafatseng secondary school?
What constitutes a positive school management system?
Which strategies can improve school management systems?
Does the school have enough resources both infrastructure & human resources to bring positive change? Motivate your answer
What is the perceptions of the SMT & SGB on Team Building Interventions
How are appropriate are the school policies? Motivate your answer

# ADDENDUM 3: ETHICAL CLEARANCE

Private Bag X1290, Potchefstroom  
South Africa 2520

Tel: 018 299-1111/2222  
Fax: 018 299-4910  
Web: <http://www.nwu.ac.za>

**Senate Committee for Research Ethics**  
Tel: 018 299-4849  
Email: [nkosinathi.machine@nwu.ac.za](mailto:nkosinathi.machine@nwu.ac.za)



13 May 2022

## ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Economic and Management Sciences Research Ethics Committee (EMS-REC)** on 22/04/2022, Round Robin, the Economic and Management Sciences Research Ethics Committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-RERC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated using the ethics number below.

<b>Study title: <i>Analysing the school management system in rural disadvantage schools: The case of Ipelafatseng Secondary School</i></b>	
<b>Ethics</b>	<b>N W U - 0 0 5 8 1 - 2 2 - A 4</b>
	<i>Instituti Study Yea Statu</i>
	<i>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A</i>
<b>Application</b>	<b>Type:</b>
	<b>Ris</b> <span style="border: 1px solid black; padding: 2px;"><b>Low</b></span>
<b>Commencement</b>	<b>date:</b>
<b><i>Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated)</i></b>	

Special in process conditions of the research for approval (if applicable):

**General conditions:**

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

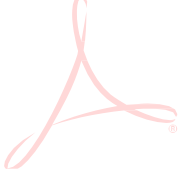
- The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the EMS-REC:
  - annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and
  - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments
- at the EMS-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- Annually a number of studies may be randomly selected for an external audit.
- The date of approval indicates the first date that the study may be started. In the interest of ethical responsibility, the NWU-SCRE and EMS-REC reserves the right to:
  - request access to any information or data at any time during the course or after completion of the study;
- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
  - any unethical principles or practices of the study are revealed or suspected;
  - it becomes apparent that any relevant information was withheld from the EMS-REC or that information has been false or misrepresented;
  - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and /or
  - new institutional rules, national legislation or international conventions deem it necessary.
- Please note that the ethics approval of this application is subject to the Covid-19 protocols.

The EMS-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EMS-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely,

Mark

Digitally signed by Mark Rathbone



DN: cn=Mark Rathbone,  
o=North-West University,  
ou=Business  
management,  
email=mark.rathbon  
e@nwu.ac.za, c=ZA  
Date: 2022.05.14 11:10:25 +02'00'

*Rathbone*

**Prof Mark Rathbone**

**Chairperson: NWU Economic and Management Sciences Research Ethics  
Committee**

## ADDENDUM 4: INTERVIEW TRANSCRIPTION

### BIOGRAPHICAL DETAILS OF SAMPLED SCHOOLS

School	Enrolment	Location: Urban, Semi-Urban, Rural, Deep Rural	Type of School: Middle (M), High (H)	Infrastructure: Resourced; Poorly resourced	Gender: Female & Male (Principal)	Work experience (Years)	Educational qualification
1	478	Deep rural	M	Resourced	F	13	ACE
2	1567	Urban	H	Poorly resourced	M	11	Masters
3	349	Per-urban	M	Well-resourced	F	23	Diploma
4	1890	Urban	H	Fairly-resourced	F	9	ACE
5	819	Urban	H	Resourced	M	29	Certificate
6	270	Deep rural	M	Poorly resourced	M	13	Honours
8	330	Semi-urban	M	Fairly resourced	F	17	ACE
9	1030	Urban	H	Poorly resourced	F	19	Certificate
10	799	Semi urban	M	Well resourced	M	09	Honours
11	549	Deep rural	H	Poorly resourced	F	08	Masters
12	305	Deep rural	H	Fairly resourced	M	14	B.Ed. Degree

**Main question:** Analysing the school management system in rural disadvantaged schools: The case of a Rural Public secondary school in Doctor Ruth Segomotsi Mompati, North-West Province.

### Sub-Research Questions:

1.What constitutes a positive school management?
2.Does the school have enough resources both infrastructure & human resource to bring the positive change? Motivate your answer.
3.What are the challenges of the school management system at the Public School, F secondary school?
4. How are appropriate are the school policies? Motivate your answer
5. What is the perceptions of the SMT & SGB on Team Building Interventions
6. Which strategies can improve school management systems?
7. Which strategies can improve school management system at your school?
8. What is your perception of the SMT at your school?

#### SMT 1 (School 1):

Research Question 1. "It is an environment that is welcoming, where management and administrative initiatives are quite noticeable even by visitors or passers-by. Time on tasks & a conducive teaching & learning culture (COLT) is observable without much ado. From a connoisseurship perspective, one can deduce that the institution is functional. There is a hype of well-coordinated activities & channels of communications are adhered to. Each & every one of the staff members do their duties with minimum supervision. Learners & teachers respect tuition. Indiscipline, lesson disruption & late coming among other things are minimal.

Research Question 2: "Mr Gaonwe, resources are always scarce & thus a fact. We made do with what we get from our employer through LTSM & where possible we improvise. Having said that, this is a community school. We have limited furniture, ablutions & specialist rooms like offices, computer laboratory, Library, Media centres, NSNP Kitchen, dilapidated perimeter fence, no guard room, staffroom no screening room & isolation rooms, we have rough floors, the list infinitesimal. Nonetheless, we improvise. Go lela gago thusi sepe.

*PROBE: How does it, uuuuuu.....mmmm affect the teaching & learning & your mandate discharge. What contingency plans do you have in place to address the situation?*

As SMT, we need to come up with working strategies such as a sourcing from the business community, approach the local leadership like the Area Councilor, the Chief, the MEC of Education, established churches like Roman Catholic & political leadership. I hope also your research output will reach the powers that be. Thank you.

Research Question 3: The greatest challenge now is burglary & frequent break-ins especially over the weekends & on school holidays. Covid-19 pandemic has brought in a whole lot of problems. Teachers & learners alike are not keen to attend classes. The new normal has done more harm than good. It has brought in a negative culture into the education sector. The rate of absenteeism among learners & teachers' needs to be immediately addressed through policy. There is policy inconsistency and some educators are keen to abuse the temporary incapacity sick leave facility. Some of the medical

certificates are fraudulent and some educators buy the medical certificates if they have social problems, marital, financial problems and stress-related issues. Some educators take this leave to enjoy their drinks and just to sleep in winter. They take short leaves and never want these to be audited. They are making every effort to defeat the ends of justice. There is a problem, especially if the educator dies while is on this leave. It's a mammoth task to process terminal benefits. Some of the challenges include the following but not limited to; loss of instructional time, creates conflict among staff members as the teaching load of the sick individual maybe redistributed amongst them, compromised teaching and learning, brews conflicts at work place, etcetera. It is not easy to get a substitute teacher unless the concerned educator avails the medical certificate. Additionally, the government delays in disbursing Section 21 finances, NSNP funds. When we engage with the relevant authorities, we are told, you delayed in submitting Audited Financial Statement (AFL). It can't be correct that teaching & learning is disrupted due to NSNSP issues. A mechanism should be put in place to deal with delinquent & non-compliant principals. It should act as a deterrent measure.'

PROBE. *Can you briefly elucidate how the issue of AFLs can be addressed? I thought teaching is a calling and is the noblest profession.'* Noted and accepted without much ado that teaching profession is a calling. I believe & trust, the DBE has enough arsenal to deal with non-compliant school principals through use of policies. The easiest way is to use instruments, like warn the Principals & if it does not help, suspend the culprit & investigate. The long arm of the law should help in remediation klaar. It should send a clear message, that non-compliance attracts consequence management. It is a fact that, Education in RSA is captured by Teacher Unions especially NAPTOSA and SADTU. Education has gone to the dogs to say the least."

Research Question 4: "90% are in tandem with the supreme law of the country. However, these policies need to be revisited for amendment & realignment. I find it difficult that, the schools have policies that do not allow certain haircuts, hair-plaiting for both learners & teachers. Some schools do not recognize transgender individuals especially at my school. I find it mind-boggling to say the least, when in these biting winter seasons, learners are not allowed to wear tract suits, pull-necks, trousers(girls). Thus, a travesty of justice.

Research Question 5: 'These are a vital cog to any functional school. It is akin a nerve centre. We always learn from the best. These interventions reduce conflicts, empower staff members, help in collaborative teaching. Educators benefit a lot from these interventions. These should be highly encouraged in any school worth its salt.

Research Question 6: 'I personally feel, the DBE should workshop newly appointed school principals on a number of management & administrative issues. Also AGMS, PSF, Parents evening, Consultation Days, Empowerment workshops conducted by various knowledgeable stakeholders.

Research Question 7: "One of the biggest challenges is bureaucracy. Allow me to elaborate, *eiesh.....shaking the head and frowning, DBE is full of stories. They take time to induct newly appointed school principals. If there is any one thing anyone in any position of authority must be willing to provide in order to inspire action & achievement, it's leadership. Mneer, allow to tell you something candid., 'in order to consider the role of teachers and administration who guide a school's policies we must consider what are*

*the best practices for school leadership. How can we make a school the most successful it can be?*

*Firstly, what would a successful school look like? Clearly, it would mean different things to different stakeholders, but in short, a successful school places a priority on future-focused learning, seeks to guide its staff and students towards having passion for learning, and for growing creatively and collaboratively. Additionally, a successful school endeavours to model and encourage best practices as something that doesn't just fall to executive staff to handle. In other words, a successful school leadership is the business of everyone under its roof. Finish and klaar”.*

*None the less, it incumbent upon the SMT to pave the way and the truth is, students and teachers perform better when directed by high-quality leaders.*

*PROBE: Does the SMT have a huge role to play in the functionality of the school?*

*Get it loud and clear Master Gaonwe, the SMT is the driver, the harbinger, the nerve centre and above all the manager of the institution.*

*PROBE: In other words, you are saying schools fail due to poor or maladministration.*

*“ You are spot on. Most schools in RSA are run by the mercies of the Lord’.*

*Research Question 8. “let me cite 10 or so strategies that can improve school performance. These include but not limited to; attending to activities like sports, debating, galas, theatre and music groups, eisteddfods, etcetera. SMT need to show that they are interested in what students do. 2. Be accessible, whether you are principal or head of department, be always be willing to meet teachers and students and attend to raised concern and give guidance. 3. Be poised, calm and collected. Leaders must do everything in their power to make sure that teachers and students don't let negative emotions impair their performance and mandate discharge. 4. Be positive. Constructive school leadership best practices include making people feel like they heard and not seen as they make positive contribution. This partly answers your first research question about a positive environment. Motivate teachers and students. 5. Formulate vision and mission statement. Everyone in leadership wants to improve the learner's academic performance. The vision must be accompanied by a list of actionable steps needed to achieve the vision. The steps might include meetings with various stakeholder, parents and teachers and students to point toward the right courses, using more tutors, and training teachers in new instructional methods. 6. Communicate Effectively-Formulating a vision is inadequate if it's not well communicated and ventilated. The vision of the school leadership must be communicated to everyone impacted by the vision, including teachers, students and parents. Additionally, effective school leaders prioritise returning emails, phone calls, and texts as soon as possible over paperwork and other administrative responsibilities that don't have a pressing deadline. 7. Never stop learning-Leaders should attend conferences that are meant to improve their skills and knowledge. Motivate your subordinates and show them you are willing to learn and adapt to new changes and challenges. 8. Be forthright-forthright and cand candid are better words than honest because, of course, you never want to be dishonest. Always conduct yourself above reproach by be truthful and trustworthy at all times. 9. Train future leaders-Great leaders inspire people who work under them if they give those who have grown professionally more responsibility and leadership roles. In short, groom others. Great leaders also look*

*for subordinates who can fill future leadership positions that are talented, visionary, ethical and dedicated to call of duty. 10. Listen. Innumerable studies my man, have shown that listening is one of the most important qualities of a great leader. If a teacher, parent, student or any stakeholder comes to you with a problem, listen and then ask the individual what they think should done and resolved amicably. Learn people's talents, interests and passions and delegate accordingly. I hope I have given you a great recipe for improved performance. Thank you.*

**CAJOLING: Do you think the Department of Education (DBE) is worried about school performances? If have asked a candid question that needs an honest answer.** You are spot on. Thus, what the doctor has ordered. The DBE lacks grounding and ideological coherence and in its current state, it is a trash or crap. It creates a fertile ground for poor performance in schools. Everybody is acting from schools until to National level. Posts should be filled so that those who are capable should lead.

## **SMT 2:**

**Research Question 1:** 'A positive school environment allows students and teachers to feel emotionally and physically safe. It is an environment in which students can express themselves freely. Good student-teacher communication and collaboration make school a good place to be, a place in which students feel comfortable to be themselves. School is the second home. It is important to note that we spend 75% of our time in a year at school. Suffice to note that, a positive learning environment is one of the most critical components of a skills-based health education classroom. A positive learning environment is created when you value participatory teaching and learning and when there is trust and rapport among students and between yourself and students. To establish trust that leads to true participation and engagement in learning, you first need to set the stage by establishing a learning environment in which all students feel valued, safe, and supported'. Let's further define some of the characteristics found in a positive learning environment:

- Students feel physically and emotionally safe. They see the classroom as a place where they can be themselves and express themselves and their ideas without judgment.
- Students know that they are valued and respected, regardless of other factors such as ability, gender, sexuality, race, ethnicity, or religion.
- Students have ownership and input related to class structure and expectations. This can range from creating spaces specifically for student use to having a class discussion to establish norms and expectations.
- All students are challenged to achieve high expectations, and all students receive the support necessary to meet those expectations.
- Standards of behavior are established and are consistently and equitably enforced for all students.
- Class structure provides multiple and varied opportunities for students to experience success.

- The teacher gets to know all students and uses that knowledge to create meaningful experiences.
- There is a positive rapport (relationship) between the teacher and students and among students in the class.

**RESEARCH QUESTION 2:** ‘Resources will never be enough but you make do with what you have and go an extra mile. Go lila gago thuse sepe. The use of classroom resources is important for both children and teachers to maintain an organised environment whilst helping children get the very most out of their learning experience. For example, PowerPoints, worksheets and anything else in between is a crucial foundation for a child's learning journey.

**CAJOLING: ‘Is ICT important in teaching and learning in schools? Who are the most important resources at school?’** There is a full range of human resources that are essential for success. These resources include planners, administrators, teachers, mentors, managers, and support staff. ICT is the way to go in this era 4IR

**RESEARCH QUESTION 3.** ‘Most 10 common problems faced in school management circles include the following but not limited to:

- Paper-based processes.
- Online Registration.
- Admission & Enrollment.
- Course Management.
- Teacher Evaluation.
- Communication & Collaboration.
- Classroom Management Strategy.
- Student Monitoring.

Additionally, common Challenges facing school management and solutions. Eheeeeeee, uuuuummm, eish (nodding his head), managing a high school and bringing together departments and campuses to achieve the mission is always a big challenge for school management. Transforming schools’ system with high technology-enabled automation tools to support the academic and administrative processes will make it easy to achieve their goals.

Mr, uuuuum, To succeed in everyday tasks of schools, there is an emerging demand to modernize public education system with cloud, mobile and digital technologies to improve operational efficiency and manage the institution effectively Here are some commonly observed schools’ management issues, and how technological solutions can be employed to do things right:

**PROBE: Do you think discipline has a bearing on school performance and how can it be tackled? ‘Yes, Mr.** Schools are finding it difficult to handle tardy students, and solve indiscipline and behavior issues. Improve classroom environment with discipline tracking

and behaviour management system to easily handle tardy students and uninformed absences’

**RESEARCH QUESTION 4:** Why is it important for schools to have appropriate policies?

‘Policies are important because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to provide the educational needs of students’

**RESEARCH QUESTION 5:** ‘Team building initiatives allows students to develop stronger relationships and trust among each other. Certain activities can be designed to improve communication and limit conflict in a group. Team building interventions often consists of two parts for each challenge or activity’

**RESEARCH QUESTION 6:** ‘Yes, there are many ways to employ to improve performance in a school. These include but not limited to the following. Ways to Improve academic Performance:

- a. Know the resources available to you.
- b. Be organized.
- c. Attend instructor/professor office hours.
- d. Use technology to your advantage.
- e. Learn good study habits.
- f. Connect with classmates.
- g. Do the work.
- h. Know your limits.’

**RESEARCH QUESTION 7:** ‘Get involved in our global effort to empower teachers and students through education. DBE should create equitable classrooms by providing teachers with technology and coaching. The DBE should walk the talk’.

**RESEARCH QUESTION 8:** Schools, districts, and states are obviously under great pressure to improve student performance. Increased scrutiny by state legislature does have a bearing on school improvement. With frequent curriculum changes in South Africa since 1994, educational standards and learner performance has been progressing at a slow pace. The role of the principal’s instructional leadership come to the fore and we question whether principals are sufficiently equipped with the necessary leadership skills and expertise to lead and manage curriculum changes at schools. A case study design within qualitative research was employed to explore the perceptions of teachers and school management teams (SMTs) of the instructional leadership role of principals in managing curriculum changes. Findings revealed that principals who build strong collaborative cultures among staff members ensure effective implementation of curriculum changes. Findings revealed that principals who build strong collaborative cultures among staff members ensure effective implementation of curriculum changes. When SMT members and teachers work collaboratively, they are more likely to support each other by giving constructive criticisms, finding solutions to challenges, and sharing

good practices. Moreover, principals who value and respect contributions made by staff members will delegate and share instructional responsibilities with them’.

### **SMT 3:**

**RESEARCH QUESTION 1:** ‘Allows students and teachers to feel emotionally and physically safe. It is an environment in which students can express themselves freely’.

**PROBE: Can you cite qualities of a positive school environment.** Let’s list some of the characteristics found in a positive learning environment:

- Learners feel physically and emotionally safe. They see the classroom as a place where they can be themselves and express themselves and their ideas without judgment.
- Students have ownership and input related to class structure and expectations. This can range from creating spaces specifically for student use to having a class discussion to establish norms and expectations.
- All students are challenged to achieve high expectations, and all students receive the support necessary to meet those expectations.
- There is a positive rapport (relationship) between the teacher and students and among students in the class.

**RESEARCH QUESTION 2:** ‘Resources play a pivotal role in teaching and learning. The use of classroom resources is important for both children and teachers to maintain an organized environment whilst helping children get the very most out of their learning experience. You fail to recognize the importance of resources at your own peril.

**CAJOLING: Is ICT important in teaching and learning in schools? Who are the most important resources at school?** There is a full range of human resources that are essential for success. These resources include planners, administrators, teachers, mentors, managers, and support staff. ICT is the way to go in this era 4IR’.

**RESEARCH QUESTION 3. ‘Some common problems faced in school management circles include the following but not limited to:**

- Paper-based processes.
- Online Registration.
- Admission & Enrollment.
- Communication & Collaboration.
- Classroom Management Strategy.
- Student Monitoring.

Mr, uuuuum, To succeed in everyday tasks of schools, there is an emerging demand to modernize public education system with cloud, mobile and digital technologies to improve operational efficiency and manage the institution effectively.

**PROBE:** *Do you think discipline has a bearing on school performance and how can it be tackled?* ‘Yes, Mr. Schools are finding it difficult to handle unruly students, and solve indiscipline and behaviour issues.

**RESEARCH QUESTION 4:** Why is it important for schools to have appropriate policies?

‘Policies are important because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Some policies in schools need realignment, amendments and grounded crafting.

**RESEARCH QUESTION 5:** ‘Team building initiatives allows students to develop stronger relationships and trust among each other. Certain activities can be designed to improve communication and limit conflict in a group. Team building interventions often consists of two parts for each challenge or activity’

**RESEARCH QUESTION 6:** ‘Yes, there are many ways to employ to improve performance in a school. These include but not limited to the following. Ways to Improve academic Performance:

- i. Know the resources available to you.
- j. Be organized.
- k. Attend instructor/professor office hours.

**RESEARCH QUESTION 7:** ‘Get involved in our global effort to empower teachers and students through education. DBE should create equitable classrooms by providing teachers with technology and coaching. The DBE should walk the talk’.

**RESEARCH QUESTION 8:** ‘Schools obviously are under great pressure to improve student performance. Once the school fails to meet the set target, it is always labelled as underperforming. What is perception in education? Perception can be defined as a combination of knowledge and idea has gained as a result of having an experience in relation to a topic. To illustrate, teachers can have perceptions of a new curriculum after implementing it in their classes. Perceptions on a topic can be positive as well as negative’.

**SMT 4:**

Research Question 1: ‘Allows students and teachers to feel at home and physically secure. It is an atmosphere in which students can express themselves freely’.

CAJOLING: Can you any 5 qualities of a positive school environment. Let’s list some of the characteristics found in a positive learning environment:

Students feel physically and emotionally safe. They see the classroom as a place where they can be themselves and express themselves and their ideas without judgment.

Learners have ownership and input related to class structure and expectations. This can range from creating spaces specifically for student use to having a class discussion to establish norms and expectations.

All students are challenged to achieve high expectations, and all students receive the support necessary to meet those expectations.

There is a positive rapport (relationship) between the teacher and students and among students in the class.

Well-coordinated learning and teaching activities.

Research Question 2: ‘Resources are a vital cog in teaching and learning. The use of classroom resources is important for both children and teachers to maintain an organized environment whilst assisting children get the very most out of their learning experience. You fail to recognize the importance of resources at your own peril.

**PROBE:** Is ICT important in teaching and learning in schools? Who are the most important resources at school? There is a full range of human resources that are essential for success. These resources include planners, administrators, teachers, mentors, managers, and support staff. ICT is the way to go in this era 4IR’.

**RESEARCH QUESTION 3:** ‘Some common problems faced in school management circles include the following but not limited to:

Paper-based processes.

Online Registration.

Admission & Enrollment.

Communication & Collaboration.

Mr, Aaaaah, uum, frankly speaking, to succeed in everyday tasks of schools, there is an emerging demand to modernize public education system with cloud, mobile and digital technologies to improve operational efficiency and manage the institution effectively and efficiently.

**PROBE:** *Do you think discipline has a bearing on school performance and how can it be tackled?* ‘Yes, Mr. Schools are finding it difficult to handle unruly students, and solve indiscipline and behaviour issues.

**RESEARCH QUESTION 4:** Why is it important for schools to have coherent and appropriate policies?

‘Policies are important because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Some policies in schools need realignment, amendments and sound enactment.

**RESEARCH QUESTION 5:** ‘Team building interventions allow students to develop, grow stronger relationships and trust among each other. Certain activities can be designed to improve communication and limit conflict in a group. Team building interventions often comprise two parts for each challenge or activity’

**RESEARCH QUESTION 6:** ‘Yes, there are many ways to employ to improve performance in a school. These include but not limited to the following. Ways to Improve academic Performance:

Know the resources available to you.

Be organized.

Attend instructor/professor office hours.

**RESEARCH QUESTION 7:** ‘Get involved in all efforts to empower teachers and students through educational platforms. DBE should create equitable classrooms by providing teachers with technology and coaching. The DBE should walk the talk’.

**RESEARCH QUESTION 8:** ‘Schools obviously are under immense pressure to improve student performance. Once the school fails to meet the set target, are always labelled as underperforming, dysfunctional or all bad names assorted with poor performance. What is importance of perception? Through the perceptual process, we gain information about the properties and elements of the environment that are critical to our survival. Perception not only creates our experience of the world around us; it allows us to act within our environment’.

## **SMT 5:**

### **Research Question 1: What is a positive educational environment?**

‘Positive Learning Environment means a setting where all students and employees experience a safe, healthy, caring environment which fosters respect and high expectations, maximizes potential, and motivates interest and enthusiasm. ‘Let’s further define some of the characteristics found in a positive learning environment:

- Students feel physically and emotionally safe. They see the classroom as a place where they can be themselves and express themselves and their ideas without judgment.
- Students know that they are valued and respected, regardless of other factors such as ability, gender, sexuality, race, ethnicity, or religion.
- Students have ownership and input related to class structure and expectations. This can range from creating spaces specifically for student use to having a class discussion to establish norms and expectations.
- All students are challenged to achieve high expectations, and all students receive the support necessary to meet those expectations.
- Standards of behavior are established and are consistently and equitably enforced for all students.
- Class structure provides multiple and varied opportunities for students to experience success.
- The teacher gets to know all students and uses that knowledge to create meaningful experiences.
- There is a positive rapport (relationship) between the teacher and students and among students in the class.

**Research Question 2:** ‘What are the resources needed in learning? Learning resources might include any of the following: Textbooks. Software. Relevant reading materials?’

CAJOLING: ‘Is ICT important in teaching and learning in schools? Who are the most important resources at school?’ There is a full range of human resources that are essential for success. These resources include planners, administrators, teachers, mentors, managers, and support staff. ICT is the way to go in this era 4IR

RESEARCH QUESTION 3. ‘Some of the problems that SBM stakeholders might encounter include more work for stakeholders, less efficiency, uneven school performance, an increased need for staff development, confusion about new roles and responsibilities, and coordination difficulties (Prasch, 20210). Another problem is accountability’

*Additionally, common Challenges facing school management include inexperienced SMT members who are not conversant with educational policies and administrative duties.’*

**RESEARCH QUESTION 4: Why is it important for schools to have appropriate policies?**

**‘Policies are important because they help a school establish rules and procedures and create standards of quality for learning and safety, as well as expectations and accountability. Without these, schools would lack the structure and function necessary to provide the educational needs of students’**

**RESEARCH QUESTION 5:** ‘Team building initiatives allows students to develop stronger relationships and trust among each other. Certain activities can be designed to improve

communication and limit conflict in a group. Team building interventions often consists of two parts for each challenge or activity'

**RESEARCH QUESTION 6:** 'Yes, there are many ways to employ to improve performance in a school. These include but not limited to the following. Ways to Improve academic Performance:

- a. Know the resources available to you.
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- c. Attend instructor/professor office hours.
- d. Use technology to your advantage.
- e. Learn good study habits.
- f. Connect with classmates.
- g. Do the work.
- h. Know your limits.'

**RESEARCH QUESTION 7:** 'Get involved in our global effort to empower teachers and students through education. DBE should create equitable classrooms by providing teachers with technology and coaching. The DBE should walk the talk'.

**RESEARCH QUESTION 8:** Schools, districts, and states are obviously under great pressure to improve student performance. Increased scrutiny by state legislature does have a bearing on school improvement. Why perception is the key factor in management?

The reason perception stands to be a key factor in the managerial effectiveness is because we need to understand and perceive different stimuli in order to understand what is best for everyone'.

## ADDENDUM 5: PROOF OF LANGUAGE EDITING

### UNIVERSITY OF LIMPOPO

Faculty: Humanities  
School: Languages and Communication Studies  
Department: Languages



Private Bag X1106  
Sovenga  
0727  
Tel: +27 15 268 3564  
Cell: 073 597 4602  
E-Mail: [moffat.sebola@ul.ac.za](mailto:moffat.sebola@ul.ac.za)

27 October 2022

#### TO WHOM IT MAY CONCERN

This letter serves to certify that I have edited a dissertation titled: **Analysing the effectiveness of a school management system: The case of a rural school in the North-West Province** by **Gaonwe Tumelo Allosius**. I am an Associate Member of the Professional Editors' Guild in South Africa.

I trust you will find the editing quality in order.

Best regards

**Sebola, M**

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DR. MOFFAT SEBOLA

## **ADDENDUM 6: INFORMED CONSENT FORM**

The main aim of the study is to investigate and analyse the school management system in Public rural disadvantaged schools in relation to effective performance on planning and administration purposes which is encapsulated in the main research objective. Analysis of the school management system in Public rural disadvantaged schools is very important in enhancing performance of both the learners and the school.

I....., consent to the participation in interviews designed by Tumelo Allosius Gaonwe for his study on:“Analysing the school management system in rural disadvantaged schools: the case of a Public secondary school, F in DRSM, in the North West Province of RSA”

I understand that:

- Participation is voluntary
- As an individual, I may withdraw from the study at any time
- No information containing my identity will be included in this research report, and my responses will anonymous and confidential

Signed: .....

Date.....

## ADDENDUM 7: LANGUAGE EDITOR LETTER



Antoinette Bisschoff  
71 Esselen Street,  
Potchefstroom  
Tel: 018 293 3046  
Cell: 082 878 5183  
[Language@dlts.co.za](mailto:Language@dlts.co.za)  
CC No: 1995/017794/23

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Sunday, 04 December 2022

To whom it may concern

**Re: Confirmation of language edit, typography and technical precision**

The MBA mini-dissertation "**Analysing the effectiveness of a school management system: The case of a rural school in the North-West province**" by **Gaonnwe Tumelo Allosius (29799015)** was edited for language and technical precision. The referencing and sources were checked, and it complies with the Harvard guidelines specified by the 2020 NWU Reference guide.

Final, last-minute corrections remain the responsibility of the author.



**Antoinette Bisschoff**

**BA Languages (UPE – now NMU); MBA (PU for CHE – now NWU); Translation and Linguistic Studies (NWU)**

Officially approved language editor of the NWU since 1998  
Member of SA Translators Institute (no. 100181)

**Precision ... to the last letter**