

Conducive organisational behaviour of work-integrated learning and mentorship training for secondary schools: A systematic review

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PREFACE

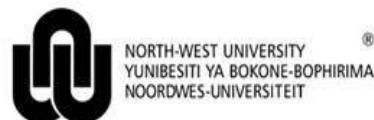
Three years ago I embarked on this journey of professional development, several years after my undergraduate studies. I would never had the courage to leap if it had not been for the motivation and trust of a previous colleague, Prof Petra Bester. Firstly starting with a short course in project management, convincing myself I still had some ability left and thereafter followed with a postgraduate diploma in management and then the leap towards a MBA. I was privileged to have Prof Bester as my supervisor on this journey, formulating my ideas and thoughts into a proper research strategy.

I would like to thank Prof Bester for believing in my abilities and having the patience to guide me through this process. Thank you to my Heavenly Father who has led me on a road I could not have envisaged myself. My greatest support came from my husband Frans Kirsten who patiently relinquished a large portion of his side of the bed to stacks of articles and a bright light disturbing his sleep. Thank you to my sons, Christan and Nathan and my daughter Jessice for supporting me and always attempting to lighten the load.

I would particularly like to thank the MBAssadors team, we encouraged, supported and reassured each other when there was a lot of pressure in the program.

I am privileged to be a student at the NWU School of Business and Governance, North-West University.

DECLARATION



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ABSTRACT

The unsatisfactory outcomes of the teaching practice portfolio of evidence of teacher-students' after the completion of work-integrated learning (WIL) at rural secondary schools combined with poor feedback and complaints of the placement schools, raised concerns at the work-integrated office of a Faculty of Education Sciences at a South African university, that quality assurance of the WIL process in these settings are sub-standard and influencing the student-teacher negatively. The results from a student teachers' survey conducted by the NWU WIL office, revealed that the supporting teachers at rural schools do not have sufficient content knowledge of their particular subject, the majority of teachers are not updated with new teaching practices or they lack the ability to apply theory to practice. The main concern was the inadequate support or coaching the student-teacher received. This can be contributed to the known pressures and challenges experienced in the secondary school environment which often lead to a culmination of unmotivated teachers, schools with an absence of a learning culture, no collective teaching and little collaboration among personnel, especially when combined with a lack of leadership. The academic achievement of the learner is determined by the quality of the learning experiences. The learning culture in a school refers to the intellectual rigour of the school, which is the environment and opportunities created by the school for the students to interact with each other, teachers and others beyond the classroom. It is also linked to the interaction with the student-teacher as it has been determined that the teaching practice has a positive impact on the learning environment in the classroom and the knowledge gained by the supporting teacher during the practicum period contributes towards the mentor-teachers' professional development. Many of the distance learning students or students studying at higher education institutions which feed from rural areas are exposed to rural schools during their practicum and negative learning culture at a school where teaching practice should be performed will have an adverse effect on the student-teachers cognitive learning during the process, as well as the receptiveness to learn from his mentor.

The aim was to obtain the best available evidence of the conducive organisational behaviour of schools, especially secondary schools in rural communities, regarding the organisational behaviour related to WIL and mentorship training. A rigorous systematic review was conducted through a search process and a selection of articles in an attempt to obtain research evidence on conducive organisational behaviour in a school system which will be conducive to WIL and mentorship training in secondary schools in rural areas. During an eight-step process, a critical appraisal of the methodological quality; assessment of bias, data extraction, data analysis and synthesis, a final four (n=4) articles were identified according to the characteristics and categorisation of the basic organisational behaviour model, Stage II by Robbins *et al.* (2009) on an individual, group and organisational level. Five (5) themes emanated from the research indicating that mentor-teachers are (1) positive, (2) strength focussed, (3) enabling; (4) limited support exists for teachers on organisational level; (5) learner achievement are related to conducive organisational behaviour and is possible regardless of the rural challenges. Research

on work-integrated learning and mentorship training applying the perspective of organisational behaviour is a new field of study. This systematic review concludes that schools as organisations with multi-level relationships and as ecosystems where student-teachers are met through WIL and mentoring, necessitates a stronger integration of organisational behaviour. This could be viewed as a valuable contribution towards responsible citizenship and positive learner outcomes despite rural-related challenges. Organisational behaviour needs to be included into the curriculum of teacher education and be a minimum requirement in the arsenal of managerial skills required within schools. A policy brief was formulated as additional mode of dissemination targeted at key decision-makers within the South African schooling system.

(Word count: 630)

Key terms: Organisational behaviour, work-integrated learning (WIL), mentorship, training, secondary schools, rural settings, systematic review

LIST OF ABBREVIATIONS

APS	Admission point score
BEd	Bachelors in Education degree
CPTD	Continuous professional teacher development
CHE	Council on Higher Education
DARE	Database of abstracts of reviews of effects
DBE	Department of Basic Education
DHET	Department of Higher Education
DoE	Department of Education
EBP	Evidence-based practice
GDP	Gross domestic product
HEDCOM	Heads of Education Departments Committee
HEI	Higher Education Institutions
HESA-EDF	Higher Education South Africa Executive Deans Forum
ICEN	Institute for clinical evidence-based nutrition
MeSH	Medical subject heading
MRTEQ	Minimum requirements for teacher education qualifications
NICPD	National Institute of Continuing Professional Development
NMU	Nelson Mandela University
NQF	National Qualifications Framework
NSFAS	National Student Financial Aid Scheme
NTEDC	National Teacher Education Development Committee
NWU	North-West University

OECD	Organisation for Economic Co-operation and Development
OFSTED	Office for Standards in Education, Children's Services and Skills
PICOT	Population, intervention, context, outcome, and time
PGCE	Postgraduate certificate in education
PISA	Programme for International Student Assessment
PLC	Professional learning communities
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analysis
RCT	non-randomised controlled trial
SA	South Africa
SACE	South African Council for Educators
SAHRC	South African Human Rights Commission
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SMT	School management team
StatsSA	Statistics South Africa
TED	Teacher education
UK	United Kingdom
USA	United States of America
WIL	Work-integrated learning

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CHAPTER 1 INTRODUCTION TO RESEARCH

1.1 INTRODUCTION

The current state of education in South Africa (SA) is undeniably in despair even post-apartheid. Schools in SA are distinctively defined between rural and urban schools. Rural areas are impacted by various factors which has a negative influence on the quality of the education delivered to the learner. These areas are underdeveloped and remote and many schools lack basic infrastructure and has many socio-economic challenges which is transferred to the youth. Learners from these areas which are fortunate enough to obtain a bursary and attempt teacher education, often through distance learning programmes have to complete the mandatory work-integrated learning (WIL) at a school in the area (du Plessis, 2014; Spaull, 2012;). Teaching practice is a critical aspect of teacher education (Zeichner, 2002) and recently emotional stress has been documented in teaching practice (Hawkey, 2006) therefore the Faculty of Education at a South African Higher Education Institution (HEI) relies heavily on the supervisory teachers at the school to support the education student placed at the school during the mandatory work-integrated learning period. Many students are paired at the school with teachers who have diplomas or degrees and teaching experience but do not have professional teaching qualifications. It also occurs that schools and teachers find the WIL process of the university and the mentoring of student-teachers a time consuming task and a distraction. Others may use the student-teachers as an extension of their staff complement without contributing towards the practice experience of the student-teacher (Barnard, 2017; Musingafi & Mafumbate, 2014). HEIs have intervened with mentorship training to equip a qualified supervisory teacher to support the student-teacher, however the poor learning culture in schools don't produce enough mentors at these schools. Analysis placed the focus initially on the school culture, leadership and the teacher. But through the lens of organisational behaviour of schools as an organisation and the inter-relatedness between the various organisational factors and influences are explored in order to be a suitable practicum school for a student-teacher placement where responsible citizenship is enabled.

1.2 BACKGROUND

Teacher education is aimed to equip teachers to perform essential and demanding tasks, to constantly improve the professional competency and performance of the teacher (Assan, 2014). Teachers are functioning within schools and therefore also influenced by organisational behaviour, as discussed hereafter.

1.2.1 Organisational behaviour in learning organisations

Organisational behaviour is a field of study that investigates the impact of the actions and attitudes of the individuals and the groups have on each other and towards the organisation as whole, this will be evident in the functioning and the performance of the organisation (Bagraim *et al.*, 2011; Robbins *et al.*, 2009). The purpose thereof was to apply this gained information to improve the effectiveness of the organisation and the employees within the organisation. Organisational behaviour is based on a behaviour model containing three dimensions, namely individuals, groups and structure. These dimensions are interdependent with independent variable inputs and dependant variable outcomes (Robbins *et al.*, 2009). A school, similar to an organisation, has shared visions that serves as motivation to achieve goals both individually and as a group. The vision serves as an outcome and involves all stakeholders in the education process (Stoll & Kools, 2016).

1.2.1.1 Organisational behaviour in international context

Behavioural problems in learning organisations are not limited to a particular country and not dedicated to developing countries only. Various international studies have indicated that a deficit in classroom behaviour is considered to be the foremost problem faced in teaching and learning (Haydn, 2014; Mestry & Khumalo, 2012; O'Brennan *et al.*, 2014; Townsend, 2013). Various researchers were cited by (Haydn, 2014) concerned with the problem of learner behaviour in England, United States of America (USA), Sweden, Israel and Australia which are considered to be high income countries.

The success and attrition of teachers are directly related to the disruption and working atmosphere in classrooms. The Office for Standards in Education, Children's Services and Skills (OFSTED) report in England of 8 500 schools indicated disruption in the classroom (OFSTED, 2009). However, the extend of the disruption and school culture could not be fully determined as it was found to be concealed by the teachers and schools, especially in secondary schools competing for learners to attend their schools (OFSTED, 2014). On the contrary schools in Germany, Russia, China, Japan and Taiwan reported no disruption in classes which has been attributed to the society as a whole being well-disciplined and providing their teachers with the necessary support regarding the discipline of their children (Haydn, 2014). The ability to manage learners have also been found to have an impact on teachers' self-esteem as their inability to contain their classes reflects poorly on their teaching skills.

1.2.1.2 Organisational behaviour in national context

SA is unfortunately not excluded from challenges to enable an effective learning culture and presented therefore a context with complex organisational aspects to consider. SA has an unequal schooling system which is divided in urban and rural schools, and further into

dysfunctional schools and functional schools (Spaull, 2012). Rural schools have been determined to have the most dysfunctional schools of which the least developed and poorest rural areas are within the Eastern Cape, Kwazulu-Natal and Limpopo (Gardiner, 2008). The focus on urban development in SA has not improved conditions or education in these areas and this correlated with low pass rates as well as the high teacher absenteeism rates (Assan, 2014). In a study done in Mpumalanga rural schools; it indicated that principals and teachers felt marginalized and isolated and struggled to adjust to the socio-economic pressures they have to teach in. School culture and learner abilities have reached dismal levels in rural areas as depicted in Table 1-1 (Spaull, 2012). Consequent to inadequate teaching environments is negative emotions manifested in anger and anxiety, ultimately leading to the outcomes depicted in the organisational model of low citizenship and withdrawal from the profession (Darling-Hammond, 2006).

Table 1-1: Characteristic distinctions between South African schools (Spaull, 2012).

Dysfunctional schools (75% of schools)	Functional schools (25%)
Weak accountability.	Strong accountability.
Incompetent school management.	Good school management.
Lack of culture of learning, discipline and order.	Culture of learning, discipline and order.
Inadequate learning and teaching support materials.	Adequate learning and teaching support materials.
Weak teacher content knowledge.	Adequate teacher content knowledge.
High teacher absenteeism (1 month/yr.).	Low teacher absenteeism (2 week/yr.).
Slow curriculum coverage, little homework or testing.	Covers the curriculum, weekly homework, frequent testing.
High repetition and dropout (Gr 10 – 12).	Low repetition and dropout (Gr10 – 12).
Extremely weak learning: most students fail standardised tests.	Adequate learner performance (primary and matric).

Low morale among teachers or a lack of qualified teachers will not eradicate the unacceptable level of dysfunctional schools in SA or equal the school system. The travesty is that this is directly against the constitutional right to education which all children are entitled to according to the SAHRC Charter on Children's Basic Education Rights 2012 (Modisaotsile, 2012)

1.2.2 Organisational macro context: Global education system

The quality of schooling is considered to be indicative of the wealth to be produced in the future of the country, the contrary being countries in a permanent state of recession. The organisation for economic co-operation and development (OECD) programme for international student assessment (PISA) constantly evaluate the quality, equity and efficiency of the worlds' school systems. In 2015, the assessments were completed on 5 400 000, 15 year old learners in 72 participating countries and economies on core subjects, reading, mathematics and science. The

top subject knowledge and school rankings globally were Singapore, Hong Kong, South Korea, Japan, Taiwan, Finland, Estonia, Switzerland, Netherlands and Canada. SA in comparison ranked at the bottom in maths and science, quality and equity in schools. The USA and the United Kingdom (UK) averaged on all assessment levels relatively close to each other between 20th – 30th positions. A comparison between education systems revealed that success was related to focus on primary and secondary education and smaller sizes of classes. A main contributor was minimal interference from government with regards teacher instruction, providing flexibility in teacher instruction allowing collaboration and innovation among teachers achieving hands-on problem solving; experimentation and cooperative learning among learners. In Asian countries, highly structure-driven education systems under direct government control had the same outcome of top achievement (OECD, 2016a; OECD, 2016b; Wolff *et al.*, 2014). Another factor in top achievement found was career pathway education as practiced in Singapore. On the contrary the USA had poor outcomes despite large education spending. The federal government had a limited role in directing education and the schooling is considered to be inequitable due to the unequal distribution of wealth. USA had poor teacher quality and no definite national curriculum. The USA's education system has been recorded to have at least 30 states where teachers were allowed to teach with very little or no teacher qualification or with emergency permits or waivers (Darling-Hammond, 2006). In the UK repetitive strict curriculum, a lack of teacher quality, teachers teaching in subjects they were not qualified in and learner behaviour problems were to blame for their education crisis (Harber & Serf, 2006; OECD, 2016b). The common denominator between failing and successful education systems could be deduced to be the quality of the teacher.

1.2.3 Organisational meso context: South African education system

South Africa's challenges in the post-apartheid education system are still considerably high and unequal education delivery is evident when considering the low pass and throughput rates on secondary and tertiary levels (Assan, 2014; Balfour, 2014; DBE, 2011b; Maree, 2015). Several factors contributed to the inadequate number of practising teachers after 1994 of which the transfer of teacher education from the former teacher colleges to the university was the most significant. In 2008 it was reported that the teaching profession lost 18 000 teachers per year to various factors but only graduated 6000 – 10000 per year (MacGregor, 2017). Tertiary teacher education enrolments also had a sharp decline as a consequence of the poor image of teachers and the high entry requirements at universities compared to the previous education colleges (Robinson, 2016b). Notwithstanding various departmental initiatives since 2008 and a large portion of the gross domestic product (GDP) allocated to education, the number of teachers produced in SA was still insufficient to meet the growing demand (DBE, 2011b). This can be ascribed to the following unresolved challenges: (1) the secondary system is not producing a quality learner with matriculation exemption to enter higher education; (2) low academic quality

student enrolling in education; (3) the tainted public image and status of teachers deters eligible learners to enrol for teacher education and they opt for another occupation when the opportunity presents itself; (4) the student who is eligible to enter for a Bachelor in Education degree (BEd) has many different barriers for example funding and support; (4) teaching has a low attrition rate (Maree, 2015).

These challenges when translated into statistics enunciate the severity of the situation. A study released in 2017 by the Department of Basic Education (DBE) revealed that in 2016, 5 139 teachers were unqualified or underqualified. The subjects most affected were mathematics and science (Savides, 2017). SA has a dropout rate of 44.6% before Gr 12, estimating 60% of youths don't have a qualification after Gr 9. Furthermore, the true Gr 12 pass rate has been determined at 40.2% when it was taken into account the number of learners who did not progress from Gr 11 to Gr 12, of those only 50% of learners obtain matric exemption (Evans, 2017). The remaining number of youths enrolled at other training institutions or attempted to enter the workplace. The unemployment rate is currently 27.7% due to limited jobs available for unskilled labour (StatsSA, 2017). New knowledge, technological change and innovation are the drivers of progress, growth and wealth in leading economies (Wo & I, 2010) and it was evident that the SA education system did not produce adequate professional and skilled labour to ensure SA's transition to a knowledge-based economy (Allais & Nathan, 2014; Babb, 2007).

Inadequate and unequal education is also projected onto Teacher Education and Development (TED) and consequently impacts on the social transformation, technological innovation and individual empowerment of individuals and the development of the country (DBE, 2011b; Marais & Meier, 2004). In the Declaration of the Teacher Development Summit in 2009 these critical concerns were addressed in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011 – 2025 document (refer to figure 1.1).

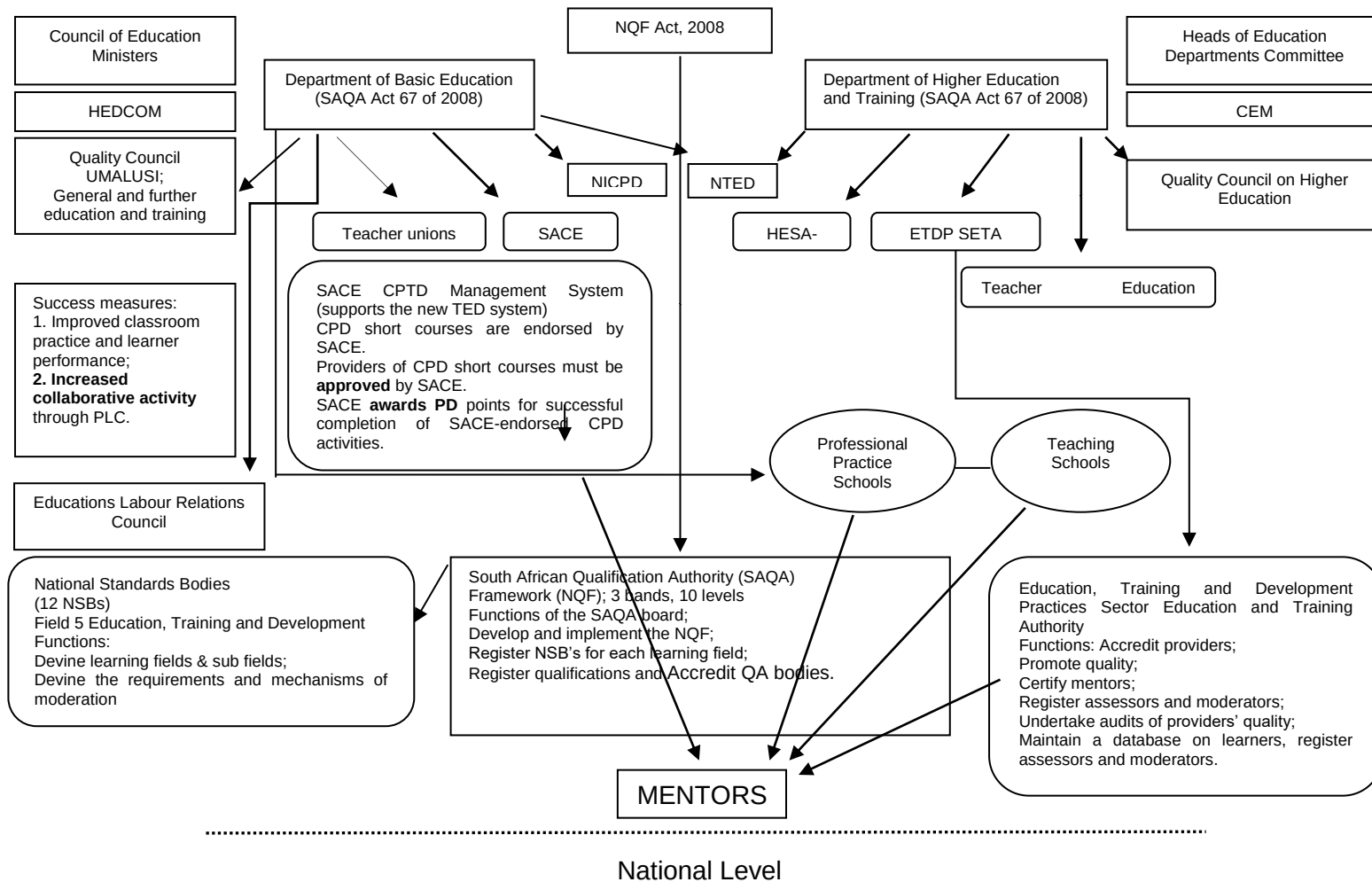


Figure 1-1: Schematic representation of the National Qualifications Framework (NQF) and the Teacher Education Development (NWU, 2015)

The framework focused on the recruitment and training of new teachers, preparing teachers for the world of work as well as the professional development of the existing teacher. These goals were again echoed in the action plan of the DBE in 2014, which had the addition of the well-being of the education workforce as a future goal (DBE, 2011a). The barriers of entry into higher education are being addressed by the DBE through various initiatives and support programs linked to an array of sponsors. Education as a whole has been awarded the largest allocation of the national budget than any other component in government spending (Assan, 2014; Balfour, 2014). Bursary and funding schemes by the government for students have been implemented, for example Fundza Lushaka bursaries and NSFAS loans for students. Provincial education departments have enrolled hundreds of students in teacher education at HEIs to train teachers identified in areas where education is a crisis or teachers are limited in particular subject fields. In a pro-active measure to alleviate pressure on teachers in overcrowded classrooms, funding by the education department was made available to schools to appoint education students as an assistant to the teacher.

Teachers within schools are therefore part of the workforce in SA impacted by various organisational behavioural factors. The training of qualified teachers and the development of programs is the responsibility of an (HEI). A HEI is defined by the Higher Education Act (Act, 101 of 1997) as an institution providing education on a full-time, part-time or distance basis and which is declared or registered either as a public or private higher education institution under the Act (Act, 101 of 1997). Initial teacher education programmes provided by the HEI consists of a Bachelor of Education (BEd)-degree over a period of four years or a Postgraduate Certificate in Education (NQF, 2015). The consideration of the students on where to study will usually be based on price, method of program delivery and the prestige of the institution which they consider to be a determinant to obtain employment at a prestigious school after they obtain their degree (Barnard, 2017). Distance learning as a mode of delivery has become a popular choice for students as it is less expensive than full-time studies, the student can study while being employed or study while they gain experience as a teacher-assistant at a school.

The main challenge in the teacher education programme is the compulsory (WIL) component. The HEI has to ensure coherence and integration between course work and clinical work in schools. Mary Kennedy in 1999 has referred to the gap between theory and practice as “the problem of enactment” which explains that a new teacher should not only “think like a teacher” but also “act like a teacher” (Kennedy, 1999). Many studies report that HEIs were neglecting the teaching practice of the student and more collaboration should exist between the HEI and the schools (Beck & Kosnik, 2002; Darling-Hammond, 2006; Zeichner, 2002).

1.2.4 Organisational micro context: A typical rural secondary school

Schools in SA are categorised according to the rate of income, unemployment and illiteracy from quintile 1 – 3 being the “no fee” schools and quintile 4 and 5 where school fees are applicable. Schools are governed according to educational policy by the school management team (SMT) consisting of a principal, school management structure and a governing body (Bialobrzaska *et al.*, 2009). The diversity and wide spectrum of schools in SA have various management systems according to the location of the school and the availability of resources.

As with an organisation, schools have informal and formal position ranking structures and although elementary in structure, the rural school also characterises an organisation. The dimensions of the school culture, norms and the theory of organisation are referred to by Schoen and Teddlie (2008) to both serving the purposes of the nomothetic (organisation) and the ideographic (individual). The outcomes of a schools are dictated by policy and community expectation and is achieved by the dedication towards the goals and mission set by the school (Wolff *et al.*, 2014)

A secondary school serves learners from Gr 8 – Gr 12. The normal age for learners are between 13 and 18, although in SA it may vary from 14 – 21 regardless of grade which may place young pupils and young adults in the same classroom. Older learners practice risk-taking behaviour during adolescence in their search for own identity and independence. They are vulnerable to experimenting with various vices especially under peer pressure. Susceptible young pupils are at risk to be coerced by their more mature classmates into dangerous activities such as drug abuse and in vulnerable positions for sexual abuse (Barbeau, 2010). A myriad of environmental and social factors impact on the behaviour of the learner at school and teachers in these schools does not have the behaviour management skills to maintain discipline in the classroom posing safety risks for both the learners and the teachers in the classroom (Mestry & Khumalo, 2012).

1.2.4.1 The teaching staff

According to the (DoE, 2006) *“the policy framework for teacher education and development is underpinned by a belief that the teacher is the driver of a good quality education system”* or as (Palomera *et al.*, 2008) describes *“the central axis of the educational community and coordinator of a network of interpersonal relationships in the community”*.

1.2.4.1.1 Teacher as an individual

Emotion as an integral part of the personal life of a teacher cannot be distanced from his occupation. The use, perception, comprehension and regulation of emotions have implications in our daily lives and affect our content and processes of thought, and our social interactions (Beck & Kosnik, 2002; Hawkey, 2006). This is particularly applicable to teachers where daily work

involves social interaction and the regulation of emotions of not only themselves but also of the learner, parent and colleagues at the school. Due to the nature of teaching, teachers experience more negative than positive emotions which has an effect on the climate of learning (Palomera *et al.*, 2008). Teachers are encouraged not to lose control of their emotions or never to become defensive but they are often not prepared to deal with the situations. Anxiety and intrusive thoughts lead to impaired work memory and task processing impacting on learner achievement (Hawkey, 2006). To cope with various presented situations daily requires a teacher to possess high emotional intelligence which consists of four categories; perception, integration, understanding and management of emotion. The emotionally intelligent person can be described as a well-adjusted, genuine, warm, persistent and optimistic person which has the outcome of optimism and motivation, the opposite will lead to burnout and stress (Hawkey, 2006; Salovey & Mayer, 1990).

1.2.4.1.2 Teacher as an educator

The demands on teachers are increasing and teachers have to integrate various daily tasks. Effective application of pedagogical content knowledge incorporating the learners' language, culture and the context of learning in their community are imperative in the classroom. Furthermore comprehension for the social and emotional influences on each child, classroom management, communication with various role players and reflection on their own practices for continuous improvement is required from the teacher (Darling-Hammond, 2006). In figure 1-2 the cause and effect the teacher as central component have on the teacher pathways.

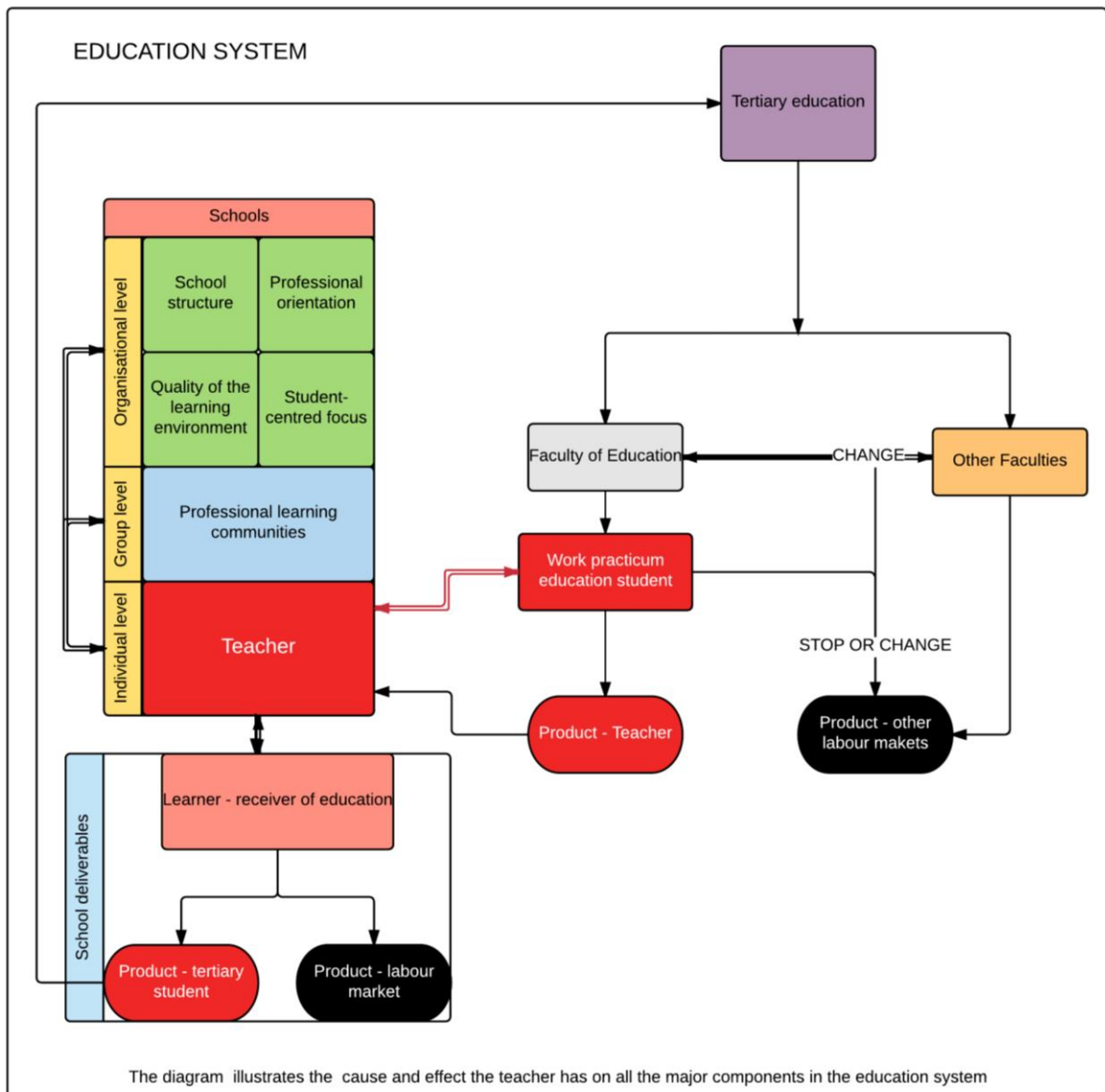


Figure 1-2: Teacher pathways (Kirsten, 2017)

1.2.4.1.3 Teacher as a life-long learner

Life-long learning is the pursuit of knowledge and is self-motivated and voluntary for personal or professional reasons. Teachers should have access to learning opportunities which is a problem in rural schools where there is a lack of resources or challenges in technology at the school or in the community. The ambition of teachers to learn can be instigated when schools reform their structure to a professional learning community (PLC). Teachers also have the ability to motivate colleagues in establishing professional learning groups or communities and influence the school culture (Hord, 1997). A conducive organisational environment is argued to support the teacher as life-long learner.

1.2.4.1.4 Teacher as a mentor

Mentoring is an essential aspect in conducive organisational behaviour and required within schools. WIL is one of the major stresses of the student during education training and they rely heavily on their supervisory teacher (Lindqvist *et al.*, 2017). Students have commented in various studies that they lack confidence in class and lesson presentations and rely to a great degree on the mentor teacher for moral, emotional and pedagogical support (Musingafi & Mafumbate, 2014). The influence of a cooperative teaching model between the mentor and teacher have been found to lead to an improvement in both the teacher and the students' self-efficacy. The correlation between the achievement of the student-teacher and the mentor teachers' motivation to perform better could also be contributed to the cooperative relationship between them (Marais & Meier, 2004; Moulding *et al.*, 2014; Hoffman *et al.*, 2015). As a result the cooperative relationship affected the physical and interpersonal climate in the classroom (Hoffman *et al.*, 2015). The concept of mentoring relies on emotional support to the student and the mentor should be aware of this responsibility regardless of the brief encounter with the student during the practicum period (Hawkey, 2006). The complexity of the role as pedagogical support and emotional support are often considered by teachers as being a time consuming process and if the teacher is not invested in the process, the mentoring process can be idiosyncratic and unpredictable.

1.2.4.2 High school learners

High school learners vary from Gr 8 to Gr 12. The learner has the choice in Gr 9 to either leave school or to choose subjects according to a career path. Theoretically a learner in Gr 9 is 15 years old which is considered according to (Anon, 2016b) as globally being the age with the most school dropouts. These subjects will determine whether the student can have entry to university or has only diploma or certificate entry. The subjects available at a rural school are limited due to the availability of teachers to present the subjects. Many teachers present subjects which are not in their specialisation but it the only resort for the school. There are various levels. The three pass levels in Gr 12 are higher certificate, diploma or bachelor degree (matric exemption) which vary in the percentages required in home language, high credit subjects and other subjects. Compulsory subjects are home language, first additional language, mathematics or mathematics literacy and life orientation. The percentage of all the subjects translate into an Admission Point Score (APS) which is required by universities to qualify for admission to an undergraduate programme (NMU, 2017).

1.2.4.3 School as an organisation and system

The school can be divided into three levels; individual, group and organisational level. The individual level refers to the teachers and the remainder of the levels refer to the formal and informal groups at the school and thereafter the organisational structure and culture of the school. All the levels are interrelated and influence the outcome of the other. The effectiveness of schools according to (DuFour, 2007) is only possible when a model of school improvement is achieved. This model relies on professional learning communities where the emphasis is on shared learning. The collaboration between school management and the self-contained groups of teachers forming the professional learning communities build professional relationships, trust and collaboration (DBE, 2015).

Schools shape the perspectives, values, interactions and practices of the social culture it exist in. In theory the school culture is defined as the distinction between an effective and ineffective school and refers to the beliefs, perceptions, relationships, attitudes and rules either written or unwritten (Olivier, 2001; Weeks, 2012). The physical and emotional safety of students and the orderliness in the school encompasses the degree of school functioning (Anon, 2017). Schoen and Teddlie (2008) applied qualitative research to develop a theoretical framework for a typical school culture as illustrated in figure 1-3.

The inner workings of faculty and administration	Dimension 1	Dimension 2
	Professional orientation	Organisational structure
	The activities and attitudes that characterize the degree of professionalism present in the faculty	The style of leadership, communication and processes that characterize the way the school conducts its business
Aspects most apparent to students and parents	Dimension 3	Dimension 4
	Quality of the learning environment	Student-centred focus
	The intellectual merit of the activities in which students are typically engaged	The collective efforts and programs offered to support student achievement

Figure 1-3 Dimensions of school culture (Schoen & Teddlie, 2008)

The dimensions are: professional orientation; organisational structure; quality of the learning environment; student centred focus. Their aim was to distinguish between the school climate and

culture. The definition of school climate was determined as the number of variables in the social environment of the school which can include learner sense of achievement, learner perception of teacher motivations and expectations, efforts to improve of both teacher and learner, principal expectation, the perception of school quality and the presence of a community.

The concept of community is a holistic approach with shared views and understanding among all stakeholders, concern for individual and minority views, interdependence, interaction, and participation. In the community, teachers are organised into working groups of practice-based professional learning. The PLC therefore act interdependently with each other and influence the school culture to form a professional community (Olivier, 2001).

1.2.4.4 The student-teacher that enters the secondary school for work-integrated learning and requires mentoring

Students have difficulty adjusting from their role as student to the work-life context during practicum. Therefore in the initial practicum they focus on the relationships with the learners and supervisor teachers and not on the context of teaching (Marais & Meier, 2004). The identity development of the teacher is shaped by the socialisation process in the practice environment. Students tend to be naïve and have idealistic perceptions of teaching and they have pre-determined ideas of the role they will play in the life of learners, they can become disillusioned and negative when these beliefs are challenged or compromised (Lindqvist *et al.*, 2017). The relationship the student has with learners especially the “misbehaving” learners can be construed as a relationship which is “saturated with emotion” according to (Hawkey, 2006). These relationships elicits negative emotion and is distracting the attention from the instructional goals, this is particularly important when referring to a previous observation that students are focussed at first in the practicum on relationship building. Considering the emotional impact WIL practicum has on the student it is important that the HEI takes precaution not to burden the student with academic tasks and deadlines while they are performing their practicum as this leads to excessive stress and inhibits the learning process of the practicum (Beck & Kosnik, 2002).

1.2.4.5 WIL of student-teachers described

The workplace-based component of WIL or more commonly known as teaching practice is the practical application of the theory the student has acquired during his studies and gradually inducted in a classroom or school setting (Willegems *et al.*, 2017). The practical experience has always been a part of the education of teachers but has been reduced when the common approach to teacher education was based on the applied science model which focussed on the theoretical study of education (Musingafi & Mafumbate, 2014; Smith & Lev-Ari, 2005; Zeichner, 2002). Numerous years of research have found that the knowledge of teaching is mainly acquired and developed by the personal experience of teaching and active engagement. Beck and Kosnik

(2002) as well as Smith and Lev-Ari (2005) referred to Shulman who made the distinction that knowledge of teaching differs from knowledge about teaching; or as (Darling-Hammond, 2006) termed it “learning in practice and “learning from practice”.

The policy on the minimum requirements for teacher education qualifications (MRTEQ) which was revised in 2014 has the following requirements to the program (NQF, 2015).

- Practical learning should be appropriately structured and integrated into the learning program.
- The practical experience should be authentic to ensure the student can demonstrate and experience the competencies developed during the learning program.
- Concrete experience to varied and contrasting context in South African schooling.
- Practical should be spread out across the academic programme in blocks of varying duration.
- Proper supervision, formal assessment and suitable school placement in a functional school.
- Full Time BEd programme has a minimum of 20 weeks and maximum of 32 weeks over four year duration of which 12 weeks is the maximum to be spend in a year and the practicum should be in three consecutive weeks.
- This is the same for students employed in schools and studying on distance programmes.

These guidelines do not prescribe the method or choice of placement at schools other than the fact that it should be functional (NQF, 2015). Each HEI has its own practices and guidelines for student placement. Many institutions leave the choice and organising to the student where other institutions provide a list of the functional schools from where the students can make a choice of a school either where they reside or where they can make the necessary arrangements to attend a school. The HEI makes the necessary arrangements with the schools to inform them of the details of the student and the subject and phase he should be placed in. After the practicum period the student submits a portfolio of evidence which includes attendance registers and activities which had to be signed off by the supervising teacher and a feedback report by the student. Schools who have been reported as being unsupportive or abusive are removed from the placement school choice list (Barnard, 2017).

Analysis of these feedbacks has raised the concern at faculties that although a school has been classified as functional and may even uphold a public image of prestige, it cannot be deduced that the school is an ideal community of practice to support the practicum student and that a good supporting teacher is not necessarily a good teacher (Zeichner, 2002). Poor practicum experiences was reported by students from all phases although the emotional strain on students at a secondary school was more evident to what can be attributed as the difficult and possible resistant age of the learner in a high school. The problems in a high school is worsened by the consistent struggle of the school and personnel to maintain discipline and encourage learning among their learners.

1.2.4.6 Challenges in work-integrated learning (WIL)

One of the most reported constraints is the theory of teaching which is taught to the student based on written literature, thereafter the student receives traditional advice from the supervisory teacher at the school. Yet, research found that this is often not relatable to the student (Marais & Meier, 2004). In studies done by Assan (2014), Jez (2013) as well as Musingafi and Mafumbate (2014) the following were listed as other constraints of the WIL process:

- Uncooperative attitude from staff regarding the resources needed for presentation and help with lesson planning, work schedules and classroom activities.
- Unsupportive schools and teachers towards other cultures.
- Misbehaving and difficulties in disciplining learners.
- Lecturers do not visit ST's at the school where they are conducting their WIL.
- STs were not assessed by supervisor teachers although HEI WIL forms were completed and signed by the supervisor teacher.
- High absenteeism and late coming among learners.
- Overcrowded classes makes the learning process slow.
- No participation of learners due to mockery by classmates.
- Homework not done.
- No learning culture exist in the practice school.
- Lack of resources in the school.
- Low levels of expertise among learners and educators.
- Language barriers.

Many schools find the WIL process and students a time consuming task and a distraction, others may use the students as an extension of their personnel without contributing towards the practice experience of the student. This problem is even more pronounced at schools used during practicum by education students who are studying on distance where the majority of the student demographics are concentrated in rural areas where the placement school chosen is unknown to the HEI and situated in unfamiliar areas and provinces. The WIL process relies heavily on the support of the supervisor teacher or mentor not only to guide the student but also to contribute towards the professional development of the student. The WIL remains one of the largest quality problems in the initial teacher training process and has been the focus of the DBE as an integral part of the strategic planning framework for education improvement in SA (DBE, 2011b).

1.2.5 Mentoring to student-teachers

Anderson and Shannon (1988) described mentoring already three decades ago as a “*nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the mentee*”. The core purpose of the mentorship training is the professional development of the student although the process has been found to also be the main element in the professional development of the teacher and the positive relationship will ultimately lead to the expansion of knowledge, skill, energy and creativity of both parties (Moulding *et al.*, 2014). The main purpose of the mentor in the context of WIL and the beginner teachers is to integrate them in the school community to make transition less traumatic (NWU, 2015). The difference noted between the classroom teacher supervising a student and a mentor teacher is that the mentor is responsible for coaching, counselling and assessment and the classroom teacher only for supervising the application of training of the student. The research done by Murray-Harvey *et al.* (2000) concluded that anxiety in students became less in the next practicum due to the supervisors as point of reference and advice in situations.

The mentor is not compensated for their commitment although many countries, for example Israel and Norway, consider mentorship to be a profession on its own, due to the complexity of the relationship and the skills which have to be acquired (Jaspers *et al.*, 2014; Moulding *et al.*, 2014). The most important indicator of a successful mentor according to research, is the teachers’ willingness to function in the role of mentor, as well as their sincere, unselfish desire to assist colleagues in their professional development (NWU, 2015). The function of the mentors can be divided in seven supportive functions, namely advisory, communication, consulting, directive, role model advocating, protective, and development. What is expected from a teacher can be explained as “paying it forward”. This is linked to citizenship behaviour where the employee spontaneously participates in the professional development of the student-teachers or beginner teacher by sharing the knowledge of their accumulated experience. This action is discretionary and lies outside the contractual obligation of the teacher to become a mentor (Bogler & Somech, 2004).

1.2.5.1 Challenges with mentoring of student-teachers

The process of teaching practice is considered to be segmented and isolated between the teachers, the HEI and schools. Mukeredzi and Mandrona (2013) as well as Robinson (2016a) referred to the three goals achieved in the collaboration between the HEI and the school, this is also known as the 3E’s, “Enhance the educational experience of all children; Ensure high quality

field experiences for prospective teachers; and Engage in furthering the professional growth of school- and university-based teachers and teacher educators” (Mule, 2006).

Examination of the partnerships has revealed that the HEI lecturer visiting the school is viewed as an outsider and a threat by both the student-teacher and the school-based teacher. It is speculated that the strain in the relationship might be due to the limited time spend at the schools by the lecturers, poor communication between the lecturer and the teacher and the tension regarding the differences in the pragmatic and theoretical aspects of teacher education (Musingafi & Mafumbate, 2014).

At a university in the North-West Province in South Africa an established mentorship training program was launched in 2013 with the vision to assist students during teacher practice. The program bears 25 Continuous professional teacher development (CPTD) awarded by the South African Council for Educators (SACE) and 12 SETA credits, it is SAQA registered on NQF level 5 and bears 16 university credits and is intended as an initial professional development course for a teacher (SAQA, 2015). The results of the program found that the pass rate especially in rural areas was not satisfactory, a thorough investigation revealed:

- Completing the portfolio was more difficult than expected.
- The award of the 25 SACE CPTD points were not a determinant for the mentor to complete the program.
- Some teachers felt that the program suited them.
- Could not attend all contact sessions due to pressing school commitments.
- Other constraints found upon further investigation found:
 - Teachers found the current methodology, terminology and concepts used in the portfolio difficult (NWU, 2015).
 - Both school and HEIs are not valuing the mentoring process and it was unsupported and done by temporary staff without any incentive (Zeichner, 2002; Darling-Hammond, 2006)
 - Teachers find it difficult to explain their actions to the student because this process after years of experience has become an intuitive thought process (Jaspers *et al.*, 2014; NWU, 2015).
 - The mentor feels that she is firstly responsible for the development and well-being of her own learners and does not allow the student autonomy and freedom out of fear for mistakes which results in insufficient exposure for the student (Jaspers *et al.*, 2014; Hoffman *et al.*, 2015).
 - In secondary education it is not possible for a student to stay with the mentor throughout the day because teachers might teach different subjects which is not relevant to the student, this might result in a relationship which is not as strong as in the primary phases (Jaspers *et al.*, 2014).

- To attend to both the roles of teacher and mentor could be challenging and frustrating to the teacher due to limited time to perform all the tasks.
- Many teachers do not want the responsibility of being a mentor for fear of not being able to provide the student with the best advice due to a lack of confidence in their own teaching as a possible result of inadequate professional development (Jaspers *et al.*, 2014).

1.2.6 Conducive organisational behaviour to strengthen WIL and mentoring of student-teachers as theoretical framework

The theoretical lens used to view the organisational behaviour in schools was the contingency theory, the basic organisational model of Robbins (2001) and the Stage II organisational model of Robbins *et al.* (2009). This theory commonly used in organisations explains “that there are specific situational factors that can affect the direct relationships between **independent** and **dependent** variables in the study of organizational behaviour. **Independent variables (x)** are the cause of the change in the dependent variable, while **dependent variables (y)** are a response affected by an independent variable”. The contingency approach dictates that assumptions about people and outcomes cannot be made unless the situational analysis was done. Robbins *et al.* (2009) developed the organisational behaviour model based on contingency theory which showed resemblance to the characteristics and behaviour of the role players in the school and the outcomes founded in research which could be conducive for WIL and student mentoring.

The model consists of four tiers depicting the external forces of change moving from the outside inward: global arena, regional and sub-regional arena, national context and the organisation on the inside. The organisation are divided in three levels, individual at the bottom level, underpinning the model, then followed by the group level and lastly the organisational level. Figure 1-3 illustrates the factors or characteristics that are variable and relevant to that level which interact and influence the behaviour in the level itself as well as the other levels and result in internal change. The changes and interactions ultimately impact on the output which has pre-determined qualities (Robbins, 2001; Robbins *et al.*, 2009). The organization consists of different systems within itself and form part of another system. The teacher is considered by the DoE to be the underpinning of the educational system or in this case the organisation.

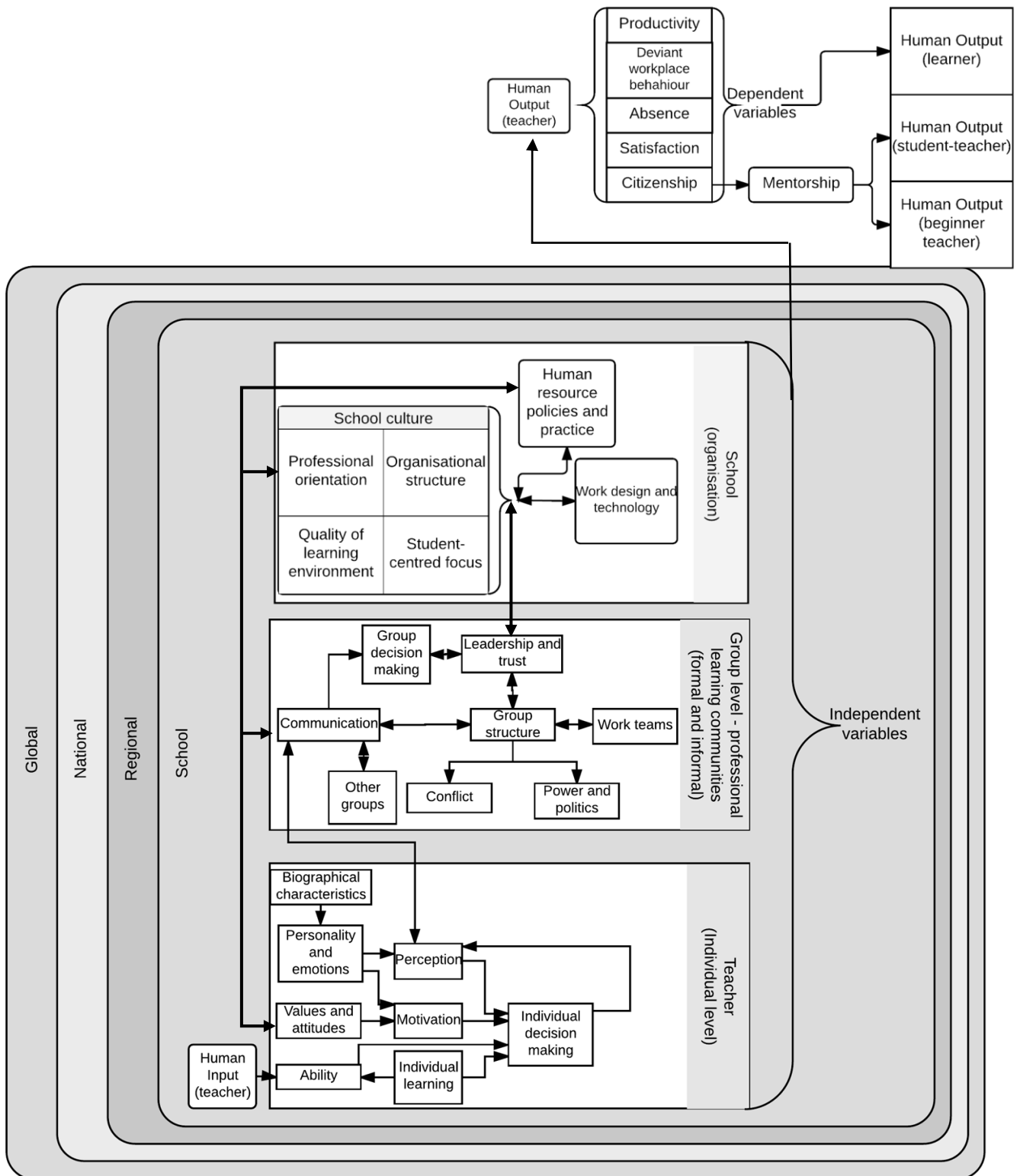


Figure 1-4: Stage II Organisational model adapted (Robbins, 2009)

1.5 PROBLEM STATEMENT

Various media, research and reports and accounts from various role players and stakeholders in the education process regularly refer to the culture of the school being at the heart of education problems and low pass rates. The culture in a school refers to the relationships between, teachers, learners, parents, school management team, and governing bodies of different ethnic groups, ages, races. These relationships are influenced by the various perceptions, beliefs, rules and attitudes of all the participants of the school and is further shaped by external forces. The main goal of a school is learner achievement and this can only be accomplished through a positive culture and knowledgeable teachers who is continuously developed. Research have shown that schools who motivate their teachers to develop their knowledge and skills and teachers who are self-directed in the process of continuous learning are more dedicated and motivated towards their learners' achievements and have a tendency to spur the formation of formal and informal learning groups which has been termed professional learning communities (PLC). The change in the approach towards collaborative and cooperative learning changes the dynamic of the school towards a professional community where problems and challenges are addressed in teams or groups dedicated to the specific topic. It can therefore be theorized that the education system in SA operates in a spiral and the role of the teacher has to be defined in context with the position they have to fulfil in the cycle of the education process. The teacher is primarily responsible for the education of a learner and to ensure that the learner progress through the system, a learner who has failed or were unable to obtain higher education admittance will continue to be part of the employment sector. The learner who has secured entry into a higher education system can pursue studies in any direction or they can choose to become a teacher. The teacher-student will again be placed at a teacher to support and supply him with the relevant skill and knowledge to become a teacher. In a failing education system laced with low quality schools, producing an even worse teacher continuing a downward spiral.

It is therefore imperative that the HEI ensure that the student is placed for WIL at a school with a culture of teaching and learning, which consists of teachers who are continuously developed in new methodology and teaching practice and is supported by a mentor who engages in "good citizenship behaviour" who is willing to add the additional function of mentoring to their daily tasks. The literature show that there is a positive relationship between (1) the professional development of the teachers and the culture of the school; (2) culture and citizenship; (3) citizenship and mentorship and most importantly (4) WIL and mentorship. Yet, there is limited literature to explore how the organisational behaviour of teachers in challenged, secondary rural schools can be facilitated by means of WIL and mentorship training by utilising the best available evidence.

1.6 RESEARCH QUESTIONS, AIM AND OBJECTIVES

What should the ORGANISATIONAL BEHAVIOUR in a school be in order to be conducive to WIL and mentorship training on (1) individual (2) group and (3) organisational level?

1.7 OBJECTIVE

To explore and describe the best available evidence on conducive ORGANISATIONAL BEHAVIOUR which exist in secondary schools in remote rural areas by means of a systematic review.

1.8 DEFINITIONS

The following definitions were central to this systematic review:

Conducive organisational behaviour is the study of both group organisation and individual performance and activity which positively contributes to an organisation/school. Internal and external perspectives and factors are two theories of how organizational behaviour can be viewed by companies.

Student-teachers are teachers in training who are placed at schools in a non-threatening environment from the beginning of the program where they are guided in the practicum experience to develop a set of competencies necessary for teaching

Mentoring is the process where a trusted and experienced advisor put student-teachers at ease in the school environment and – in particular – help them experience a feeling of belonging and unconditional acceptance. Mentoring must therefore convey the unambiguous message to the student teachers mentor that he / she is of great importance to the future of that particular school (NWU, 2015).

Rural schools are areas which is sparsely populated where people depend on natural resources. Rural schools are in the outskirts of the country or in villages and towns dispersed in these areas. They are synonymously used with farm schools or small schools (UNESCO, 2005).

Secondary school is an organisation which provides secondary education to learners after they have completed their intermediate education but before they can transition to tertiary education.

Systematic review is a critical assessment and evaluation of all research studies that address a particular clinical issues. It involves a structured, comprehensive composite of research literature to determine the best research evidence available, furthermore it involves a detailed and comprehensive plan and search strategy, aimed at reducing bias by identifying, appraising, and synthesizing all relevant research on a particular topic (Liberati *et al.*, 2009).

Work-integrated learning refers to the variety classroom and school experiences student-teachers are prepared and exposed to. It is the combination of various conceptual learning practices. The purpose of WIL is for the student-teacher to learn from practice in practice (Assan, 2014; Darling-Hammond, 2006).

1.9 CENTRAL THEORETICAL ARGUMENT

Work-integrated learning is an essential component within the comprehensive process of teacher education. Students are placed at various rural secondary schools with supervisory mentor teachers. The question raised was what the organisational behaviour should be at schools, in order to be conducive to WIL and mentorship training. The best research evidence can be collected and analysed by means of a systematic review regarding the organisational behaviour challenges and recommendations made by either the schools, student or HEI for WIL placement within rural-based schools. The behavioural attributes can then be determine for the future placement of students and mentorship training for their supervisory teacher to ensure quality in the teacher education process.

1.10 SYSTEMATIC REVIEW

A systematic review is a literature review designed to identify, appraise and combine the best empirical evidence relating to a specific research question to provide informative and evidence-based answers. This information can be combined with professional judgement to make decisions about how to deliver interventions or to make changes to policy (Higgins & Green, 2011). A systematic review was selected as the appropriate method to find the best evidence of the organisational behaviour in schools, since it enables the researcher to gain insight into the strengths and the limitations of literature and to develop critical appraisal skills to understand the different methodologies used in organisational behaviour on individual, group and organisational level. The systematic review implies also that the researcher relies on quality literature with the risk of limited publications. It is a time consuming process. This systematic review was realised according to the steps proposed by (Botma *et al.*, 2014) as graphically depicted in Figure 1-2 (below) and described thereafter.

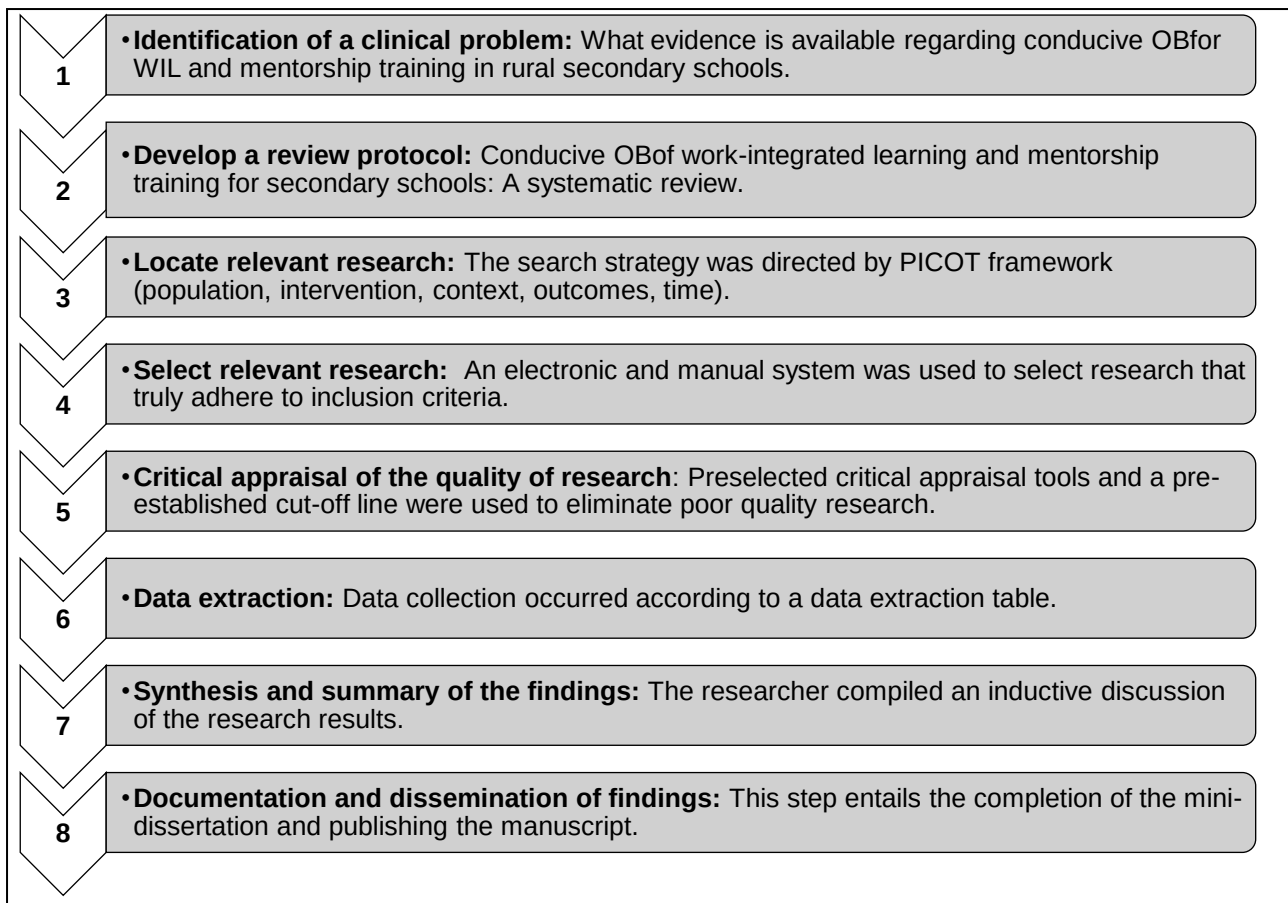


Figure 1-5: Systematic review steps applied in this systematic review (*adapted from (Botma et al., 2014)*)

1.10.1.1 Step 1: Identifying the problem

Cook *et al.* (1997) stated that “A good systematic review is based on a well-formulated and answerable question”. In this systematic review, the proposed focus question “What should the organisational behaviour be in rural secondary schools to be conducive for WIL and mentorship training”. During the formulation of the research problem, the Database of Abstracts of Reviews of Effects (DARE), the Campbell Collaboration and the Cochrane Library were accessed to ensure that this research was not a duplication of previous research.

1.10.1.2 Step 2: Developing the research protocol

Systematic reviews should set clear questions (Tacconelli, 2008) that should be presented in a research protocol. As suggested by Dickson *et al.* (2014), a comprehensive protocol was developed for this systematic review. This protocol was approved by the NWU School of Business and Governance from the NWU. The protocol formulation included preliminary searches on various search engines.

1.10.1.3 Step 3: Located relevant research

The PICOT framework was used as a roadmap to obtain relevant research (Davies, 2011). PICOT was applied to direct the search process regarding the **population**, **intervention(s)**, **context**, **outcome** and **time** (see figure 1-3). A search strategy was developed by providing a comprehensive list of key terms related to each component of the PICOT (Uman, 2011). The PICOT guided the researcher and co-reviewer during the actual data collection process.

(P) Population	• Teachers, mentors, educators
(I) Intervention	• WIL and mentorship/mentoring
(C) Context	• High school, secondary school, public school, rural.
(O) Outcomes	• Conducive organisational behaviour.
(T) Time	• 1994 - current.

Figure 1-6: PICOT framework applied to this research

1.10.1.4 Step 4: Selected relevant research

The selection of relevant literature was done in two stages. Stage one involved an initial screening of titles and abstracts against the inclusion and exclusion criteria (Table 1-4) to identify potentially relevant studies.

Table 1-2: Inclusion and exclusion criteria

• Inclusion criteria	• Exclusion criterion
• To be eligible for this review, research had to present appropriate organisational behaviour related to either WIL or mentorship in the rural setting at a secondary school. • Articles available for review, even in the event of reasonable cost or subscription that the researcher obtained with the assistance of the information specialist for the NWU School of Business and Governance at the Ferdinand Postma Library of the North-West University (Potchefstroom Campus). • Research since 1994 because the education system was reformed post-apartheid	• Research that only addressed WIL, mentorship where there were no relationship with a rural secondary school.

The second stage was the screening of full text articles identified as possibly relevant during the initial screening (Tacconelli, 2008). The researcher worked through the list of search engines and databases available from the Ferdinand Postma Library and the following were used: EBSCOhost discovery, EbscoHost, Emerald, Google Scholar, Juta, ScienceDirect, Scopus and Web of Science. These search engines and databases were proposed after preliminary search results yielded some articles that are significant to the primary research. To increase the efficiency of this study, MeSH (medical subject heading) keywords and terms were used. Table 1-5 presents the preliminary search strategy derived from the PICOT elements with added keywords and MeSH terms and as it was used within Boolean search strings.

Table 1-3: Search strategy

PICO(T)	Preliminary search strategy
Population	Teacher* OR mentor* OR educat*
Intervention	“Work-integrated learn*” OR “service-learn” OR WIL AND/OR mentor*
Context	High school, secondary school, public school, rural
Outcomes	Conducive/positive/enabling organisational behaviour
Time	From 1994 because New Democracy and new strategic direction of educator training and school governance in South Africa
Final search strategy	(teach* OR mentor* OR educat*) AND (“work-integrated learn*”, “service-learn*”, “WIL”) AND/OR (mentor*) AND (“high school*” OR “secondary school*” OR “school*”) AND rural AND (conducive OR positive* OR enabling AND “organisa* behaviour”) AND/OR 1994

During step four, rigorous record keeping (Cook *et al.*, 1997:376-380; Dickson *et al.*, 2013:3) was ensured by means of electronic filtering and folder filing.

1.10.1.5 Step 5: Critical appraisal

Step five involved the critical appraisal of the methodology and the ethics of the literature (Botma *et al.*, 2010) to establish the quality thereof. Addenda 4 and 5 for the McMaster University’s critical review form can be referred to for qualitative studies (version 2.0) by Letts *et al.* (2007). This critical appraisal tool thoroughly considered the methodology. The researcher compiled a meticulous list of interventions that were to be included/excluded. Schools were limited to secondary schools situated in rural areas with regards to the relation to WIL and mentorship training. Of interest were systematic reviews that focused on the organisational behaviour in schools at any level of the organisational behaviour model. The studies to be included for review were reviewed independently by another reviewer.

In addition to the appraisal of the quality of the literature, assessment of bias was also conducted. Bias refers to systematic errors that could occur during the course of the research process, which can lead to a deviation of the truth of the research findings (Higgins *et al.*, 2011). The Cochrane Risk of Bias Tool, suggests six (6) domains in which bias can occur, namely selection bias; performance bias; detection bias; attrition bias; reporting bias and other non-categorised types of bias. These domains of bias were considered in this research when the types of methodologies used were assessed (as presented in Table 1-6 below). Four (4) of the six criteria were used to evaluate each selected study’s risk of bias: selection bias (reporting bias in sampling, sample size); attrition bias (referring to the completeness in the data outcomes); reporting bias (analysing

possible selective reporting regarding the significance or insignificance of the research results); and other reasons of bias, such as researcher bias. In Table 1-6, the following symbols were used to indicate the possible risk of bias: + indicate a possible high risk of bias; - indicate the study has a low risk of bias; indicate the researcher was uncertain about the risk of bias.

Table 1-4: Assessment of the risk of bias

Selected studies	Selection bias (bias in sampling, taking sample size and method into consideration)	Attrition bias (completeness of outcome data)	Reporting bias (selective reporting regarding significant/ insignificant results)	Other sources of bias (researcher, interviewer)
Edwin and Assan	+	-	-	+
Rusznyak and Walton	-	-	-	-
Abongdia, Adu and Foncha	-	-	-	-
Childre and. van Rie.	-	-	-	+

1.10.1.6 Step 6: Data collection and extraction

The sixth step involved the updating of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) flow diagram (Figure 1-6) to illustrate the process of data collection (Liberati *et al.*, 2009). The PRISMA reported on the following elements: describing the information sources in the search, person who conducted the search and the date thereof, a complete search strategy of the databases used with all the search terms and combinations

As an evidence-based minimum set of items to be reported in the systematic review, the PRISMA can be applied to non-randomised controlled trial (RCT) reviews although it mostly focuses on such reviews (PRISMA, 2015). The following elements were reported in the PRISMA: description of all information sources in the search, date of inquiry and person who conducted the search, the complete search strategy of at least one database used, including all the search terms and combinations (Godin *et al.*, 2015). The data extraction tool was developed (Botma *et al.*, 2010) as a control instrument to present data in a similar format for ease of analysis and synthesis. For qualitative methodologies the NOTARI data extraction tool was applied (see addendum 2 for the completed extraction tools). Data was extracted and captured in the pre-specified data extraction tools.

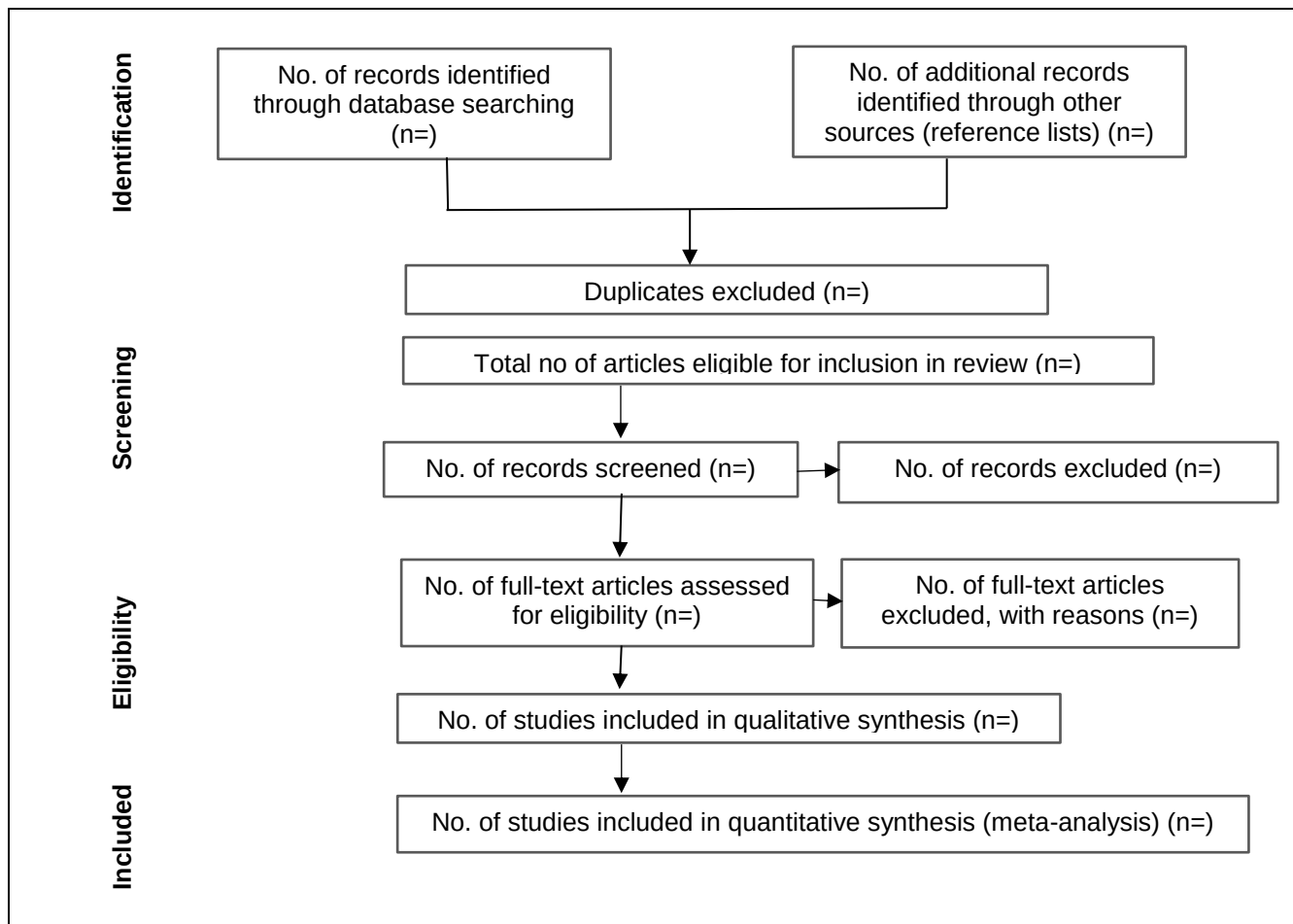


Figure 1-7: Proposed PRISMA (2015) flow of information through the different phases of the systematic review (Liberati *et al.*, 2009)

Please refer to chapter two for the completed PRISMA flow diagram presented in the manuscript. The following extracted content was summarised into a summary table, from where data synthesis and analysis were conducted (see Table 1 in Chapter 2):

- Record number of articles analysed.
- Author, year of publication, title of publication and journal.
- Methodology: design, method, population, sampling and sample size.
- Research setting: the physical context where the research was conducted.
- Geographical location.
- Organisational behaviour on each organisational level according to the organisational model of Robbins *et al.* (2009) determined to be conducive to WIL and mentorship.
 - Individual level: Biographical characteristics, personality and emotions, values and attitudes, ability, perception, motivation, individual learning, individual decision making

- Group level: communication, other groups, conflict, power and politics, group structure, work teams, group decision making, leadership and trust.
- Organisational level: organisational culture, organisation structure and design, work design and technology, human resource policies and practice

1.10.1.7 Step 7: Synthesis and summary of data

The data were critically synthesised (Botma *et al.*, 2010) and reported in a narrative style based on the tabulated data extraction table. This involved summarising the main research findings on the organisational behaviour in rural secondary schools which should be present when placing a student at these schools. Thematic synthesis was conducted to identify themes.

1.10.1.8 Step 8: Document review report

The final step in the systematic review was to complete the research report and to disseminate the findings. In this study the synthesised results were reported (Botma *et al.*, 2010) in a dissertation and disseminated by means of a manuscript submitted for publication in the *Journal of contemporary management* and a policy brief. The research report included the final implications of the review and recommendations (Collaboration, 2006)

1.11 TRUSTWORTHINESS

The criteria and strategies use to enhance trustworthiness in qualitative research (Lincoln & Guba, 1985) were applied to the systematic review (see table 1-5). These criteria are truth value, applicability, consistency and neutrality. Botma *et al.* (2014) added authenticity as a fifth criterion at a later stage. Strategies to enhance trustworthiness are not traditionally deployed in the process of a systematic review, yet, the researcher experienced the criteria and associated strategies as a user-friendly framework. In addition, the researcher followed the expert knowledge of a consultant who obtained training in evidence-based nutrition (ICEN) in 2013 at the Institute of Tropical Medicine in Antwerp (Belgium). The criteria as defined and applied are presented in Table 1-7.

1.12 ETHICAL CONSIDERATIONS

Prior to data collection, the NWU School of Business and Governance from the North-West University gave ethical clearance (project number EMSPBS16/06/03-01/64). This review did not involve any human participants and is considered as a no-risk study. It is the responsibility of the researcher to conduct quality research and to follow the eight steps of a systematic review. The researcher ensured inter-related reliability by conducting the search strategy with the promoter. The researcher was cautious not to commit plagiarism by including the authors in the reference list where applicable. A well-documented record of all database searches and inclusion and exclusion criteria was kept by the researcher.

Organisational behaviour model: level 1: Individual level – teacher/mentor

AUTHOR	ARTICLE	YEAR	INDIVIDUAL LEVEL: TEACHER/MENTOR												
			OUTCOMES: CONDUCIVE ORGANISATIONAL BEHAVIOUR								INTERVENTION		CONTEXT	POPULATION	
			Biographical characteristics	Personality and emotions	Values and attitudes	Ability	Perception	Motivation	Individual learning	Individual decision making	WIL	Mentoring		Teacher profile	Student profile

Organisational behaviour model level 2: Group level – professional learning communities

AUTHOR	ARTICLE	YEAR	ORGANISATIONAL LEVEL: SCHOOL									
			OUTCOMES: CONDUCIVE ORGANISATIONAL BEHAVIOUR									
			Organisational culture	Organisation structure and design	Work design and technology	Human resource policies and practice	INTERVENTION		CONTEXT	POPULATION		
							WIL	Mentorin g		Teacher profile	Student profile	

Organisational behaviour model level 3: organisational level – school

AUTHOR	ARTICLE	YEAR	ORGANISATIONAL LEVEL: SCHOOL								
			OUTCOMES: CONDUCTIVE ORGANISATIONAL BEHAVIOUR								
			Organisational culture	Organisation structure and design	Work design and technology	Human resource policies and practice	INTERVENTION		CONTEXT	POPULATION	
							WIL	Mentoring		Teacher profile	Student profile

Figure 1-8: Criteria for and strategies to enhance trustworthiness in this research (adopted from Botma *et al.*, 2010:233 and Guba & Lincoln, 1985)

Criteria and strategy	Application of strategies to this research
Truth value is the confidence of the researcher in the truth of the research results, referring to the synthesised research findings. Credibility is used as a strategy to improve the truth value	The objective was to only include studies of good quality for the review. The inclusion criteria (Dickson <i>et al.</i> , 2013:3) was met and the researcher was conscious of possible bias in the literature selected. The selected literature was assessed for the methodological quality using the appropriate critical appraisal tool for qualitative studies instrument. The evaluation was declared within the research report.
Applicability is an indication of the degree to which the findings should be applied to different contexts and the ability to generalise the findings. Transferability was used as a strategy to improve the applicability.	A systematic review cannot be fully applicable in the true meaning of qualitative research, yet the researcher supported transferability by reporting the synthesised results narratively (Botma <i>et al.</i> , 2010). Additionally the researcher followed and secured a detailed audit trail of the steps of the systematic review and declared limitations in this research.
Consistency determines whether the findings will be consistent should the inquiry be replicated in similar context and can be enhanced by dependability.	Inter-reliability can improve consistency when the data is collected, extracted, analysed and synthesised in the systematic review when replicated by a co-reviewer and consensus is captured within the inquiry (Polit & Beck, 2010). The researcher used the Joanna Briggs Institute extraction tool and organised the information in table form. (Uman, 2011). The research is founded on a rich theoretical assumption based on the ORGANISATIONAL BEHAVIOURmodel (Robbins <i>et al.</i> , 2009).
Neutrality refers to freedom from bias during the research process and the results description. It refers to the degree the findings are solely a function of the conditions of the research. Confirmability is used as the strategy to improve neutrality.	There should be agreement between the researcher and a co-reviewer regarding the accuracy, relevance and meaning of the data. Therefore, the researcher ensured inter-reliability between herself and her supervisor, who conducted the co-review. Upon extraction and reviewing of a comprehensive list of titles and abstracts, any studies appearing to meet the inclusion criteria were obtained and reviewed in full (Uman, 2011). The researcher used the Cochrane Collaboration's risk of bias assessment tool to monitor the bias declared in the research report.
Authenticity refers to the extent to which the research shows fairness and faith in a range of different realities. Authenticity can be enhanced through fairness.	The researcher followed the inclusion and exclusion criteria to the point (Uman, 2011)) and deployed the services of the information manager at the library to source unobtainable literature to ensure that all possible data were included. After examining abstracts, relevant literature was critically reviewed and synthesised. The researcher views the process of data collection, extraction, analysis and synthesis as an intensive process of evaluation, consideration, deliberation and interpretation, rather than a superficial process directed by sequential steps which could easily happen in a systematic review. On the contrary, the researcher understood at the very beginning of the systematic review that this methodology had to be rigorous and intense.

The researcher can competently search, select and interpret data stemming from her employment history with the Faculty of Education. It entails private and consultative research that includes data collection, analysis and interpretation within rural communities. The supervisor has supervised a number of dissertations successfully following a systematic review methodology. The co-supervisor attended a systematic review workshop at the Institute for Tropical Medicine in Antwerpen, Belgium.

1.12.1 The Ferdinand Postma Library of the North-West University (Potchefstroom Campus)

This library is equipped with progressive equipment and search material. Databases and search engines, was easily accessible and the researcher had assistance from the skilled librarians to refine keywords and to access databases and documents. The researcher used the search engines that the library is subscribed to is inaccessible to the public. The library has sufficient space for the researcher to continue with data collection with minimal disturbances.

1.12.2 Management of data collection

Data were collected through a process of accessing search engines and databases available in the NWU Ferdinand Postma Library and according to a specific written search strategy. The study supervisor monitored the data collection by means of daily reflections on the data collection process. Any changes to the stipulated plan was declared.

1.12.3 Legal requirements/ plagiarism

Getting approval from the School of Business and Governance was a prerequisite for the systematic review even though it did not involve human participants. The ethics approval process safeguards other researchers' work and provided guidance for the researcher. The researcher maintained confidentiality and avoided plagiarism.

1.12.4 Dissemination of research

The results of the systematic review were shared with other researchers to promote exchange of information and hard copies of the thesis will be kept at the University library and e-database/repository. The researcher aims to participate in a research day to disseminate the results in a presentation to fellow researchers (Chapter 2).

1.12.5 Conflict of interest

The researcher is currently an employee of the, mentorship training office at the Faculty of Education. Our mandate is to train experienced school-based teachers with the mentorship short course, who assist the WIL student-teacher. Various problems experienced in the mentorship training office opted me to further investigate the process of WIL and the impact in the Faculty of Education and in the South African education context. Although the WIL process regarding the

placement of student-teachers and their practicum training is not directly related to the mentorship office, I would like to declare a possible conflict of interest. I followed a rigorous research process and was continuously engaged in peer debriefing and discussions with my supervisor to ensure the research is of quality with no bias.

1.12.6 Data management and storage

All data were stored on the researcher's password-protected computer during data collection. From there data were secured on an external electronic device and it will be kept in the supervisor's lockable office for at least five (5) years. Thereafter all digital data will be destroyed according to the document management standard operating procedure of the NWU.

1.12.7 Monitoring the progress of the study

This research was monitored through monthly feedback sessions with the supervisor, a study plan for 2016 and six monthly monitoring reports.

1.13 DISSEMINATION PLAN

The dissertation is organised into the following sections: Chapter 1 is an overview of the research and refers to the background and motivation for this systematic review. It provides an outline of the research methodology, trustworthiness and ethical considerations. In Chapter 2 a manuscript that will be submitted to Journal of contemporary management follows. Chapter 3 provides an evaluation of the research, limitations, recommendations and a policy brief.

1.14 SUMMARY

Systematic reviews are quite common in various sciences where data are collected, published, and an assessment of methodological quality for a defined subject would be an advantage. In order to understand the organisational behaviour in schools it is important to understand systematic reviews and how they can be implemented. Systematic reviews study the external, internal, social interventions and outcomes of the behavioural model.

This chapter focussed on rural secondary schools in South Africa and the impact they have on WIL and mentorship training in the teacher education process in order to sketch the background to the study and generate a problem statement. The research question, aim and objectives were described in detail in this chapter. The research methods used for this systematic review were explicitly addressed. Strategies to ensure trustworthiness and ethical considerations were explained. The researcher's perspective was outlined, focusing on meta-theoretical assumptions. Ethical considerations were evaluated according to university requirements.

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CHAPTER 2 MANUSCRIPT FOR PUBLICATION

2.1 INTRODUCTION

The manuscript titled “Rural schools need managers to strengthen organisational behaviour through work-integrated learning and mentoring – a systematic review” is intended for submission to the Journal of contemporary management. Chapter 2 presents the manuscript and the author guidelines and the different authorship contributions. This manuscript’s technical editing and referencing were conducted according to the journal’s requirements.

2.2 AUTHORSHIP

The table below lists the contributions of the different authors to this manuscript. They each made a substantial contribution to conceptualisation, design, analysis and interpretation of data.

Author	Contribution	Signature
Yolanda Kirsten	As the MBA-candidate, Y Kirsten took the lead in writing the research report, conducting the actual systematic review. She is the first author of the manuscript and the primary reviewer for the systematic review.	
Petra Bester	P. Bester conceptualised the research project, supervised all the steps in the research process, was a critical reader of the manuscript and co-authored the research results. She served as a secondary reviewer for the systematic review.	

2.3 AUTHOR GUIDELINES

All articles must be consistent in appearance with the other articles in the same volume. Equally so, an article must display consistent characteristics within itself. To facilitate this consistency, the guidelines for authors contain the editorial and reference (bibliographic) requirements. These aspects are the main focus for the technical pre-review before the manuscript is submitted for the scientific review.

Prospective authors must follow the following guidelines:

- **Field:** The article must address contemporary management issues.

- **Title of article:** it must be short, inviting and representing the main focus of the article.
- **Abstract:** 100 to 200 words; in a structured way it should present the essence of the research, e.g. background, research problem, objectives and methodology, implications of the findings and the contribution of the research.
- **Key phrases:** at least four relevant phrases or terms alphabetically sequenced.
- **Article length:** 4000 to 7000 words (excluding abstract, key phrases and list of references).
- **Word processor:** MS-Word, Arial 11, full justified, 1.5 line spacing; no open lines between paragraphs; all lines starting at the left margin.
- **Language:** English (UK) – not US – and spelling adjusted accordingly (e.g.; catalogue *and not* catalog; centre *and not* center; labour *and not* labor; organisation *and not* organization); the manuscript must be proofread and language edited. The editor reserves the right to request a certificate as proof of language editing.

Note: when a direct citation from an American source is made (i.e. in quotation marks), the original (American) spelling is retained. Likewise, the American spelling in the title of an article or name of a journal is also retained in the original spelling.

- **Formatting and styling:** will be done by the journal's secretariat.
- **Headings:** All headings need to be numbered; use maximum three levels of headings, e.g. 1. , 1.1 , 1.1.1. Note that if a 1.1 is used, there must be at least a 1.2.
- **Figures and tables:** Figures and tables can be used in the article. Since the article is formatted by the journal secretariat in a predetermined style set for consistency, the figures and tables can easily be distorted. To eliminate or reduce these distortions, some precautions can be taken by the authors. The following examples will help to clarify these precautions.
 - In the text, illustrations, graphs, maps and similar visual aids are referred to as "figures"; "tables" have proper column and row headings.
 - Only high quality figures and tables may be used.
 - A figure or table is first announced in the text before it is placed to interpret/explain/discuss the figure/table.
 - When using decimals in a table, be consistent with the number of decimals used. Use the decimal point as symbol – not the decimal comma.
 - Ensure that the row and column totals (if given) add up properly (avoid rounding errors).
 - The use of colour, shading, artwork and other enhancements are welcome to make a more professional presentation.
 - Number the figures/tables consecutively from 1 onwards throughout the manuscript (and not per section); figures and tables are numbered separately.

- The body of the figure/table fits within the page margins, and all parts are clearly visible and legible. The body of the figure is embedded in the article, and presented as type JPG; the body of the table is formatted in Arial narrow 11, single spacing.
- The body of the table/figure is always followed with the relevant source reference. Please note that “author” is not enough. The source of the figure/table and any software used to calculate or present the numbers in the figure/table should be listed. Examples: *Source: Adapted from Schutte 2013:15*; *Source: Calculated from survey results*.
- **Footnotes** may be used, if needed. These should be numbered sequentially. Notes are only permissible when it is necessary to clarify a specific point and it is undesirable to include the explanation in the text because the logical flow of the argument may be disrupted.
- **Bold typeface** in the text should be avoided as far as possible. Accentuation should be done by using italic typeface. Foreign words (e.g. *pro rata*, *status quo*, *et al.*) should be in italic typeface.
- **Acknowledgements** (e.g. as required for research grants or assistance to the research) or other considerations (except for personal messages), if needed, should be placed in a block at the end of the article just before the list of references
- **Checklist** before submission of the article:
 - proofreading of the manuscript;
 - checking adherence to the technical requirements (including formatting of references) of the Journal of Contemporary Management;
 - cross-checking all sources referred to in-text with the list of references;
 - language editing by a qualified language expert and a subject specialist is strongly recommended;
 - completion and inclusion of manuscript submission form with manuscript.

An adapted Harvard method must be used, namely short identifying references in the text and a more comprehensive reference list at the end of the manuscript, detailing all the sources referred to in the text. All references in the text must be included in the reference list and *vice versa*.

Authors should take care to use works that are recent. Depending on the topic of the article, the majority of the references should be from the current and previous two calendar years, with fewer references to older works.

Authors should take care to present a balanced reference list, with works from all three categories: books; journals; internet and other sources, whether paper, electronic, verbal, audio or video origin.

Each reference to the work of someone else needs to be acknowledged. The surname(s) of the author(s), year of publication and page number(s) appear in parentheses (brackets) after the citation. Depending on the number of authors of the work referred to, the following serve as examples: Coetzee 2012:123 (a single author); Coetzee & Makanya 2012:246 (two authors); Coetzee *et al.* 2013:357 (more than two authors are involved). With the first reference of more than two authors, all authors are listed, but *et al.* is used in subsequent references. (Note the punctuation and italics when using *et al.*). In the case of *et al.* references, all authors are listed in the reference list.

When the reference is within a sentence, the date and page numbers are between brackets; a reference with more than one author is indicated as “and” [e.g. ... Coetzee and Makanya (2012:246) are of the opinion ...]

When the reference is listed between brackets, the date and page numbers are not between brackets; a reference with more than one author is indicated as “&” [e.g. text ... (Coetzee & Makanya 2012:246).]

The “page number” in the examples above is replaced with the words “Internet” or “Interview” as appropriate, e.g. Scheepers 2013: Interview; Taylor 2013: Internet. Note that there is no space after the colon.

When more than one reference is used to support a specific point, the references are sequenced alphabetic-numerically, e.g. Batty 2012:44; Coetzee 2011:123; Coetzee 2013:412; Coetzee & Makanya 2014:246; Coetzee *et al.* 2010:357; Donovan 2011:14. In the case of more than one work by the same surname (Coetzee in the example) the references are sorted in date sequence. Also, the sequence is first the single author, then two authors and then more than two (*et al.*)

The use of Anon (for anonymous) should be avoided as far as possible: the references are used to give support for arguments by calling on an expert – and it is unlikely that an expert is “anonymous”.

The use of Wikipedia as reference should be kept to a minimum. If Wikipedia is used, the authors need to find other sources to verify the Wikipedia content (see http://en.wikipedia.org/wiki/Wikipedia:Citing_Wikipedia).

The author’s name as it is referenced in the text must appear in the list of references. Sometimes a long name is conveniently replaced by an acronym or abbreviation in the in-text references, e.g. NTB is used as the “author” for all in-text references in the place of the full name of Namibia Tourism Board. In the reference list an additional entry is given: **NTB see NAMIBIA TOURISM BOARD**. This additional entry (the see-reference) is done only once per specific acronym although it can be applicable for various references, e.g. in-text: NTB 2005:10; NTB 2008:15, NTB 2010a:25; NTB 2010b:16.

3.2 Reference list at the end of the text

The reference list is formatted in Arial Narrow, 11 pt line spacing (on paragraph formatting): 6pt before; 6pt after, single line paragraph spacing (that is, no open lines between entries); full justified.

All sources referred to in the text (and only those) must be included in a single, combined reference list (i.e. one combined alphabetical list with books, journals, internet and other). The purpose of this list is mainly to give credit for the work of others that influenced this article, and to identify these sources sufficiently to assist the reader (and other researchers) to access the same material, either for verification or further research. It is therefore important that all the relevant information must be included in the reference list.

The sources are sorted in alphabetical-numerical sequence as discussed above. If more than one work is published by the same author(s) in a specific year, the works need to be distinguished by an a, b ..., e.g. 2010a, 2010b, 2010c. The letter attached to the date of publication remains a part of the reference and is also used as such in the text, e.g. Brown 2010c:159.

Note:

- There is one (and only one) space between the various items (elements) of the reference.
- The author (surname and initials) is printed in bold and in capitals. There are no full stops after the initials of authors (except for the last one which serves as the end of the author item).
- All the authors of the referenced work are listed (not only the first one), and in the same sequence as in the referenced work.
- The year is not in bold and not in brackets. In the rare case where a year is not indicated in the publication, the abbreviation nd (no date) is used. A full stop indicates the end of the year item.
- The title of the book is in normal font (not in italics, underlined or in quotation marks) and without unnecessary capital letters as is customary on the title page of a book. This item ends with a full stop.
- The edition is indicated except for the first edition of the book, e.g. 2nd ed. or 3rd ed. Note the use of the superscript and the abbreviation. It is not in brackets.
- The place of publication refers to the town or city (and not only the country). In the case of American publications, the state is added as the official two letters abbreviation (without full stops), e.g. Englewood Cliffs NJ (for New Jersey) or Dallas, TX (for Texas). For non-American towns/cities the country abbreviation can be added, except for well-known cities (e.g. Pretoria, London) the country can be omitted. It is useful for the reader to know where the source is from if the publication is not in a well-known town or where the same name of town can be in different countries, e.g. Wellington, NZ.
- The publisher is stated without its legal business identification, e.g. without indications of Inc., Ltd. or (Pty) Ltd or & Co or & Sons. Hence, John Wiley & Sons is given as Wiley.
- A note is optional and is used for additional information about the referenced work. This can be used freely in the case of academic works (e.g. inaugural lectures; dissertations and theses) and conference works, as well as where it is appropriate.
- The guidelines about the author and other elements as discussed are applicable to all types of reference sources.

The type of work referenced will influence the format of the reference list entry. The following serve as explanations with examples:

Standard format

AUTHOR A. Year. Title of book. Edition. Place of publication: Publisher. (Optional note.)

AUTHOR A & AUTHOR B. Year. Title of book. Edition. Place of publication: Publisher. (Optional note.)

AUTHOR A, AUTHOR B, AUTHOR C & AUTHOR D. Year. Title of book. Edition. Place of publication: Publisher. (Optional note.)

AUTHOR A & AUTHOR B (eds). Year. Title of book. Edition. Place of publication: Publisher. (Optional note.)

AUTHOR A. Year. Title of relevant chapter. In **AUTHOR A & AUTHOR B (eds).** Title of book. Edition. Place of publication: Publisher. pp. x-y. (Optional note.)

Examples:

ATKINSON D. 2012. Spazas, hawkers and policy challenges. Bloemfontein: University of the Free State (Centre for Development Support). (Unpublished.)

BISWAS-DIENER R. 2010. Practicing positive psychology coaching. Englewood Cliffs, NJ: Wiley.

BARNES J & BLACK A. 2011. Multinational strategy, industrial policy and local capability: a comparison of automotive industry development in South Africa and Thailand. Paris: GERPISA. (19th conference, 8 – 10 June.)

JOHNSON AB, DUDLEY SM & PETERSON HJ. 2010. The principles of scientific research. 10th ed. London: Wiley.

LEWIS BR. 2007. Managing service quality. In **DALE BG, VAN DER WIELE T & VAN IWAARDEN J (eds).** Managing quality. Malden, MA: Blackwell. pp. 231-331.

NAMIBIA TOURISM BOARD. 2011. Media release. On: NTB Celebrates 10 years of development and business excellence. [Internet: <http://www.namibiatourism.com.na/uploadedFiles/NamibiaTourism/>; downloaded on 2013-01-28]

NTB see **NAMIBIA TOURISM BOARD.**

OVIEDO AM, THOMAS MR & KARAKURUM-OZDEMIR K. 2009. Economic informality - causes, costs, and policies: a literature survey. Washington DC: World Bank. (Working paper no. 167.)

REPUBLIC OF SOUTH AFRICA. 1995. Labour Relations Act, No. 66 of 1995. Pretoria: Government Printer. (Government Gazette 366:16861.

REPUBLIC OF SOUTH AFRICA. 1996. South African Schools Act, No. 84 of 1996. Pretoria: Government Printer.

SLABBERT E, KRUGER M, VIVIERS P, SAAYMAN M & SAAYMAN A. 2009. The socio-economic impact of visitors to the ABSA KKNK in Oudshoorn. Potchefstroom: Institute for Tourism and Leisure Studies.

ZIKMUND WG & BABIN BJ. 2010. Exploring marketing research. 10th ed. Mason, OH: Thomson South-Western.

3.2.2 Journals

Standard format

AUTHOR A. Year. Title of article. *Name of Journal* X(Y):Z, MM.

Note:

In the standard format, X refers to the volume number, Y refers to the issue number, Z refers to the pages of the article and MM refers to the month or season of the publication, if applicable. If

there is only one issue per year (as is the case with the *Journal of Contemporary Management*) the volume number is followed directly by the colon and page number(s).

- There is no comma after the name of the journal and a colon precedes the page numbers of the article. An indication of the month or season of the journal issue is used (if applicable).
- The name of the journal is in italics with all significant words starting in uppercase (not words like and, in, of).
- Examples:

NICHOLSON B. 2007. Biometric manipulation: some managerial challenges. *Journal of Ethics* 3(2):25-53, Winter.

STEYN TFJ, MOSTERT PG & DE JAGER JNW. 2008. The influence of length of relationship, gender and age on the relationship intention of short-term insurance clients: an exploratory study. *South African Journal of Economic and Management Sciences* 11(2):139-156, Jun.

TSARENKO Y & TOJIB DR. 2011. A transactional model of forgiveness in the service failure context: a customer-driven approach. *Journal of Services Marketing* 25(5):381-392.

WEEKS RV & ERASMUS LD. 2013. Organisational culture and climate: elusive pieces in the healthcare technology management puzzle. *Journal of Contemporary Management* 10: 39-58.

3.2.3 Internet

Standard format

AUTHOR A. Year. Title of contribution. [Internet: complete URL with the hyperlink removed; downloaded on date.]

Examples:

BERGER G, SINHA A & PAWELCZYK K. 2012. South African mobile generation: study on South African young people on mobiles. [Internet: www.unicef.org/southafrica/SAF_resources_mobilegeneration.pdf; downloaded on 2013-02-26.]

NATIONAL DEPARTMENT OF HEALTH. 2012. E-health strategy for South Africa 2012-2016. [http://www.doh.gov.za/docs/stratdocs/2012/eHealth_Strategy_South_Africa_2012-2016.pdf; downloaded on 2012-12-14]

THE MITRE CORPORATION. 2006. Electronic health records overview. [<http://www.himss.org/content/files/Code%20180%20MITRE%20Key%20Components%20of%20an%20EHR.pdf>; downloaded on 15 December 2012]

Note:

- The URL is comprehensive (the full web address). When the URL is long and spans the line end, put a blank space in at the end of the line to force a new line.
- The hyperlink is removed (blue, underlined and with a click diverting to the web page).
- Also note that the specific web page needs to be included in the URL – not only the portal of the corporate website.

3.2.4 Academic works

Standard format

AUTHOR A. Year. Title of speech/research study. Town/city: University. (Note.)

Examples:

MOSTERT PG. 2012. Understanding consumers' intentions in building long-term relationships with organisations Potchefstroom: North-West University. (Inaugural address 23 Feb. 2012.)

VAN ZYL C. 2005. Optimum market-positioning models for South African arts festivals scenarios. Pretoria: University of South Africa. (DCom-thesis.)

3.2.5 Conference papers

Standard format

AUTHOR A, AUTHOR B, AUTHOR C & AUTHOR D. Year. Title of conference paper. Town/city of conference: Name of association/institute. (xth conference of ...; date of conference.) (Optional: any other notes.)

Examples:

NEL D & BOSHOF C. 2012. Customer equity drivers predicting brand switching: a multinomial logit model. Stellenbosch: SAIMS. (24th conference of the Southern African Institute for Management Scientists; 9-11 Sep.) (Work-in-progress presentation.)

VENTER E & FARRINGTON S. 2013. Selected relational-based factors influencing the satisfaction and commitment levels of non-family employees in family businesses. Potchefstroom: SAIMS. (25th conference of the Southern African Institute for Management Scientists; 15-17 Sep.)

3.2.6 Interviews

Standard format

AUTHOR A. Year. Title of discussion. (Interview: date, place; note on record of interview (i.e. how is it available for verification or follow-up research; note to identify the interviewee and justify its expertise.)

Examples:

SCHEEPERS C. 2013. The application of PMBOK® principles in participating in international school choir competitions. (Interview: 6 December, Kempton Park; interview notes in possession of researcher; Mr Cor Scheepers is the PRINCE2® & PMBOK® Leader at Kaizania Academies; email: cor.scheepers@kaizaniaacademies.co.za.)

VAN DER WESTHUIZEN AC. 2013. Considerations for retirement planning: pitfalls in the current financial climate. (Interview: 14 June, Pretoria; audio recording of interview in possession of researcher; Dr Anton van der Westhuizen is CEO of Protea Investments Ltd; email: CEO@Proteainvestments.co.za.)

The list of references must be regarded as an integrated part of the research process and the reporting of the results. The purpose of the references is twofold: it acknowledges the contribution of others and assists in subsequent research.

2.4 MAIN MANUSCRIPT

Title page

Rural schools need managers to strengthen organisational behaviour through work-integrated learning and mentoring

Yolanda Kirsten has a PG Diploma in Management and is a candidate at the NWU School of Business & Governance, North-West University, Potchefstroom, South Africa, 25533312@nwu.ac.za 0820891179.

Petra Bester holds a PhD in Nursing and is the director for the Africa Unit for Transdisciplinary Health Research (AUPeR), North-West University, Potchefstroom, South Africa, petra.bester@nwu.ac.za, 018-299 2094.

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Petra Bester, petra.bester@nwu.ac.za, 018-299 2094.

Conflict of interest

The researcher is currently an employee of the North-West University's mentorship training office at the Faculty of Education. Our mandate is to train experienced, school-based teachers who assist the WIL student-teacher in the mentorship short course. The mentorship training office has experienced various problems related to student-teacher training, which motivated the researcher to investigate the process of WIL and its effects within the Faculty of Education and the South African education context. Although student-teacher placement and practicums associated with the WIL process do not fall directly under the duties of the mentorship office, I, the researcher, would like to declare a possible conflict of interest. To this effect, I followed a rigorous research process with regular peer-debriefing and discussions with my supervisor to ensure that the research is unbiased and of quality.

Research ethics approval

This research was approved by the NWU School of Business and Governance, North-West University (NWU), Potchefstroom Campus.

Abstract

Background: Investigating unsatisfactory reports on work-integrated learning (WIL) of education student-teachers revealed that supervisory teachers have insufficient knowledge in applying theory to practice, resulting in inadequate mentoring. Disappointing organisational outcomes in schools are results of poor organisational behaviour under teachers, poor learning-communities, deteriorating school cultures, and poor leadership.

Research problem: This climate is not conducive to a quality student-teacher WIL experience, and deteriorates the relationship between the mentor-teacher and student-teacher.

Objectives and methodology: A systematic review revealed the best research evidence on conducive organisational behaviour through WIL and mentorship training at rural-based, secondary schools. Four articles (n4) were analysed respective of the individual, group, and organisational levels, according to stage II of the basic organisational behaviour model by Robbins *et al.* (2009).

Implication of findings: Five themes emanated: 1) The teacher's value system and attitude support learner achievement; 2) ideal for WIL and mentorship training are positive, enabling and strength-focussed teachers; 3) organisational level support for teachers is lacking; 4) positive learner outcomes are closely linked with conducive organisational behaviour; and 5) functional operations reports exist despite rural-related challenges.

Contribution of research: By perceiving schools as interdependent organisations, conducive organisational behaviour becomes an integral part of the teacher education curriculum.

(Word count: 200 words)

Key terms: Mentorship, organisational behaviour, rural, secondary schools, systematic review, training, work-integrated learning

1. Introduction

The primary responsibility of a tertiary teacher-educator is to help produce a quality teacher. This is achieved by developing programmes with the core knowledge of teaching, and ensuring coherence and integration between course work and clinical work in schools (Beck & Kosnik 2002; Darling-Hammond 2006; Zeichner 2002). The current process of teaching practice is regarded as segmented and isolated between the teachers, schools, and the higher education institutions (HEI's). Collaboration between schools, teachers and HEI's should achieve three goals, known as the 3 E's, namely "enhance the educational experience of all children; ensure high quality field experiences for prospective teachers; and engage in furthering the professional growth of school and university-based teachers and teacher educators" (Mule 2006). The work-integrated learning (WIL) and mentorship training rely greatly on the organisational behaviour of the school to ensure optimal practice. On the opposite side is the knowledge gained by the supporting teacher during the practicum conducive towards the professional learning culture in the school (Mule 2006; Moulding *et al.* 2014). Therefore, determining the factors that influence school organisational systems influencing is imperative for assisting HEI's in making the most advantageous placement for the student-teacher.

2. Background

The aim of teacher education is to equip teachers in performing essential and demanding tasks, to constantly improve professional competency and performance, and to supply the increasing demand for teachers (Assan 2014). The quality of schooling is considered a significant indicator of a country's future wealth production, the contrary being countries in a permanent state of recession. Teachers as part of the economy and workforce are influenced by various organisational behavioural factors.

Organisational behaviour is a field of study which investigates the impact of individual and group actions and attitudes within an organisation. Within a learning organisation such as a secondary school, the dimensions of organisational behaviour are similar those of any other functional organisation with respect to the individual, group and structure. The individual level comprises the teachers, and the remainder of the levels comprises the formal and informal groups at the school, after which follow the organisational structure and culture within the school.

Stage II of Robbins *et al.*'s (2009) basic organisational behaviour model is based on the contingency theory, and depicts the interaction between the different organisational levels interdependently with known dependent variable outcomes (Robbins *et al.* 2009). The purpose of a behavioural model in this research is to obtain and apply information that will improve the school's effectiveness, the professional learning communities, and the teacher; to optimise a school culture that will ultimately ensure learner achievement, which is the sole focus of the education system.

Behavioural problems in schools are not limited to any particular countries and are not only a feature of developing countries. Various international studies have indicated that deficient classroom behaviour is considered the foremost problem faced by teachers and schools (Haydn 2014). The success and attrition of teachers are influenced by factors such as disruptions and working atmospheres in classrooms (OFSTED 2009), where teachers who experience problems with managing learners have been found to develop poor self-esteems, as their inability to contain their classes reflect poorly on their teaching skills.

South Africa experiences similar challenges in cultivating effective learning cultures in schools and presents a context of complex organisational behavioural aspects which should be considered. Even a post-apartheid South Africa faces challenges of unequal education among urban and rural schools. The Department of Basic Education classifies schools as dysfunctional or functional (NQF 2015). Dysfunctional schools make up 75% of the total number of schools, and are situated within the least developed, poorest rural areas, predominantly encountered in the provinces of Kwazulu-Natal, Eastern Cape and Limpopo (Gardiner 2008; Spaul 2012).

Large government expenditure on education in South Africa appears not to have improved conditions or education in these areas as much as needed, as is evident in reported low pass rates and high teacher absenteeism (Assan 2014).

Research on rural schools has indicated that principals and teachers experienced isolation and felt marginalised in these areas, struggling to adjust to the socio-economic pressures in which they had to teach, poor school cultures, and learner abilities which are at unacceptably low levels (Spaul 2012). Consequent to inadequate teaching environments were negative emotions which manifested in stress, anger, and anxiety, ultimately resulting in low citizenship engagement and attrition in the teaching profession, as depicted in the outcomes of the organisational behaviour model (Robbins *et al.* 2009)

The Declaration of the Teacher Development Summit Report of 2009 addressed these critical concerns which were again echoed in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011 – 2025 document (refer to figure 1.1). The framework focussed on the recruitment and training of new teachers and preparing them for the world of work, and the professional development of the existing teacher. These goals were emphasised in the DBE's 2011 action plan, in which the education workforce's well-being was included as a future goal (DBE 2011a). According to the DoE (DoE 2006; Palomera *et al.* 2008) "the policy framework for teacher education and development is underpinned by a belief that the teacher is the driver of a good quality education system".

School culture is defined as the difference between an effective and an ineffective school, and involves those perceptions, beliefs, relationships, attitudes and rules which encompass the school. Within this organisational framework, the student-teacher must be accommodated for mandatory WIL according to the minimum requirements determined for teacher education

qualifications (Willegems *et al*, 2017). Three elements were found to be essential in the WIL process, namely the supervision teachers during the practicum; the commitment of schools towards the training of education students; and the pairing with a teacher who is qualified in the phase and subject of the student-teacher. As an intervention to ensure quality in the WIL process, the supervisory teachers completed mentorship training for supporting the student-teacher in accordance to the requirements of the HEI. However, numerous teachers did not subscribe for the training for various reasons, in which a lack of citizenship engagement and teacher agency within their profession is evident. The lack of supervisory support and inadequate placement schools were more pronounced at schools used by the distance education students during practicums, of which many of the students were found to be concentrated in rural areas. Placement school selection is left to the student-teacher in which circumstances many of the schools chosen, even though they were classified as functional by the DBE, are situated in areas and provinces which are unfamiliar to HEI's not situated in these areas. Feedback from the students regarding teachers and schools included:

- Teachers were uncooperative regarding lesson presentations, showing a lack of support in lesson planning, work schedules and classroom activities.
- Teachers and schools were unsupportive of students from cultures different from their own.
- Teacher experienced conduct involving misbehaviour, mockery, and difficulties with learner discipline.
- Teachers observed high absenteeism.
- Teachers worked in overcrowded classes.
- School resources were lacking.
- Teachers and learners have a low level of literacy and lack in formal education.
- Language barriers were a deterring element in communication.

The WIL process remains one of the largest quality problems in initial teacher training, and by identifying the various organisational structure components, the HEI can determine the effectiveness and quality of practice schools.

3. Problem statement

The overall outcomes of a school, as an organisation, are closely related to the school's culture and are an expression of the relationships that exist between all of its diverse stakeholders. These relationships are interdependent and have internal and external forces. Teachers are instrumental in a school's organisational culture and in evolving professional learning communities. They function within the roles and responsibilities of a very specific schooling system whilst having a direct influence on learner progress, the effects of which will extend even beyond the learner's schooling years and into the workforce and employment sector. In a similar way, teachers also influence the student-teacher. Within the South African schooling system, teachers in rural contexts function within resource-poor environments. Yet, these rural-positioned schools are

oftentimes the very schools in which student-teachers are placed for practice exposure through work-integrated learning (WIL), making the need for improvement in these schools all the more imperative.

It is also within these overburdened and under-resourced schools where teachers, through WIL, become active mentors in facilitating “citizen behaviour” as an additional function to their daily tasks. When considering the influential links between the professional development of teachers, the culture of the school; diversity and citizenship; citizenship and mentorship as well as WIL and mentorship, the question asked was “What should the organisational behaviour in a rural school comprise to be conducive to WIL and mentorship training on (1) individual, (2) group, and (3) organisational levels?” In order to analyse the core of the problem, the organisational behaviour in rural-based schools within the South African context was used as a departure point, using the best available evidence by means of a systematic review.

4. Methodology

A systematic review was the appropriate methodology selected to find the best research evidence on conducive organisational behaviour in rural schools conducted through WIL and mentoring training. To ensure inter-rater reliability, two independent reviewers followed the rigorous eight-step methodology (Botma *et al.* 2014) in accordance with a pre-developed protocol. These eight steps included (1) identifying the research problem by means of a preliminary scoping of literature; (2) developing a research protocol; (3) locating relevant research; (4) selecting the relevant research; (5) appraising the quality of the research critically; (6) extracting the data; (7) synthesising and summarising the data; and (8) documenting a research report and disseminating the results. Where disagreements arose, a researcher with international training on systematic reviews acted as consultant to resolve these disagreements and assisted in reaching consensus. Preliminary scoping searches were done to frame the review question. The PICOT framework (Davis 2011) was used to determine the scope (Population: teachers, mentors, educators; Intervention: work-integrated learning, WIL, mentorship, mentoring; Context: High school, secondary school, public school, rural; Outcomes: Conducive organisational behaviour; Time: all research evidence since 1994), which enabled formulation of inclusion and exclusion criteria. Inclusion criteria included articles presenting appropriate organisational behaviour related to either WIL and/or mentorship in the rural setting at secondary schools; articles available for review despite subscription or reasonable cost; and articles since 1994 because South Africa’s education system was reformed post-apartheid. One exclusion criterion was formulated, namely articles that addressed WIL and/or mentorship with no relation to rural, secondary schools.

4.1 Search strategy

Initially, the article selection criteria were broad and comprehensive, so as to include the most relevant literature. The Cochrane Library, the Campbell Collaboration, and DARE were screened for possible reviews and none was found. From the PICOT-framework, the search strategy was

developed by the researchers in PubMed (Medline) and comprised a combination of key and MeSH terms, separated by Boolean operators. Searches were limited to the period 1994 to present, to include all possible articles within post-apartheid South Africa. There was no limitation regarding study design or language. The search strategy was modified for the following added databases: Academic Search Premier, Business Source Premier, Cinahl with full text, Eric, Masterfile Premier, PsychINFO, Emerald, Google Scholar, JSTOR, and ScienceDirect, and were selected for sufficient responses obtained during the introductory searches. The concluding search strategy was: (teach* OR mentor* OR educat*) AND ("work-integrated learn*", "service-learn*", "WIL") AND/OR (mentor*) AND ("high school*" OR "secondary school*" OR "school*") AND rural AND (conducive OR positive* OR enabling AND "organisa* behaviour") AND/OR 1994).

4.2 Selection of articles

Articles were selected according to the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) system. PRISMA illustrated the data collection process (Liberati *et al.* 2009) (refer to figure 1). Titles and abstracts were analysed for appropriateness before relevant full text articles were obtained and screened for admissibility against the inclusion criteria. Thereafter, bibliographies of retrieved articles were screened for possible identification of primary studies which might have been missed during the electronic searches. No article was unobtainable, unavailable or not in English. (Preferred position for figure 1)

4.2.1 Critical appraisal and data extraction

Four appropriate full-text articles were retrieved and appraised critically, according the standardised critical appraisal tool: McMaster University's review for qualitative articles (Letts *et al.* 2007). Thereafter, the Cochrane Collaboration Risk for Bias tool (The Cochrane Collaboration 2015) was applied to the four articles to declare selection bias, attrition bias, reporting bias, and other sources of bias. After the articles were deemed appropriate following the bias screening, data was extracted with which to complete the NOTARI data extraction tool adapted from the Joanna Briggs Institute (nd). After this, the following content was extracted and summarised into a table of findings, followed by data synthesis and analysis: record number, author, year of publication, journal and title of publication; methodology: the design and methods, population, sampling and sample size; research setting: the physical context where the research was conducted and the geographical location; organisational behaviour on each organisational level according to the contingency theory (Robbins *et al.* 2009), divided into individual, group and organisational levels. Next, the four articles were critically synthesised (Botma *et al.* 2010) in a narrative style. Interrater reliability was enhanced by having two independent reviewers conduct the same review, and having regular consultation sessions with an experienced reviewer as additional consultant. This research was ethically cleared by the Faculty Research Meeting of the School of Business and Governance (project number EMSPBS16/06/03-01/64). (Preferred position for table 1, 2, 3)

5. Results

All four articles collected as data emphasised the importance of the organisational behaviour model's individual level according to stage II of Robbins *et al.* (2009), with the emotional aspect – support and the ability of the supervisory teacher – consistent in all articles. In these articles, student-teachers barely mentioned the group and individual level learning of their mentors, and Rusznyak and Walton's (2017) article did not make any mention of professional learning as far as student-teacher preparation was concerned. The articles by Abongdia *et al.* (2015), Assan (2014), and Rusznyak and Walton (2017), of which all were based on the South African rural context, referred to organisational structure. The article based in the context of rural America by Childre and Van Rie (2015), did not make any reference to school culture, structure, or technology, which may indicate that this might not be a concern in their area or country.

Five (5) themes emanated from the data analysis: (1) teachers should have supportive and enabling values and attitudes; (2) as mentors, teachers should be positive, motivated and strength-focussed; (3) schools lack supporting environments at an organisational level; (4) positive learner outcomes presented themselves despite challenges associated with rural areas; and (5) a functional operational structure should be present amidst rural realities.

Teachers presented with supportive and enabling values and attitudes

On an individual level, the conducive organisational behaviour for teachers who can be included for WIL and mentoring, is to be supportive, present and enable values and attitudes. The focus of a student-teacher is on the positive feedback of their mentors, when potential outcomes will be the interpersonal and psychosocial development of the student-teacher, respect, professionalism, and a sense of collegiality (NWU 2015). In rural communities, support, values and attitudes are encompassed by Ubuntu. Literally translated, Ubuntu means that an individual can only be a person through another individuals, in other words that the individual's whole existence and wellbeing are relative to the group. Ubuntu embraces the spirit of harmony, caring, community, hospitality, respect and responsiveness (Makgoro 1998; Ncube 2010).

Teachers as mentors are positive, motivated, and strength-focussed

The second theme highlights that on an individual level, teachers as mentors are required to be positive and motivated in their workplace and to remain strength-focussed, also during WIL. The focus must be student-teacher's development by providing teaching, counselling, information, challenging assignments, building self-esteem, and offering protection combined with healthy personal relationships and reaching out in friendship. Positivity, motivation, and strength-focus, are an entire set of characteristics referred to as psychological capitals deployed in the persons' professional life (Simon 2009). A relationship between the psychological capital of the employee and their professional performance ensures a good relationship between the mentor and the student-teacher (Brandt *et al.* 2011).

Limited supportive environment on organisational level

The third theme addresses teachers and learners exposed to a limited supportive environment at an organisational level. Even in the event of positive individual and group relationships, the absence of support at the organisational level – a typical feature of rural areas – is a reality. Rural areas have been found not to be attractive WIL candidates for teachers; this combined with poorly resourced schools, are a deterrent to retaining good teachers, ultimately affecting school achievement in a negative light (Du Plessis 2014). In such schools, principals have multiple roles to fulfil as they do not have the resources available to appoint deputy principals; these unrealistic expectations give rise to stress and decreased job satisfaction, thereby undermining the very transformatory role essential in rural schools (Du Plessis 2014). This increasing pressure is transferred onto the employees in the workplace, resulting in stress, burnout and an ultimately negative impact on teacher wellbeing and happiness and thereby on psychological capital as a resource for the employee.

Positive learner outcomes presented

Fourthly, the four articles indicate that positive learner outcomes can present on individual, group and organisational levels, despite the challenges associated with being a rural school. Research has found that the development of strong professional communities in schools increases the sense of collective responsibility towards learner achievement and school reform (Louis & Marks 1998). The mentality of collectivism cultivated by Ubuntu encourages teamwork and promotes a non-competitive environment, viewed as a spirit of working together towards a common goal and the prosperity of the organization instead of the individual (Piek 1997).

Functional operational structure is present

The fifth theme highlights that, while being schools in rural settings, functional operational structures can be obtained still. This does not refer to the brick and mortar of a school but rather the community, built by the school culture (Graham 2007). The essential component in any operational structure is leadership. Where a challenging environment is concerned, transformational leadership from the principal and school management team, who have the ability to transform the members and environment within which they function, is essential. Transformational leadership will result in relationships of trust and lead to productivity and predictability in the responses of the employees (Blunt & Jones 1997).

7. Recommendations

7.1 School system

Stage II of the basic organisational behaviour model by Robbins *et al.* (2009), offered valuable insight on the school as an organisation; therefore it is imperative to develop an organisational model for schools by determining the various dependent and independent variables in the school organisation on all three levels which are the individual, the group, and the organisation, including

their various interactions. This model is recommended as a determinant for a WIL placement school.

7.2 Individual level

The characteristics reported as essential in their mentors by student-teachers focussed on the values, attitudes, beliefs, perception and ability of the teacher. Therefore, it is evident that emotional attributes weighed outweighed biographical attributes such as race, age, and gender in practicum experiences. The holistic approach of organisational behaviour in a school attempts to address the individual as the axis of the organisation which, in a school organisation, is the teacher as described by (Palomera *et al.* 2008). The teacher interactions in the school organisation determine the outcomes of the organisation, which are learner achievement and citizenship, and are cardinal to the mentor-teacher of the student-teacher. Such a student-teacher delivered in the education system will in return have the same responsibility in and influence on their organisation. Evidently, it is imperative that the teacher be of the highest quality to interact positively in the school organisation, thereby becoming the new benchmarks for quality of new teachers in the system. Emotion is considered an intrinsic factor in teaching and learning (Chang 2013), as is supported by research findings with respect to the emotional support of student-teachers during WIL. Understanding the importance of the individual in the organisational behaviour model is essential to building a healthy school culture, and in the process, improving overall learner discipline and achievement, ensuring teacher retention, and avoiding teacher burnout, thereby improving the delivery of education as a whole.

7.3 Group level

The group level involves both formal and informal groups in the school organisation. Although the student-teachers have not referred to any groups or communities within the school, research has established that WIL is beneficial to the teacher as a professional development tool. The current model proposed for the establishment of professional learning communities by the DBE describes the group level tier of the organisational behaviour model in detail and proposes suggestions on how to establish a community of practice in a school. However, it fails to describe the integration of the teacher on the individual level into the professional learning community and thereafter the integration of the professional learning community into the organisational level of stage II of the organisational behaviour model (Robbins *et al.* 2009). A successful organisational model in schools cannot be established as long as only one of the levels is addressed, and the process should be approached by means of a strategic implementation plan with systematic processes, and the participation and collaboration of all role players.

7.4 Organisational level

The student-teachers referred concurrently to the structure and culture of the school with relation to poor learner discipline and limited instructional resources. The brick and mortar did not deter them from their experiences. An organisation's success and the implementation of initiatives for

improvement reside in adequate management. School principals and management teams should be trained formally in the implementation of an effective organisational behaviour model to enable the school culture improvement.

8. Conclusion

The integrated strategic framework by the DBE has envisioned professional practice schools for the purpose of teaching-practice, which can only be performed at a DBE-categorised functional school (DBE 2011b). Yet functional schools only present 25% of all schools and there is no guarantee that they will serve as appropriate WIL placement schools. (Zeichner 2002) referred to the WIL process as a case of “good fortune” when the student-teacher is accidentally privileged to be placed at a supportive school, which will be a contributor in their development as a novice teacher. The current professional practice school requirements in principle eliminate 75% of all schools in the country, which are predominantly in poor, resource-burdened rural schools, implicating that they will remain dysfunctional. Marginalisation of schools excludes teachers and learners from the best education practices, producing low school outcomes with unskilled learners who will not be able to contribute to socio-economic upliftment in their communities and areas. HEIs should take greater responsibility in this process, and contribute to the professional development of the school-based teacher and school management, cultivating school cultures that will be mutually beneficial to both the student-teacher and the school organisation.

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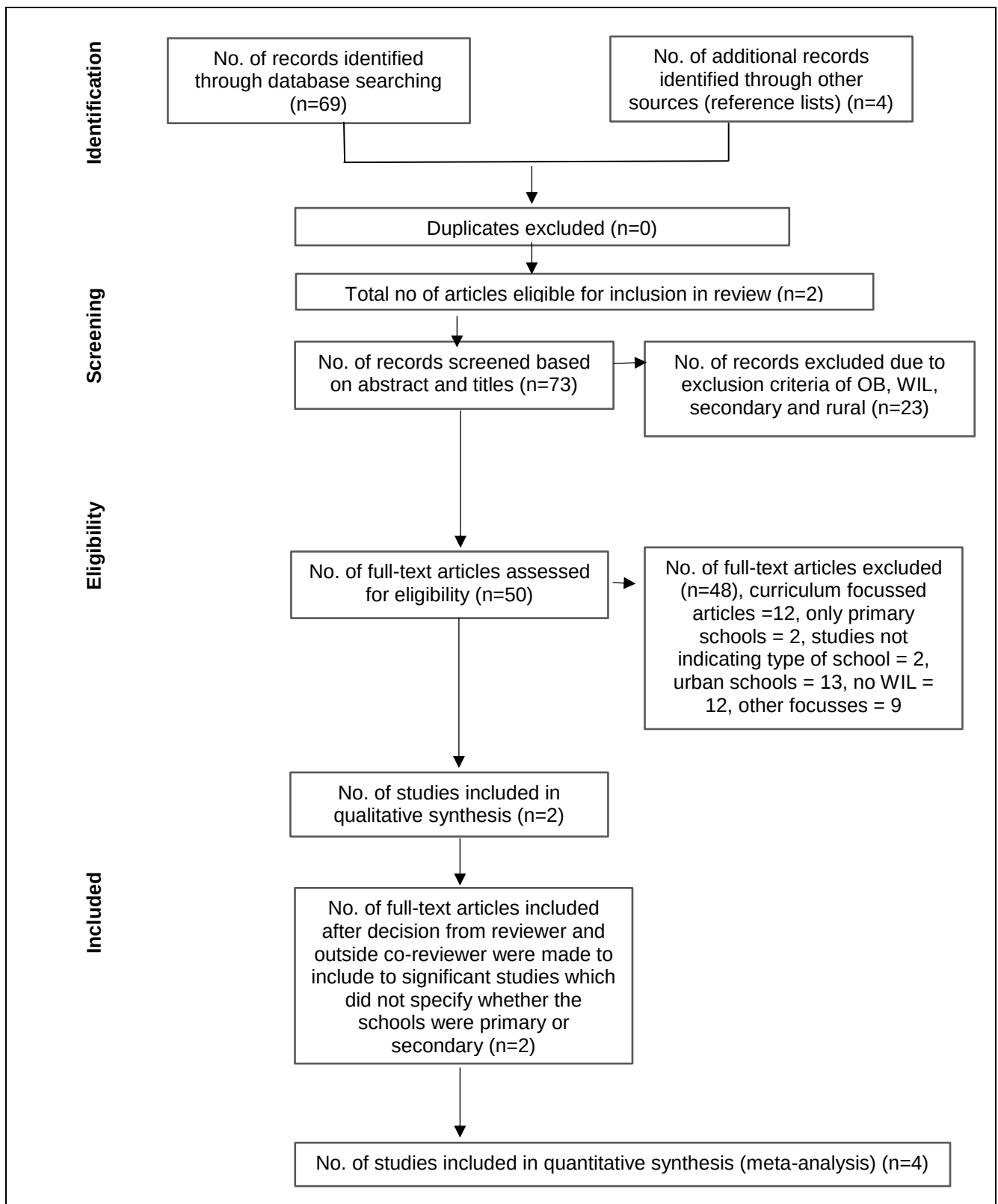
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FIGURES

Figure 1: Proposed PRISMA (2015) flow of information through the different phases of the systematic (Liberati *et al.*, 2009)



TABLES

Table 1: Organisational behaviour model, level 1: Individual level – teachers/mentors

AUTHOR	ARTICLE AND JOURNAL	YEAR	INDIVIDUAL LEVEL: TEACHER/MENTOR												
			OUTCOMES: CONDUCIVE ORGANISATIONAL BEHAVIOUR								INTERVENTION		CONTEXT	POPULATION	
			Biographical characteristics	Personality and emotions	Values and attitudes	Ability	Perception	Motivation	Individual learning	Individual decision making	WIL	Mentoring		Teacher profile	Student profile
Edwin and Assan	Work-integrated learning (WIL): A phenomenographic study of student-teachers' experiences (Mediterranean Journal of Social Sciences)	May-14		Friendly, welcoming	not selfish, supportive	qualified teachers		high motivation			x	x	Challenges in schools during practicum at rural secondary schools	Supervisory teachers in rural secondary schools, open-ended questions, interviews	mix of 47 4th year BE.d and PGCE students
Rusznayk and Walton	Could practicum placements in contrasting context support the preparation of pre-service teaches for envisaged inclusive education system? A South African study (International Journal of Disability, Development and Education)	Dec-16		Friendly	high morale, supportive, empathy, accountability	qualified teachers	no marginalisation of learners and view of deficiency				x	x	Comparison between teacher practice experiences at urban, rural and special schools over period of a year	Supervisory teachers in rural secondary schools, focus groups, reflective journal entries	25 students at rural schools, 1st and 2nd year BEd

Abongdia, Adu and Foncha	Pre-service teachers' challenges during teaching practice in one university in the Eastern Cape, South Africa (International Journal of Educational Sciences)	2015		Inspire	Supportive, role models Positive attitude toward ST, professional conduct, effective, punctual, present	Trained and developed to cope in classroom		Appraising, encouragement			x	x	Interpretive study in the study. Reflective journals were used which was completed after each lesson presentation		67 student-teachers with English subjects placed at a variety of schools not mentioned but indicate to include secondary schools..
Childre and. van Rie.	Mentor teacher training: A hybrid model to promote partnering in candidate development (Sage Journals)	2015			Supportive	Best practice, knowledge of behavioural management strategies		(1) Monetary, (2) professional learning credits, (3) graduate credits,			x	x	P12 (Kindergarden to Gr 12) teachers trained as a mentor for ST in special education in rural setting	12 teachers of the intended 51 competed the mentorship training	62 student-teachers in 20 rural placement schools

Table 2: Organisational behaviour model, level 2: Group level – professional learning communities

AUTHOR	ARTICLE AND JOURNAL	YEAR	GROUP LEVEL: PROFESSIONAL LEARNING COMMUNITY												
			OUTCOMES: CONDUCIVE ORGANISATIONAL BEHAVIOUR								INTERVENTION		CONTEXT	POPULATION	
			Communication	Other groups	Conflict	Power and politics	Group structure	Work teams	Group decision making	Leadership and trust	WIL	Mentoring		Teacher profile	Student profile
Edwin and Assan	Work-integrated learning (WIL): A phenomenographic study of student-teachers' experiences (Mediterranean Journal of Social Sciences)	May-14								Supportive principals	x	x	Challenges in schools during practicum at rural secondary schools	Supervisory teachers in rural secondary schools, open-ended questions, interviews	Mix of 47 4th year BEd and PGCE students
Rusznayk and Walton	Could practicum placements in contrasting context support the preparation of pre-service teaches for envisaged inclusive education system? A South African study (International Journal of Disability, Development and Education)	Dec-16													
Abongdia, Adu and Foncha	Pre-service teachers' challenges during teaching practice in one university in the Eastern Cape, South Africa (International Journal of Educational Sciences)	2015						Supportive colleagues		Supportive management	x	x			

Childre and. van Rie.	{Childre, 2015 #698} (Sage Journals)	2015	Lecturer with mentors					Groups of supportive mentors		Lecturer mentoring the student-teachers mentor					
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Table 3: Organisational behaviour model, level 3: organisational level - school

AUTHOR	ARTICLE AND JOURNAL	YEAR	ORGANISATIONAL LEVEL: SCHOOL								
			OUTCOMES: CONDUCTIVE ORGANISATIONAL BEHAVIOUR								
			Organisational culture	Organisation structure and design	Work design and technology	Human resource policies and practice	INTERVENTION		CONTEXT	POPULATION	
							WIL	Mentoring		Teacher profile	Student profile
Edwin and Assan	Work-integrated learning (WIL): A phenomenographic study of student-teachers' experiences (Mediterranean Journal of Social Sciences)	May-14	low learner misconduct, low learner absenteeism, culture of learning	No overcrowding classrooms			X	X	Challenges in schools during practicum at rural secondary schools	Supervisory teachers in rural secondary schools, open-ended questions, interviews	mix of 47 4th year BEd and PGCE students
Rusznayak and Walton	Could practicum placements in contrasting context support the preparation of pre-service teachers for envisaged inclusive education system? A South African study (International Journal of Disability, Development and Education)	Dec-16		No intimidation, inclusivity.	Inclusive teaching pedagogy, focus more on knowledge gaining than curriculum pacing		X	X	Comparison between teacher practice experiences at urban, rural and special schools over period of a year	Supervisory teachers in rural secondary schools, focus groups, reflective journal entries	25 students at rural schools, 1st and 2nd year BEd
Abongdia, Adu and Foncha	Pre-service teachers' challenges during teaching practice in one university in the Eastern Cape, South Africa (International Journal of Educational Sciences)	2015	Low absenteeism, respectful parents, and learners,	No overcrowding classrooms, Manageable administration tasks, effective school	Less pressure on extra-mural activities,	respect for teachers personal and family life	X	X			
Childre and. van Rie.	Mentor teacher training: A hybrid model to promote partnering in candidate development (Sage Journals)	2015									

CHAPTER 3 CONCLUSIONS, EVALUATION, LIMITATIONS, RECOMMENDATIONS AND POLICY BRIEF

3.1 INTRODUCTION

Chapter 3 is the conclusion of the research. After the formulation of the final research conclusions, the chapter offers a self-reflective evaluation and declares the limitations experienced. Recommendations are formulated for the conducive organisational behaviour of WIL and mentorship training for secondary schools.

3.2 CONCLUSION

The following concluding statements are presented:

- The organisational behaviour model of Robbins *et al.* (2009) would be a good departure point to indicate the inter-relatedness and characteristics of the different levels and to determine a predictable outcome in a school system.
- The most important characteristics of a teacher are values, attitudes, beliefs, perceptions, motivation and ability. The focus was placed more on the emotional attributes than biographical attributes indicating that perceived problems such as race, gender and age are irrelevant for the student-teacher.
- On organisational level the school culture was predominantly present as a result of poor learner discipline and limited resources to teach with. The physical surroundings and structure of the building did not detract from the WIL experience.
- Schools should have a functional organisational structure in order to perform optimally, with dependent outcomes.
- Integrate the current professional learning model of the DBE into the organisational behaviour model.

3.3 EVALUATION

The research is evaluated through self-reflection related to the research question, initial research objective, realisation of the proposed methodology, and the focused question asked within the systematic review.

3.3.1 Research question

The research question “What should the organisational behaviour in a school be in order to be conducive to WIL and mentorship training on (1) individual (2) group and (3) organisational level?” was a valid question because the background argued that there was a noticeable absence of organisational behavioural studies in rural, secondary schools.

3.3.2 Objective

The proposed research objective is considered to be achieved and after critical appraisal, exploration, analysis and synthesis of the selected articles; the researcher concluded “the best available evidence on conducive organisational behaviour which exist in secondary schools in remote rural areas can indeed be separated in three different organisational behaviour tiers; individual; group; and organisational level to achieve a dependent outcome which will be conducive to WIL and mentorship training.

3.3.3 Realisation of the methodology

A systematic review was conducted by the researcher to address the research question. This was deemed and appropriate approach to explore the best evidence available regarding organisational behaviour in schools to enhance the WIL and mentorship training during the practicum of a student-teacher in a rural and secondary school. Although globally and nationally research are done on the professional development of teachers and their well-being and the quality assurance of WIL the research on organisational behaviour in schools regardless of the demographics are limited contrary to belief that it would be the central focal point of research in school culture and development. The researcher could only isolate four (n=4) articles during the systematic review. The researcher focussed on primary data related to the search of secondary and rural but after only two (n=2) articles were found relevant to the research the researcher reverted to two (n=2) other articles with valuable content but no indication of the composition of the school data sample.

3.3.4 Central theoretical statement

The central theoretical statement declared in 1.7 of Chapter 1 is still supported on the conclusion of this research. The review revealed that despite the limited organisational behaviour research available there is five resonating themes throughout all three the organisational behaviour levels (1) teachers should be supportive and have enabling values and attitudes; (2) mentor-teachers are positive, motivated and strength-focused; (3) limited supportive environment exist in schools on organisational level; (4) positive learner outcomes are possible in rural schools regardless of the challenges presented; and (5) a functional operational structure should be present.

3.3.5 Focus question

The PICOT framework was adopted to analyse the formulated research question (refer Figure 1-5 in Chapter 1). The PICOT guided an extensive search strategy that was simplified during the various searches. The difficulty of finding articles that fit the inclusion criteria was a gap identified in the PICOT. Multiple articles were available on student-teacher practice and WIL but limited

articles when rural, organisational behaviour and secondary schools were added to the search string.

3.4 LIMITATIONS

The following limitations are declared:

- Despite the initial, rigorous searches, the researcher found that limited research exist on the organisational behaviour conducive to WIL and mentorship in secondary schools. In order to decide if the process should include all schools a third outside reviewer were approached for assistance.
- There was incongruence in the literature regarding the definition of rural.
- There is limited research available that address the organisational behaviour on all three the levels and in the majority of articles only one of the levels would be addressed.
- All the reports were based on the opinion of the student-teacher and no literature is evident from the perspective of the existing teacher, school or learner.

3.5 RECOMMENDATIONS

Recommendations are categorized into organisational behaviour in schools, WIL, mentorship training and further research.

3.5.1 Organisational behaviour in schools

- The research displays the need to develop an organisational behaviour model for schools and to determine the interaction of various dependent and independent variables and the external factors influencing organisational behaviour in schools. This model should be made policy by the DBE as a determinant for a WIL placement school.
- The implementation of a model should be attempted as an official strategic plan with a shared vision which is designed and projected with the support and collaboration of the principal, school management team, school governing body, teachers, learners, parents and a community of practice expert in teaching and learning from either an outside organisation or a HEI.
- Professional development in the organisational behaviour model relates to all three tiers which indicates that development of personnel is at the core of the organisation. From the literature review it is evident that various factors influence the teachers' or the schools' acceptance towards professional development even though various initiatives from the DBE, SACE and various NGO's have been launched which indicates that the material or courses presented might not contribute towards the teachers' daily activities and therefore instils no interest or urgency.
- The poor delivery of skilled or academic proficient learners is the main deliverable of schools in South Africa, which is the result of an inadequate organisation structure, it is therefore recommended that the DBE invest in formal management training of the school management team by means of a degree or post-graduate diploma.

- Schools should be rated according to their proficiency level after the implementation of an organisational behaviour model and placed on a national database to enable HEIs to make the correct placements in a specific town or area.

3.5.2 Work-integrated learning and the Higher Education Institute

- The HEI should play an instrumental role in the identification of practice schools according to the demographics of their students and should invest in the structure and professional training of these schools.
- HEI has been urged on many occasions to address their relationship with schools and become more involved. Currently this is done by addressing the academic literacy of a first year student. It is however recommended that each faculty in an HEI identifies the void in their students and communicate this to a central point where curriculum can be addressed.
- A HEI with an education faculty should be motivated to establish a professional development division for teachers where research can be conducted and collaboration with other faculties to address voids in their professional practice schools.
- The HEI have the resources to develop material which can be made available to schools to address the gap in the curriculum and can add to the professional training of the teacher to strengthen and empower teachers in their various subjects and keep them abreast of development and innovations.
- The WIL office at an HEI should take the responsibility of placing students only at a school which meets the requirements set for professional practice schools.

3.5.3 Mentorship training

The mentors have the responsibility of assessing a student-teacher as competent to become a teacher, these mentors are not always professionally developed or are presenting classes in subjects they are not qualified in and thereby assessing student-teacher from that perspective. A quality rating system should be implemented for mentors.

3.5.4 Further research

The interaction and inter-relatedness of the various dependent and independent variables and the required outcomes in a school should be researched and the external factors which impact on the SA education system and school should be researched and documented.

3.6 POLICY BRIEF

A policy brief (refer to addendum xxx) is considered a short and neutral summary of a particular issue or problem. Policy briefs are in the form of a report which is designed to facilitate policy-making. The purpose of a policy brief can be summarised as a tool to convince the target audience of the urgency of the current problem and the necessity in adopting the preferred course of action outlined in the brief and therefore serve as an impetus for action. A policy consists of six steps with the following considerations to be taken into account; the targeted audience of the

researcher; the issue or the problem addressed; the policy role players, example the policy makers at the DBE; the interest of these role players; the recommendations and how to implement the findings to the community. Full-length research documents and academic papers are time consuming for policy makers and it has been established that policy makers has leniency towards 30 minutes of reading a policy brief (Jones & Walsh, 2008). Policy is therefore an effective communication method of proposing research to policy makers and reach large audiences through different networks. It was found that a well prepared policy brief will be circulated faster between colleagues, should it be considered important (Beynon *et al.*, 2012). The targeted audience are people with influence in the policy making process in both the private and public education system, who might be able to assist in proposing various suggestions and solutions. This expands the range of people who will have access to the brief. The policy brief formulated in this research is presented after the summary and is the final contribution to this research.

3.7 SUMMARY

In Chapter 3, the researcher has evaluated the research conducted and made several recommendations for future considerations by the various role players at all education levels towards the organisational behaviour to be considered in the context of a rural environment. As a contribution towards education the researcher has formulated a policy brief to distribute the information in a condensed, user friendly format. In conclusion, this research has indicated a void in the education system which is detrimental to the optimal enabling of student-teachers, impacting in return negatively on the potential of South African youth.



Policy Brief

ORGANISATIONAL BEHAVIOUR IN SCHOOLS

20 NOVEMBER 2017

Rural schools need managers to strengthen organisational behaviour through work-integrated learning and mentoring

EXECUTIVE SUMMARY

A rigorous systematic review was done to determine the organisational behaviour in rural schools for conducive work-integrated learning for education student-teachers. Four studies were analysed and synthesised. Organisational behaviour in schools was explored through the lens of and adapted organisational behavioural model to define schools. The model is deconstructed in three defined levels namely; individual, group, organisational. The positive outcomes of these levels are the elements required for an optimal teaching practice experience.

Individual level – teacher/mentor:

- Attitude and stress
- Task performance
- Citizenship behaviour
- Withdrawal behaviour

Group level – professional learning communities

- Group functioning
- Group cohesion

Organisational level – school structure, professional orientation, quality of the learning environment and student centered focus

- Productivity
- Survival

CONTEXT

The policy brief is aimed at decision makers in governmental departments, Deans of education faculties at Higher Education Institutions, work-integrated learning offices and professional teacher development divisions and initiatives regarding the development of an organizational behaviour model for teacher practice schools.

Supporting teachers at placement schools have insufficient knowledge to apply theory to practice and provide inadequate mentoring to the student-teacher (ST). Disappointing organisational outcomes can be contributed to a confluence of poor organisational behaviour (OB) in teachers, an absence of a learning community, deteriorating school culture and a lack of leadership.

RESULTS

Five themes emanated,

Teachers presented with supportive and enabling values and attitudes

On an individual level, the conducive organisational behaviour identified from teachers that can be included into WIL and mentoring, is to be supportive and presenting enabling values and attitudes. The focus of a student-teacher is on the positive feedback of their mentors, potential outcomes will be the interpersonal and psychosocial development of the student-teacher, respect, professionalism and a sense of collegiality.(NWU, 2015). In rural communities support, values and attitudes are encompassed by Ubuntu. Literally translated Ubuntu means that a person can only be a person through another person, in other words the whole existence and

wellbeing of the individual is relative to the group. It embraces the spirit of harmony, caring, community, hospitality, respect and responsiveness (Makgoro, 1998, Ncube, 2010)



Teachers as mentors are positive, motivated and strength-focused

The second theme highlights that teachers as mentors, on an individual level, requires to be positive and motivated in their workplace and remain strength-focused also during WIL. The core focus is the development of the student-teacher, in providing teaching, counselling, information, challenging assignments, building self-esteem and offering protection combined with a healthy personal relationships and reaching out in friendship. Positivity, motivation and strength-focus is an entire set of characteristics which is referred to as psychological capitals deployed in the persons' professional life.(Simon, 2009). A relationship between the psychological capital of the employee and their professional performance (Brandt et al., 2011) was established and this ensures a good relationship between the mentor and the student-teacher.

Limited supportive environment on organisational level

The third theme describes that teachers and learners are exposed to a limited supportive environment on an organisational level. Even

in the event a positive individual and group relationships, the absence of support on an organisational level, which is closely linked to being rural, is a reality. It has been determined that rural areas are not attractive for teachers, combined with a poorly resourced school, retention of good teachers are not possible, negatively affecting school achievement (du Plessis, 2014). School principals have multiple roles to fulfil at a school as they do not have the resources available to appoint deputy principals, these unrealistic expectations give rise to stress and decrease job satisfaction, undermining the transformation role which is essential in a rural school (du Plessis, 2014). This increasing pressure is transferred onto the employees in the workplace causing stress and burnout and ultimately having a negative impact on their wellbeing and happiness and a decrease in psychological capital as a resource for the employee.



Positive learner outcomes presented

Fourthly, it is deduced from the four articles that positive learner outcomes can be presented on individual, group and organisational levels despite the challenges associated with being a rural school. Research has found that the development of strong professional communities in a school increase the sense of collective responsibility towards learner achievement and school reform (Louis and Marks, 1998). The mentality of collectivism cultivated by Ubuntu encourages teamwork and promotes a non-competitive environment, this is viewed as a spirit of working together towards a common goal and the prosperity of the organization instead of the individual (Piek, 1997).

Functional operational structure is present

The fifth theme highlights that in the midst of being schools in rural settings, functional operational structures can be obtained. This does not refer to the brick and mortar of a school but rather the community, build by the school culture (Graham, 2007). The main component in an operational structure is leadership. In the case of a challenging environment, transformational leadership from the principal and school management team who has the ability to transform the

followers and environment in which they function. This results in relationships of trust and leads to productivity and predictability in the responses of the employees (Blunt and Jones, 1997).

RECOMMENDATIONS

- The basic organisational behaviour model, stage II of (Robbins et al., 2009) offered valuable insight into the school organisation, it is therefore imperative to develop an organisational model for schools, determining the various dependent and independent variables in the school organisation on all three levels, individual, group and organisation and their various inter-relatedness with each other. This model should be the determinant for a WIL placement school
- The implementation of a model should be attempted as an official strategic plan with a shared vision which is designed and projected with the support and collaboration of the principal, school management team, school governing body, teachers, learners, parents and a community of practice expert in teaching and learning from either an outside organisation or a HEI.
- From the literature review it is evident that various factors influence the teachers' or the schools' acceptance towards professional development even though various initiatives from the DBE, SACE and various NGO's have been launched which indicates that the material or courses presented might not contribute towards the teachers' daily activities and therefore instils no interest or urgency.
- The poor delivery of skilled or academic proficient learners is the main deliverable of schools in South Africa, which is the result of an inadequate organisation structure, it is therefore recommended that the DBE invest in formal management training of the school management team by means of a degree or post-graduate diploma.
- Schools should be rated according to their proficiency level after the implementation of an OB model and placed on a national database to enable HEIs to make the correct placements in a specific town or area.
- The HEI should play an instrumental role in the identification of practice schools according to the demographics of their students and should invest in the structure and professional training of these schools.

- A HEI with an education faculty should be motivated to establish a professional development division for teachers where research can be conducted and collaboration with other faculties to address voids in their professional practice schools.

CONCLUSION

The integrated strategic framework of the DBE did envision professional practice schools for the purpose of teaching practice which can only be performed at a DBE categorised functional school (DBE, 2011b). Yet a functional school only present 25% of all schools and it emits no guarantee it will be a good WIL placement school. (Zeichner, 2002) referred to WIL process as a case of "good fortune" when the student-teacher are accidentally privileged to be placed at a supportive school which will be a contributor in their development as a novice teacher. The current professional practice school requirements in principle eliminates 75% of all schools in the country which is predominantly in poor, resource-burdened rural schools, implicating that they will remain dysfunctional. Marginalisation of schools excludes teachers and learners from the best education practices, producing low school outcomes with unskilled learners who will not be able to contribute towards socio-economic upliftment in their community and area. HEIs should take more responsibility in the process and contribute towards the professional development of the school-based teacher and the school management, cultivating school culture to achieve mutual benefit for both the student-teacher and the school organisation.



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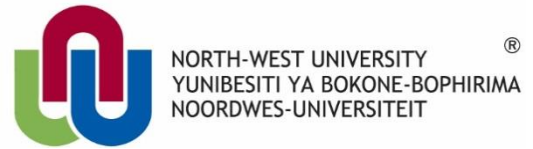
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ANNEXURES

ANNEXURE 1: ETHICAL CLEARANCE LETTER



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19 September 2017

ETHICAL CLEARANCE

This letter serves to confirm that the research project of **KIRSTEN, Y** has undergone ethical review. The proposal was presented at a Faculty Research Meeting and accepted. The Faculty Research Meeting assigned the project number **EMSPBS16/06/03-01/64**. This acceptance deems the proposed research as being of minimal risk, granted that all requirements of anonymity, confidentiality and informed consent are met. This letter should form part of your dissertation manuscript submitted for examination purposes.

Yours sincerely

A handwritten signature in black ink, appearing to read 'CJ Botha'.

Prof CJ Botha

Manager: Research - NWU Potchefstroom Business School

Original details: Wilma Pretorius(12090298) C:\Documents and Settings\Administrator\My Documents\Briewe MBA\2017\

ANNEXURE 2: MASTARI DATA EXTRACTION TOOL

MAStARI data extraction tool						
Reviewer			Date		Record nr	
Author(s)						
Year			Journal			
Method	RTC	Retrospective	Quasi-RCT	Observational	Longitudinal	Other
Participants						
Setting						
Population						
Sample size						
Interventions						
Author conclusions						
Reviewers conclusions						
Study results						
Dichotomous	Outcome			Intervention (n, N)	Intervention (n, N)	
Continuous	Outcome			Intervention (n, N)	Intervention (n, N)	

ANNEXURE 3: CRITICAL APPRAISAL TOOL FOR QUALITATIVE STUDIES

Critical Review Form – Qualitative Studies (Version 2.0)

© Letts, L., Wilkins, S., Law, M., Stewart, D., Bosch, J., & Westmorland, M., 2007
McMaster University

CITATION:

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	Comments
STUDY PURPOSE: Was the purpose and/or research question stated clearly? ☐ yes ☐ no	Outline the purpose of the study and/or research question.
LITERATURE: Was relevant background literature reviewed? ☐ yes ☐ no	Describe the justification of the need for this study. Was it clear and compelling?
	How does the study apply to your practice and/or to your research question? Is it worth continuing this review? ¹
STUDY DESIGN: What was the design? ☐ phenomenology ☐ ethnography ☐ grounded theory ☐ participatory action research ☐ other _____	Was the design appropriate for the study question? (i.e., rationale) Explain.

¹ When doing critical reviews, there are strategic points in the process at which you may decide the research is not applicable to your practice and question. You may decide then that it is not worthwhile to continue with the review.

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Qualitative Review Form

1.

ANNEXURE 4: CRITICAL APPRAISAL TOOL FOR QUALITATIVE STUDIES



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