

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this chapter is to present analyses and interpret the data collected by means of a questionnaire, on the effective management for Grade R in ensuring quality foundational education in all the primary schools with Grade R, and community based sites with Grade R in the Sedibeng Districts. The data is presented in the form of pie graphs and tables that reflect question items and frequencies and percentages. The analysis and interpretation of results are also provided.

Information on the biographical data of the participants is presented in Section A, while information on the effective management for Grade R in ensuring quality foundational education is presented in Section B. The data from managers include that of HOD's who participated in this research.

It was necessary to compare the responses of practitioners and managers to gain a better understanding of the data. The formula for t-test used was $(t = \frac{\mu}{\sigma / \sqrt{n}})$

μ = mean

σ = standard deviation

n = number of pairs

The data and statistical information are provided below.

4.2 SECTION A: BIOGRAPHICAL DATA OF PRACTITIONERS

This section presents responses on the biographic and demographic data of practitioners.

4.2.1 Data on the gender of practitioners

Fig 4.1: Gender of practitioners

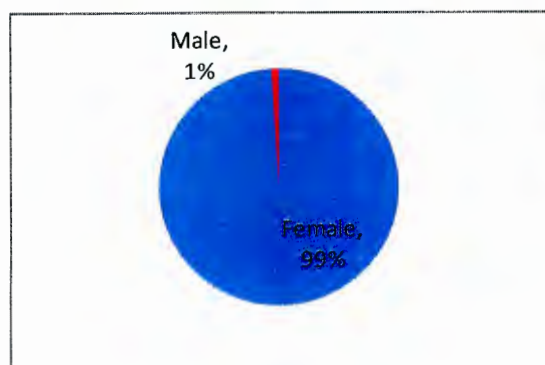


Table 4.1: Gender according to sites

	f	%	f	%
	SBS	SE	CBS	CB
Female	181	99%	54	100%
Male	1	1%	0	0%
Total	182	100%	54	100%

The highest percentage of participants in SBS was that of female practitioners at 99%, while male practitioners formed 1%. Deduced from fig. 4.1, most participants in this research were females.

Table 4.1 indicates that participants from CBS were all females there were therefore, no male participants. The researcher is of the opinion that females are mostly appointed in both the participating districts as opposed to the males.

4.2.2 Data on the age of practitioners

Fig 4.2: Age of practitioners

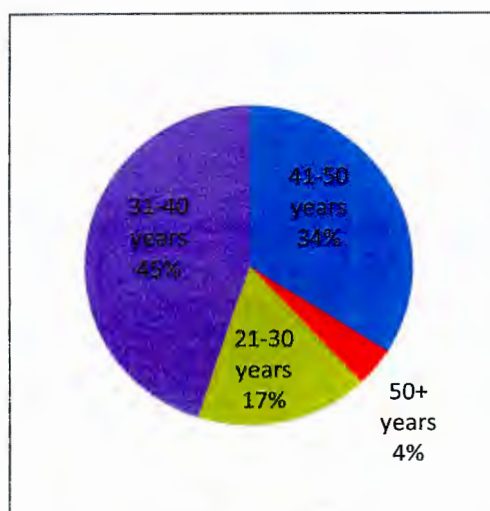


Table 4.2: Age according to sites

	f	%	f	%
	SBS	SE	CBS	CB
21-30 years	33	18%	7	13%
31-40 years	85	47%	22	41%
41-50 years	58	32%	22	41%
50+ years	6	3%	3	5%
Total	182	100%	54	100%

The highest percentage (45%) was that of participants aged between 31 and 40 years, followed by 34% of participants who were between 41 and 50 years and 17% between 21 and 30 years. The lowest percentage was that of participants who were 50 years and above, at 4%. It seems that the field of education in ECD is gradually attracting younger people who will be able to sustain the sites.

Table 4.2 indicates that SBS had the highest percentage of practitioners whose ages ranged from 31 to 40 years while the CBS had the highest percentage of practitioners ranging from both 31 to 40 years and 41 to 50 years. Although the fact that there were a lot of practitioners whose ages ranged from 31 to 40 in CBS is commendable, there are still a lot of practitioners who were older at 41 to 50.

4.2.3 Data on the highest academic qualifications of practitioners

Fig 4.3: Academic qualifications of practitioners

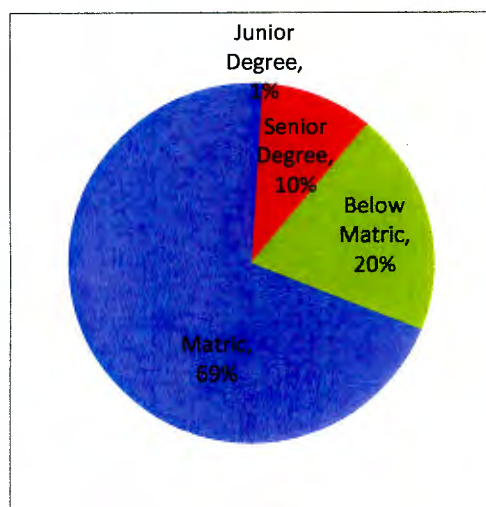


Table 4.3: Academic qualifications according to sites

	%	f	%	f
	CS	SE	SE	CS
Below matric	26	14%	22	41%
Matric	134	75%	32	59%
Junior Degree	2	1%	0	0
Senior Degree	20	10%	0	0
Total	182	100%	54	100%

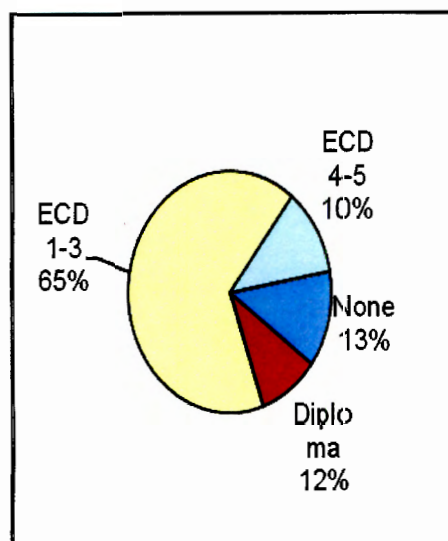
The highest percentage (69%) of practitioners had matric certificates, while 20% had qualifications below matric, 10% had senior degree qualifications and 1% had junior degree qualifications.

Although according to Table 4.3, practitioners in both SBS and CBS have high percentage of practitioners with matric certificates, practitioners with degree qualifications were very few in SBS and there were none in CBS. Results on the

relationship between educator qualifications and quality education have been mixed, but there are advantages that are indicated in those studies where qualifications are indicated to have an impact on quality education. This could mean that these practitioners who are less qualified would not be able to display sensitivity to their learners and there could not be expectations of better outcomes for children (*cf.* 2.4.2.2).

4.2.4 Data on the highest professional qualifications of practitioners

Fig 4.4: Highest professional qualifications of practitioners. Table 4.4: Highest professional qualifications according to site



	f	%	f	%
	SS	SS	CS	CS
none	12	7%	19	35%
NQF Level 1-3	120	66%	25	47%
NQF Level 4-5	30	16%	6	11%
Diploma	20	11%	4	7%
Total	182	100%	54	100%

According to fig 4.4, the highest number of practitioners (65%) had NQF level 1-3 professional qualifications, while 13% of practitioners had no professional qualifications and 10% had NQF Level 4-5 and 12% had teachers' diploma. Practitioners who had a professional qualification of NQF level 1-3 do not have matric according to the National Qualifications Framework. It is worrying that only 10% of those who had matric furthered their studies only to NQF levels 4-5.

Circular 28 of 2005 encourage SGB to employ under-qualified practitioners. The minimal requirement for employment in Grade R according to this circular is Grade 9 (*cf.*

2.4.2.2). This could be one of the reasons why there are so many under-qualified practitioners in these sites. Another reason could be that additional training is not linked to salary (*cf.* 2.4.2.2), it seems that there is no motivation for one to further his/her studies. The ideal is to have fully qualified educators who are competent in teaching Grade R.

Table 4.4 indicates that 35% of participants in CBS had no professional qualifications; it is worrying to note that such a significant number of practitioners are without qualifications. On the other hand it is interesting to note that 7% of the CBS had diploma certificates, this could mean that more practitioners from these sites still can acquire relevant qualifications if encouraged by management.

4.3 BIOGRAPHICAL DATA OF MANAGERS

This section presents responses on the biographic and demographic data of managers of SB and CB Grade R sites.

4.3.1 *Data on the gender of managers*

Fig 4.5: Gender of managers

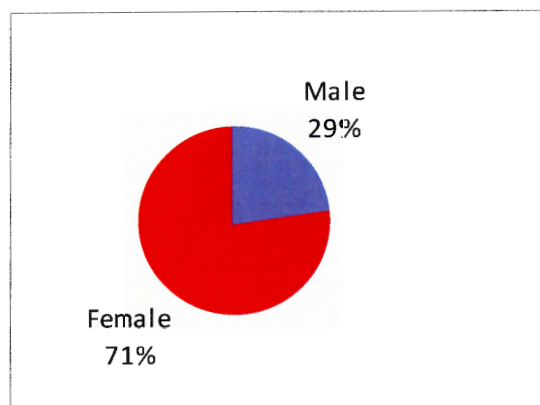


Table 4.5: Gender according to sites

	SB	CB	CB	CB
Female	122	67%	30	100
Male	62	33%	0	0%
Total	184	100%	30	100%

The highest percentages of the participants, (71%) were females, while 29% were males. It seems that most SB and CB Grade R sites are managed by females. Since

more females teach in primary schools, managerial positions tend to be dominated by females.

Table 4.5 indicates that more female managers are employed at SBS as compared to CBS and more male managers are employed at the SBS while there are no managers in CBS. Male managers in SBS could be HODs for Foundation Phase.

4.3.2 Data on the ages of managers

Fig 4.6: Ages of managers

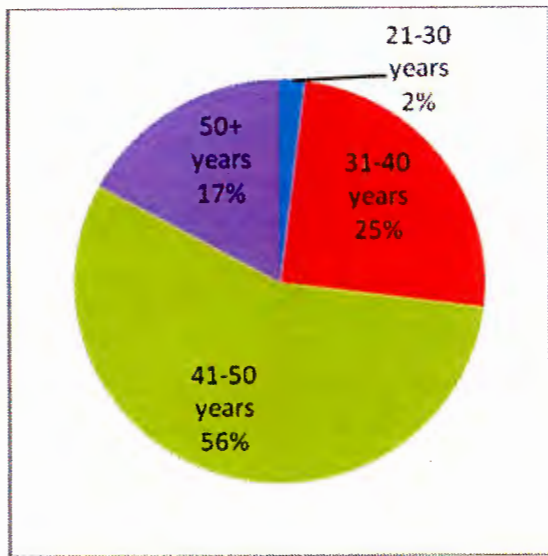


Table 4.6: Ages according to sites

	f	%	f	%
	SB	SB	CB	CB
21-30 years	6	3%	0	0
31-40 years	59	32%	10	33%
41-50 years	85	47%	17	57%
50+ years	34	18%	3	10%
Total	184	100%	30	100%

The highest percentage (56%) was that of participants who were aged between 41 and 50 years, followed by 25% of participants who were between 31 and 40 years and 17% who were 50 years and above. The lowest percentage 2% was that of those between 21 and 30.

Table 4.6 indicates that both SBS and CBS had the highest percentage of managers ranging between 41 and 50 years, while CBS had 0% of participants ranging between 21 and 30 years of age. From this data there is a need to motivate young practitioners to aspire to be managers.

4.3.3 Data on the highest academic qualifications of managers

Fig 4.7: Academic qualifications of managers

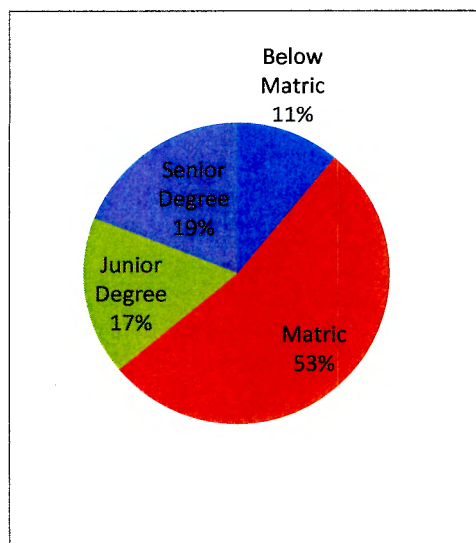


Table 4.7: Academic qualifications according to sites

	<i>f</i>	%	<i>f</i>	%
	SB	SB	CB	CB
Below matric	22	12%	2	7%
Matric	88	48%	25	83%
Junior Degree	34	18%	2	7%
Senior Degree	40	22%	1	3%
Total	184	100%	30	100%

The majority (53%) of the participants had matric certificates, 19% had senior degree qualifications, and 17% had junior degree qualifications, 11% had qualifications below matric. Table 4.7 indicates that the majority of managers in both SBS and CBS had matric as their highest academic qualification. Very few, especially in CBS, had academic degrees. Good qualified managers may be more effective in the management of their sites.

4.3.4 Data on highest professional qualifications of managers

Fig 4.8: Highest qualifications of managers

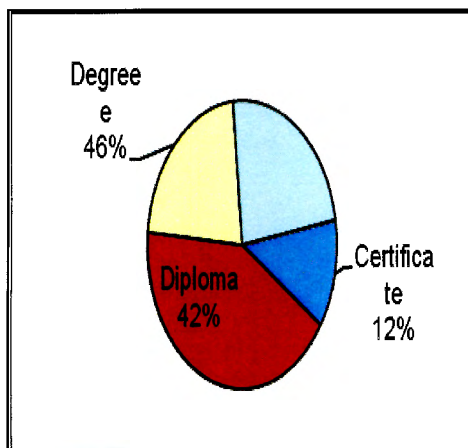


Table .8: Highest professional qualifications according to sites

	<i>f</i>	%	<i>f</i>	%
	SB	SB	CB	CB
Primary Teachers' Certificate	20	11%	28	93%
Teacher's Diploma	88	48%	2	7%
Professional Degree	76	41%	0	0%
Total	184	100%	30	100%

Fig 4.8 indicates that most participants (46%) had professional degrees, while 42% had teacher's diploma certificates, 12% had Primary Teachers certificates. Table 4.8 indicates that majority of SBS had teacher's diploma and professional degrees, they seem to be highly qualified than their counterparts. The overwhelming majority of CBS participants who indicated having Primary Teachers Certificates might not have understood the question. Most of these participants would have certificates relating to ECD.

Managers in CBS seem to be under qualified. This could lead to ineffective management, and the education of learners being compromised. These managers could have challenges in terms of monitoring and controlling the work of practitioners.

4.3.5 Data on current positions

Fig 4.9: Managers' current positions

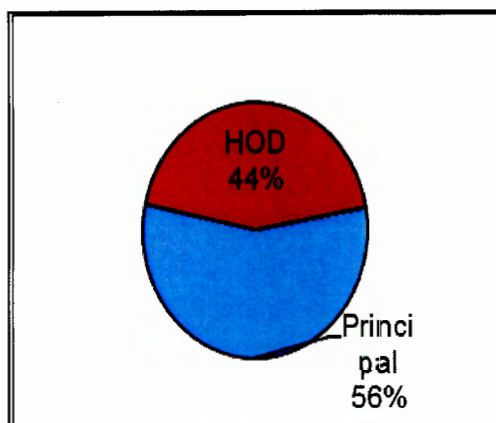


Table 4.9: Current positions according to sites

	<i>f</i>	%	<i>f</i>	%
	SB	SB	CB	CB
Principals/ Managers	90	49%	30	100%
HODs	94	51%	0	0
Total	184	100%	30	100%

According to fig 4.9, 56% of the participants were principals and managers while 44% were Heads of Departments of SBS. This means that the majority of participants were HODs. These HOD's were from SBS, there were no HODs in CBS as sites are not fully-fledged schools.

It is worrying to note that CBS are without HODs. In terms of planning together, monitoring and control of practitioners' work, this could impose a serious problem. This implies that CBS need to be attached to schools to access assistance from other managers.

Comparison between the responses of the practitioners and managers of SBS and CBS

The t-test ($t = \frac{\bar{x} - \mu}{\sigma / \sqrt{n}}$) indicated that there were no significant differences between the responses of the participants regarding the following:

- Gender (managers) ($t = 0.2351$)
- Professional qualifications (CBS and SBS managers) ($t = 1.7210$)
- Academic Qualifications (CBS and SBS practitioners) ($t = 1.3514$)

- Professional qualifications (CBS and SBS practitioners) ($t = 2.0911$)

However, the t-test indicated that there were significant differences between the responses of participants regarding the following:

- Gender (CBS and SBS practitioners) ($t = 31.6187$)
- Ages (CBS and SBS practitioners) ($t = 2.681$)
- Ages (CBS and SBS managers) ($t = 2.9151$)
- Academic Qualifications (CBS and SBS managers) ($t = 4.2494$)

4.3.6 Summary

The above information indicates that the majority of sites under investigation had to deal with conditions that could lead to ineffective management of Grade R in ensuring quality foundational education in Sedibeng Districts, namely, relatively less experienced practitioners and managers, under-qualified practitioners and managers, practitioners with no professional qualifications and educators with professional qualifications but who could be having no information regarding Grade R.

The next sub-section presents information on the opinion of practitioners regarding effective management of Grade R sites in ensuring quality foundational education.

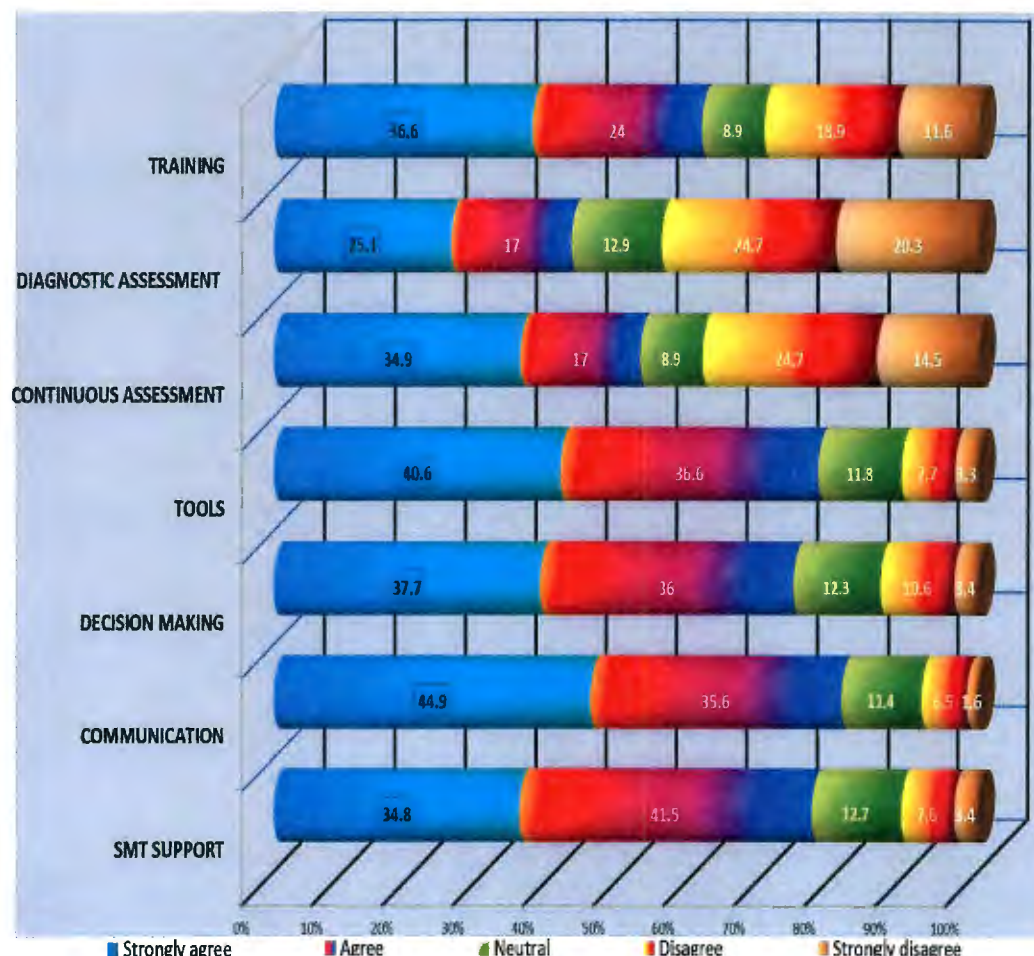
4.4 EFFECTIVE MANAGEMENT OF GRADE R SITES – RESPONSES OF PRACTITIONERS

Fig 4.10 below reflects data obtained from practitioners on the management of Grade R sites (Section B items B1-B7). To respond to questions in this section, participants were required to indicate their views using the five point Lickert scale: Strongly agree; Agree; Neutral; Disagree and strongly disagree.

4.4.1 (B1): *Data on processes affecting Grade R*

The aim of this sub-section was to find out if participants were aware of the processes that are in place in their sites to ensure quality foundational education and if they benefited from these processes. It was also important to understand how managers managed these processes.

Fig 4.10: Responses of practitioners on processes affecting Grade R



Item B1 (5): Whether managers support Grade R practitioners with their teaching and learning.

The majority (76.3%) of the participants indicated that they agreed that the managers supported them, 12.7% opted to be neutral, and 11% indicated that they disagreed that they received support from the managers.

According to the literature, an educational site is of high education quality if managers support practitioners in dealing with Grade R teaching and learning issues effectively (cf. 2.4.2.3 and 2.5.1.1).

Item B1 (6): Whether there is open communication between managers and practitioners

The majority (73.3%) of the participants agreed that there was open communication between them and the managers, 11.4% were neutral, 15.3% disagreed.

These results are in line with literature where it indicates that for effective management of Grade R, there should be open communication channels among practitioners and managers (*cf.* 2.4.2.4). The literature also indicates that education quality in schools is determined by effective communication strategies with practitioners, learners, parents and managers (*cf.* 2.4.2.3).

Item B1 (7): Grade R practitioners participate in decision making concerning Grade R issues

When asked whether Grade R practitioners participated in decision making concerning Grade R issues, the majority (73.7%) agreed, 12.3% were neutral, while 14% disagreed.

According to literature (*cf.* 2.4.2.3), the process model indicates that an educational site will be of high education quality if the practitioners participate in decision-making concerning Grade R issues.

Item B1 (8): Whether practitioners are able to use different tools to assess achievements

The majority (77.2%) of the participants agreed that they were able to use different tools to assess learner achievement, while 11.8% were neutral. Only 11% of the participants disagreed that they could use the tools to assess learner achievement.

The literature indicates that the model of quality schools is determined by effective use of tools and techniques which entail assessment and evaluation (*cf.* 2.4.2.3).

Item B1 (9): Whether practitioners can conduct learner assessment continuously in Grade R

The majority (55.9%) of the participants strongly agreed that they knew how to conduct learner assessment continuously in Grade R, while 35.2% disagreed and 8.9% was neutral.

A significant number of participants who disagreed cannot be ignored as this could be an indication that these practitioners had not been trained in conducting assessment like educators at schools. This situation could create serious problems for learners, where learning barriers or challenges to learning are not detected early. The process model indicates that an educational site is of high education quality if practitioners conduct learner assessment continuously in Grade R because this will yield good results at the end (*cf.* 2.4.2.3).

Item B1 (10): Whether practitioners are engaged in diagnostic assessment to identify learning barriers for learners

The majority (45.0%) of the participants disagreed that they were engaged in diagnostic assessment to identify learning barriers for learners, 42.1% agreed and 11.9% were neutral.

If learning barriers are not identified earlier, the situation could lead to high failure and drop-out rates (*cf.* 2.4.2.1). Support for learners with learning barriers would be impossible without identification. These results give an impression that learners with learning barriers are ignored at these sites.

Item B1 (11): Whether they are trained to use learner-centred teaching approach in the Grade R

The majority (60.6%) of the participants agreed that they were trained to use learner-centred teaching approach in the Grade R, while 30.5% disagreed and 8.9% were neutral.

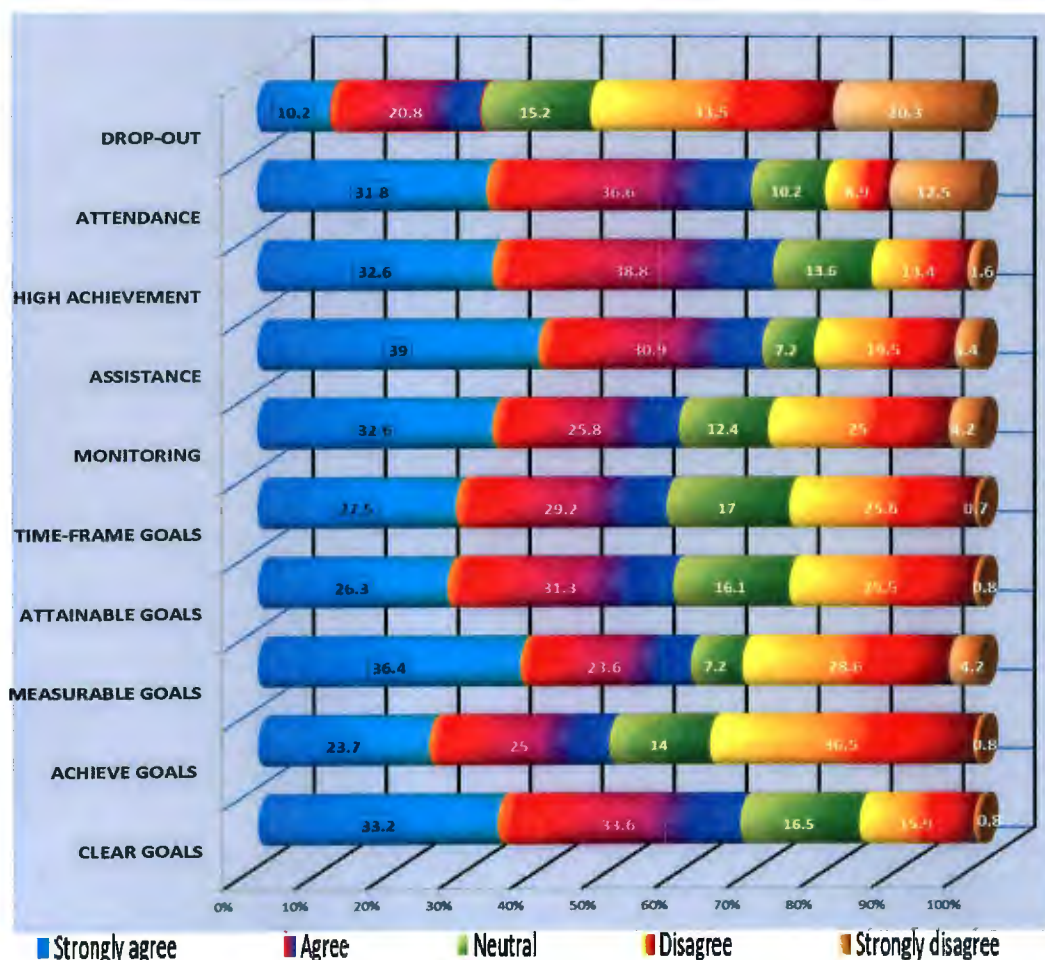
The above results indicate that there is a huge gap that needs to be closed as many practitioners are not trained to use learner-centered approach. Practitioners who are not able to use learner-centered approach in their classes could be using traditional methods. There are a lot of problems indicated in research regarding the use of traditional methods of teaching. Learners who are taught using traditional methods could be at a disadvantage as they may not be in control of their learning. The literature indicates that practitioners are expected to use learner-centered techniques so that they promote learners' critical thinking (*cf.* 2.6.2) failing which this can lead to boredom in the classroom situation.

The next section presents information on responses on the attainment of goals.

4.4.2 (B2): *Data on attainment of goals*

The aim on this sub-section was to elicit information from practitioners regarding the attainment of goals set in sites to ensure quality foundational education. It was also important to understand how practitioners attained these goals.

Fig 4.11: Responses of practitioners on attainment of goals



Item B2 (12): *Whether there are clear goals in the assessment of learners in Grade R*

The majority (66.8%) of the participants agreed that there were clear goals in the assessment of learners in Grade R, 16.5% were neutral, while 16.7% disagreed.

It is commendable that participants had clear set goals. This could mean that they understand what the site is aiming at and this could make it easier for them to achieve the goals.

Item B2 (13): *Whether practitioners achieve the goals specified*

The majority (48, 7%) of the participants agreed that they achieved the goals specified for the Grade R, 37.3% disagreed, while 14.0% were neutral.

The achievement of goals has to do with effective planning; organizing, monitoring and evaluation of activities (*cf.* 2.5.1.1). If these managerial tasks are not carried out effectively, practitioners could lack motivation to carry out tasks to the optimum level.

Item B2 (14): *Whether the goals are measurable*

The majority (60.0%) of the participants agreed that goals were measurable, while 32.8% disagreed and 7.2% were neutral.

Literature indicates that goals and specifications used for judging education quality must be clear and accepted by all involved constituencies, and there should be appropriate indicators which one can use to evaluate attainment of prescribed education standards (*cf.* 2.4.2.1). This did not seem to be the case with these participants as a significant number disagreed.

Item B2 (15): *Whether the Grade R has attainable goals*

The majority (57.6%) of the participants agreed that the Grade R had attainable goals, while 26.3% disagreed, 16.1% were neutral.

It is worrying that a significant number indicated that goals were not attainable in their sites. If there is no motivation and assistance in the attainment of goals, most of the planned activities cannot be completed.

Item B2 (16): *Whether the Grade R class has time-framed goals*

The majority (56.7%) of the participants agreed that Grade R class had time-framed goals, while 26.3% disagreed, but 17.0% were neutral.

This result indicates that the managers need to support the practitioners in terms of time-framed goals so that set goals could be achieved (*cf.* 2.4.2.1). Very few goals can

be achieved if there is no time frame and this could lead to lack of uniformity as practitioners could take as long as they like to complete tasks.

Item B2 (17): *Whether HODs monitor the process of attaining goals*

The majority (62.0%) of the participants agreed that HODs monitored the process, while a significant number, 26.0% disagreed and 12.0% were neutral.

Monitoring is one of the important tasks of a manager. The managers who do not carry out this task would seem to be failing in their duties. As the aims of monitoring are to provide regular feedback and detect early indications of progress or lack thereof in the achievement of intended results (*cf.* 2.5.1.1), therefore, if not done, tracking of the actual performance and compliance of practitioners against criteria would not be achieved.

Item B2 (18): *Whether practitioners can approach HODs for assistance*

The majority (69.9%) of the participants agreed that they could approach their HODs for assistance if they encountered any problem, while 22.9% disagreed, while 7.2% were neutral.

HODs have a duty, that of assisting practitioners under their jurisdiction. One of the reasons for 22.9% participants who disagree that they can approach their HODs for assistance could be that these HODs are not knowledgeable about Grade R issues. They could therefore be hiding their ignorance by being unapproachable.

Item B2 (19): *Whether learner achievements in Grade R are high*

The majority (71.4%) of the participants agreed that learner achievements in Grade R were high, while 13.6% were not sure and 15.0% disagreed.

It is commendable that learner achievement in Grade R is good. These results indicate that quality education is taken seriously in these sites. It could mean that learners are helped to learn by making sure that there are processes in place (*cf.* 2.4.2.3).

Item B2 (20): *Whether attendance rate of learners in Grade R is high*

The majority (68.4%) of the participants agreed that attendance rate of learners in Grade R was high, 21.4% disagreed and 10.2% were neutral.

There is a relationship between attendance and attainment of goals. The goal that everyone within the site should be focusing on is the teaching of learners. When learners do not attend regularly it would be difficult for practitioners to achieve this goal. Learner attendance would have an impact on performance and output.

Item B2 (21): *Whether drop-out rate in Grade R site is high*

The majority (42.5%) of the participants disagreed that the drop-out rate in Grade R site was high, 42.3% agreed while, 15.2% were neutral.

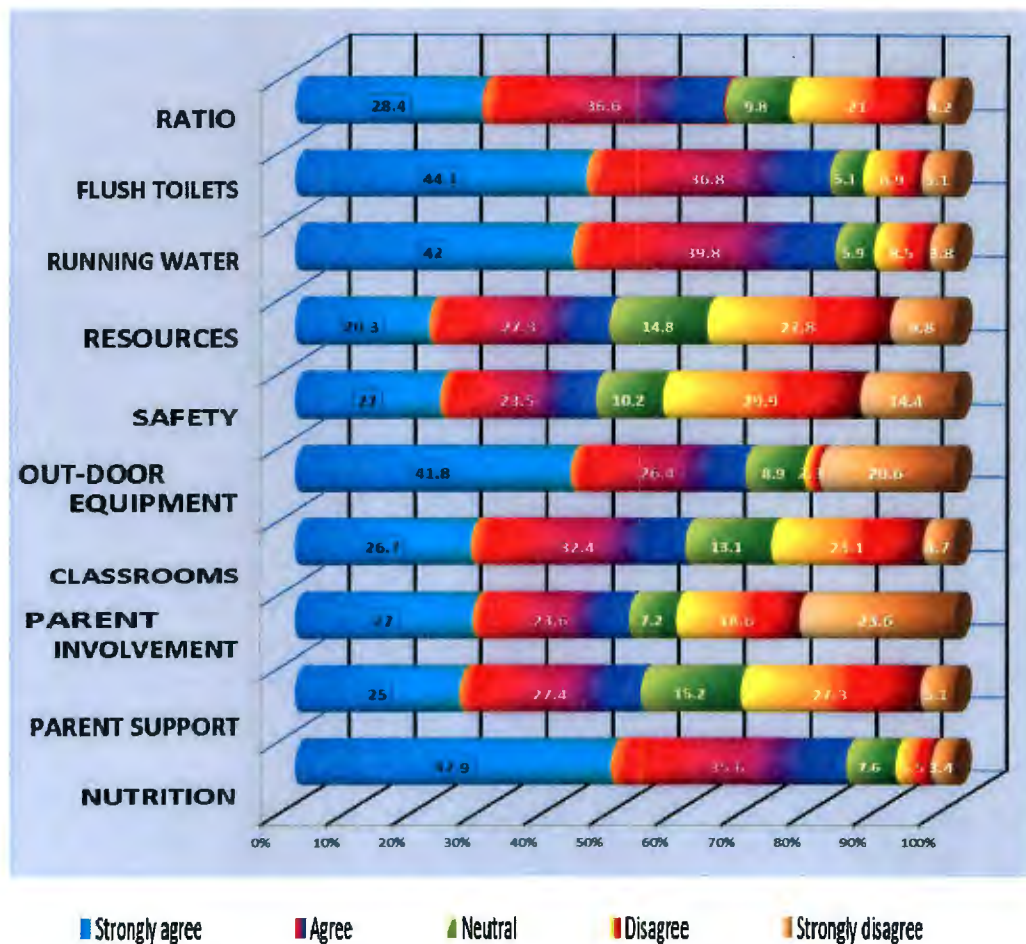
The fact that a significant number of participants specify that the drop-out rate is high, indicates a serious problem. If learners start Grade R and thereafter drop out of school, few learners could complete their education at the end of their schooling years. This situation could contribute to educational wastage. The literature indicates that if learner achievements and attendance are high, the drop-out rate would be minimized (*cf.* 2.4.2.1). This does not seem to be the case according to the results of this research. Although learner achievements and attendance rate are high, the drop-out rate is also high in these sites.

The next section presents information on how participants used resources for effective management of Grade R.

4.4.2 (B3): *Data on the resources used for effective management of Grade R*

The aim of this sub-section was to find out whether there were resources in the sites and whether learners were safe in the use of these resources. It was also important to understand how practitioners used these resources.

Fig 4.12: Responses of practitioners on resources used for effective management of Grade R



Item B3 (22): *Whether learners in the site are part of the school nutrition programme*

The majority (83.5%) of the participants agreed that learners in their sites were part of school nutrition programme, 8.9% disagreed, while 7.6% were neutral.

This is a positive response regarding the health of learners in these sites as all of them are in township schools and informal settlements. Most of the primary schools in the Sedibeng districts have been ranked Quintile 1, 2 or 3 (they are non-fee-paying schools)

because of the poor environment they are in. To enhance quality education of learners particularly the beginners, nutritious food is of paramount importance.

Item B3 (23): *Whether learners' parents are supportive towards their children's school work and activities*

The majority (52.4%) of the participants disagreed that parents were supportive towards their children's school work and activities, 32.4% agreed and 15.2% were neutral.

There is a growing need for parents to be supportive of their children's education, the fact that a significant number (32.4%) disagree indicate a problem regarding this. Research conducted on the involvement of parents in education in general indicates a myriad of challenges and problems that are encountered by both the school and the children because of lack of support. It seems that parents start in lower grades not to support their children in school work and yet, it seems that greater parent involvement in learning will positively affect the child's school performance.

Item B3 (24): *Whether the school management motivates parents to be involved in their children's education*

The majority (50.6%) of the participants agreed that school management motivated parents to be involved in their children's education, 42.2% disagreed, while 7.2% were neutral.

Parental involvement in children's learning is crucial. Managers have a duty to motivate parents to be involved in school activities.

Item B3 (25): *Whether classrooms are furnished appropriately*

The majority (59.1%) of the participants agreed that classrooms were furnished appropriately, 28.4% disagreed and 13.1% were neutral.

Classrooms need appropriate furniture for quality education to take place (*cf.* 2.4.2.2). There is a relationship between availability of resources and learners' learning. In sites where learners do not have tables to work on learning would not be effective.

Item B3 (26): *Whether there is out-door equipment on the site*

The majority (68.2%) of the participants agreed that there was out-door equipment on the sites, 22.9% disagreed, while 8.9% were neutral.

Literature indicates that where there is no out-door equipment, learners do not actively participate (*cf.* 2.4.2.2) and learners need to exercise their muscles so that they can learn to move easily with confidence. Literature stresses the importance of holistic development of learners (*cf.* 2.3.2), where they are developed socially, physically and intellectually. The 22.9% that disagreed indicate a serious problem regarding sites that do not have out-door equipment.

Item B3 (27): *Whether out-door equipment is a secured and safe for learner*

The majority (55.5%) of the participants agreed that out-door equipment was secured and safe for learners, 34.3% disagreed, while 10.2% was neutral.

The results of item B3 (27) are not in line with the literature as it indicates that out-door equipments should be secured and safe for learning activities to take place (*cf.* 2.4.2.2 & 2.5.2.2). Practitioners are expected to create a safe and positive learning environment that will enable learners to participate actively without any fear (*cf.* 2.5.3). It is in the playground that most injuries and safety threats are prevalent.

Item B3 (28): *Whether there are enough resources to support learners with learning barriers*

Only 47.6% of the participants agreed that they had enough resources to support learners with learning barriers, 37.6% disagreed and 14.8% were neutral.

Practitioners need to assist learners with learning barriers by utilizing appropriate resources to support learners. The significant 37.6% of participants that disagree cannot be ignored. If there is a lack of these resources, practitioners could not be able to assist learners. Literature emphasizes that in order to assist learners with problems; more resources are needed (*cf.* 2.4.2.2).

Item B3 (29): *Whether running water is easily accessible at the site*

The majority (81.8%) of the participants strongly agreed that the running water was easily accessible at their sites, 12.3% disagreed and 5.9% were neutral.

It is commendable that running water was easily accessible in these sites as this could contribute to hygiene and health.

Item B3 (30): *Whether the sites have flush toilets for the use of Grade R learners*

The majority (80.9%) of the participants agreed that they had flush toilets for the use of Grade R learners at the site, 14.9% disagreed, while 5.1% were neutral.

For effective teaching and learning to take place, there should be an environment that is conducive for learning. The ideal can be achieved when every school has enough ablution facilities that are accessible to Grade R learners (*cf.* 2.5.1.1). The overwhelming majority (80.9%) that indicates having flushable toilets and running water shows that these sites understand the importance of having such facilities.

Item B3 (31): *Whether teacher/learner ratio is according to policy (Circular 28/2005) on the site*

The majority (65.0%) of the participants agreed that the teacher/leaner ratio was according to policy (Circular 28/2005), 25.2% disagreed and 9.8% were neutral.

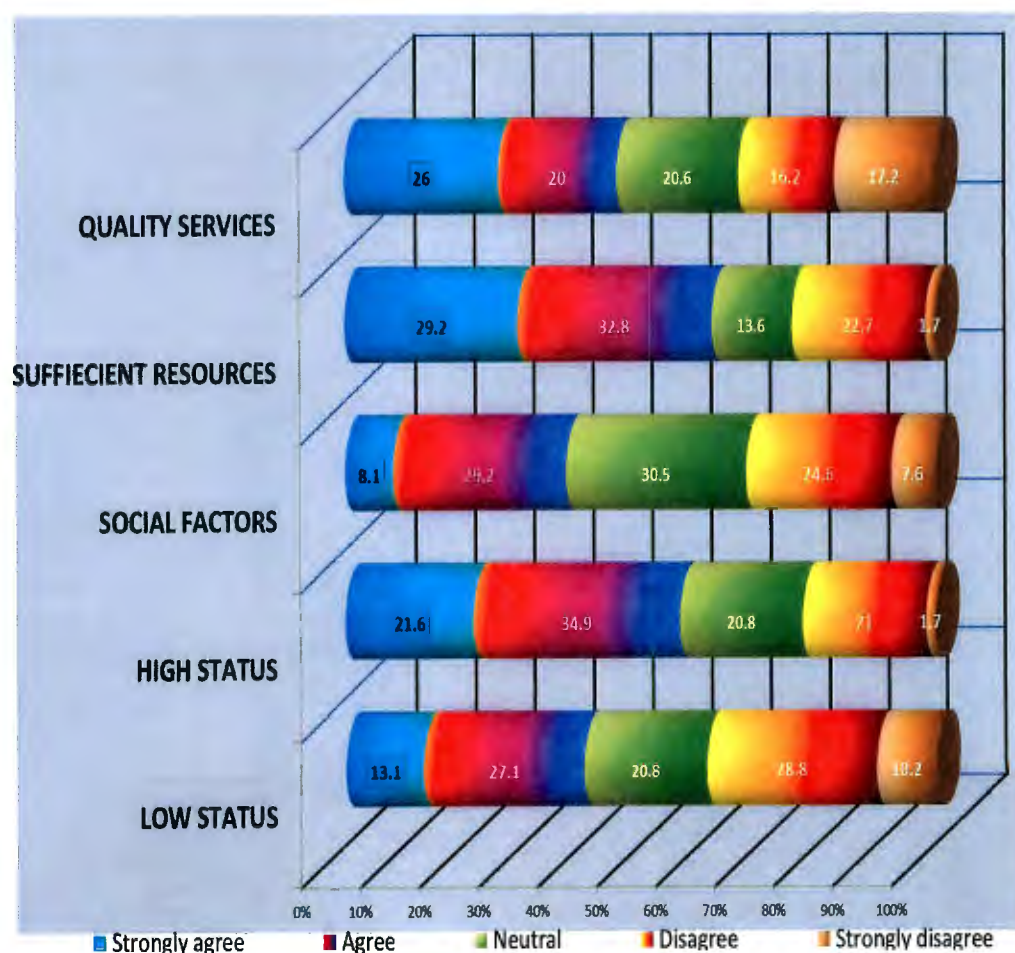
None compliance to this policy could lead to ineffective teaching and learning. Quality education could also be compromised. This could happen where practitioners have more than 35 learners in their classes as stipulated in the policy; however, 25.2% indicated that teacher/learner ratio is not according to policy in their sites. With behavior and classroom management being an important issue in education, overcrowded classrooms only tend to exhaust the energies of the educators and exasperate those whose job it is to deliver educational services. Managers are expected to monitor the process of admission very closely (*cf.* 2.5.1).

The next section presents information on the responses on how the Grade R site met organizational requirements.

4.4.4 (B4): *Data on how the Grade R site meets organisational requirements*

The aim of the sub-section was to find out how practitioners of Grade R sites met organisational requirements to ensure quality foundational education. It was also important to understand how they exploited resources in their environments to the benefit of their sites.

Fig 4.13: Responses of practitioners on how the Grade R meets organisational requirements



Item B4 (32): *Whether Grade R sites provide quality service to learners*

The majority (46%) of the participants agreed that the Grade R site provided quality service to learners, while 33.4% disagreed, 20.6% were neutral.

The main responsibility of practitioners is to provide service this includes the provision of quality education. Failure in the provision of quality service could indicate failure in the execution of the educators' duties. Provision of quality service would ensure decrease in grade repetition among children as mentioned in the literature. Lack of quality service would be detrimental to learners in these sites. Literature indicates that there should be continuous monitoring and development of practitioners, so that the sites can provide quality service (*cf.* 2.4.2.7).

Item B4 (33): *Whether Grade R resources are sufficient to provide quality service continually*

The majority (62.0%) of the participants agreed that resources were sufficient to provide quality service continually, 24.4% disagreed, while 13.6% were neutral.

Although the majority of participants indicated that resources were sufficient in their sites, the 24.4% that disagreed is worrying. Lack of equipment is indicated in literature as one of the factors that could lead to lack of quality (*cf.* 2.6.1).

Item B4 (34): *Whether Grade R sites are negatively affected by community/social factors against attainment of educational goals*

The majority (37.3%) of the participants agreed that Grade R site was negatively affected by community/social factors against attainment of educational goals, 32.2% disagreed, and 30.5% were neutral.

Although participants are split on this, the results indicate a serious problem. There is a need to engage the community in all school activities. This could have a positive impact on teaching and learning. The participants who are not sure could be those who do not understand that there is a relationship between schools and their communities as

indicated in 2.4.2.7. In order for sites to attain their educational goals they should be supported by their communities.

Item B4 (35): *Whether learner achievement is high as a result of the high status of the community in which they are*

The majority (56.5%) of the participants agreed that learner achievement was high as a result of the high status of the community in which they were, 22.7% disagreed and 20.8% were neutral.

There seems to be a relationship between the status of the community and learner achievement according to these responses. It also seems that if managers do not do SWOT analyses of the communities in which they are, they would not be able to deal with the challenges and problems posed by such a community. They would not be able to take advantage of communities with high status, to the benefit of the learners.

Item B4 (36): *Whether learners struggle to achieve as a result of the low status of the community in which they are*

The majority (40.2%) of the participants agreed that learners struggled to achieve as a result of the low status of the community in which they were, 39.0% disagreed, and 20.8% were neutral.

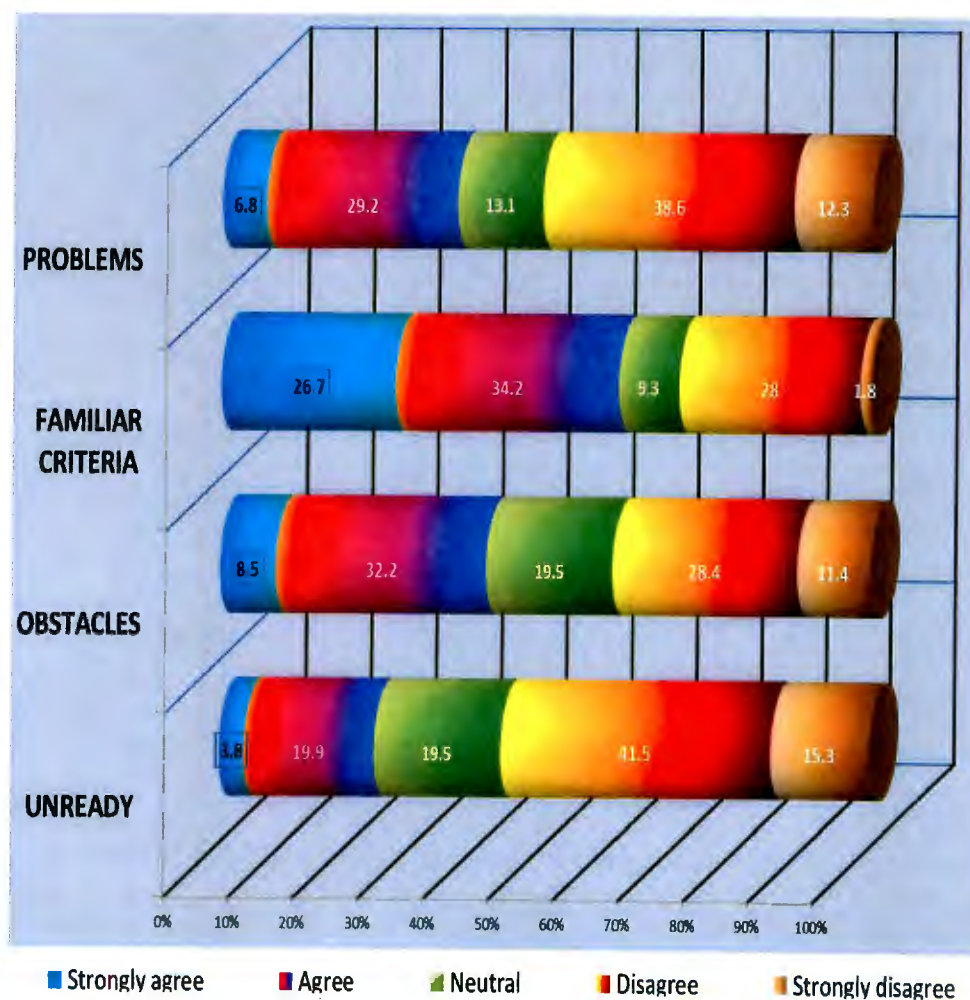
The external environment could play a significant role in providing a healthy and positive school atmosphere. It seems that the environment that these sites are in is detrimental to the provision of quality education. The significant number of practitioners who were unsure could not be aware that their learners struggle to achieve. These practitioners could also not be aware that underachievement of their learners is related to the status of their communities..

The next sub-section presents information on responses of the participants pertaining problems in Grade R.

4.4.5 (B5): Data on problems in the Grade R site

This sub-section relates to problems in the Grade R sites and how practitioners deal with these problems to ensure quality foundational education.

Fig 4.14: Responses of practitioners on problems in the Grade R site



Item B5 (37): *Whether you experience problems, and difficulties in providing quality education*

The majority (50.9%) of the participants disagreed that they had experienced problems and difficulties in providing quality education in Grade R, 36.0% agreed and 13.1% were neutral.

Problems in the provision of quality could indicate that no effective teaching and learning is taking place in these sites. One of the reasons that is indicated in literature for the lack of quality education is the lack of expertise regarding teaching and its effective management. It seems that these practitioners lack skills necessary for the provision of quality education. This is understandable because there are a lot of practitioners who do not have matric especially in CBS. In literature, individual characteristics of practitioners including their educational level are associated with classroom quality.

Item B5 (38): *Whether you are familiar with the criteria expected for quality education at your site*

The majority (60.9%) of the participants agreed that they were familiar with the criteria experienced, 29.8% disagreed, while 9.3% were neutral.

A significant number of participants were not familiar with the criteria. It seems that there is no communication between managers and practitioners regarding the set standards for learning environments that are conducive to quality teaching and learning in pursuit of excellence. The results of participants who disagreed could indicate a failure on the side of managers as they are expected to communicate with the practitioners regarding expectations for quality education. Managers according to literature are to communicate and interact effectively with practitioners to ensure that all relevant information is both accessible and understood (*cf.* 2.6.2).

Item B5 (39): *Whether your site encounters obstacles to basic functionality*

The majority (40.7%) of the participants agreed that their sites encountered obstacles to basic education, 39.8% disagreed and 19.5% were neutral.

Obstacles to basic functionality would cause barriers to provision of quality education if not attended to. It seems that practitioners would not be able to achieve their goals and be effective in their provision of quality education. The responses indicating neutral are a serious cause of concern as they indicate irregular level of ignorance of what is happening in the sites. They could also indicate bias.

Item B5 (40): *Whether your site is not yet ready to pursue excellent quality since it is still struggling to achieve basic functionality*

The majority (56.8%) of the participants of the practitioners disagreed that their sites were ready to pursue excellent quality since they were still struggling to achieve basic functionality, 23.7% agreed and 19.5% were neutral.

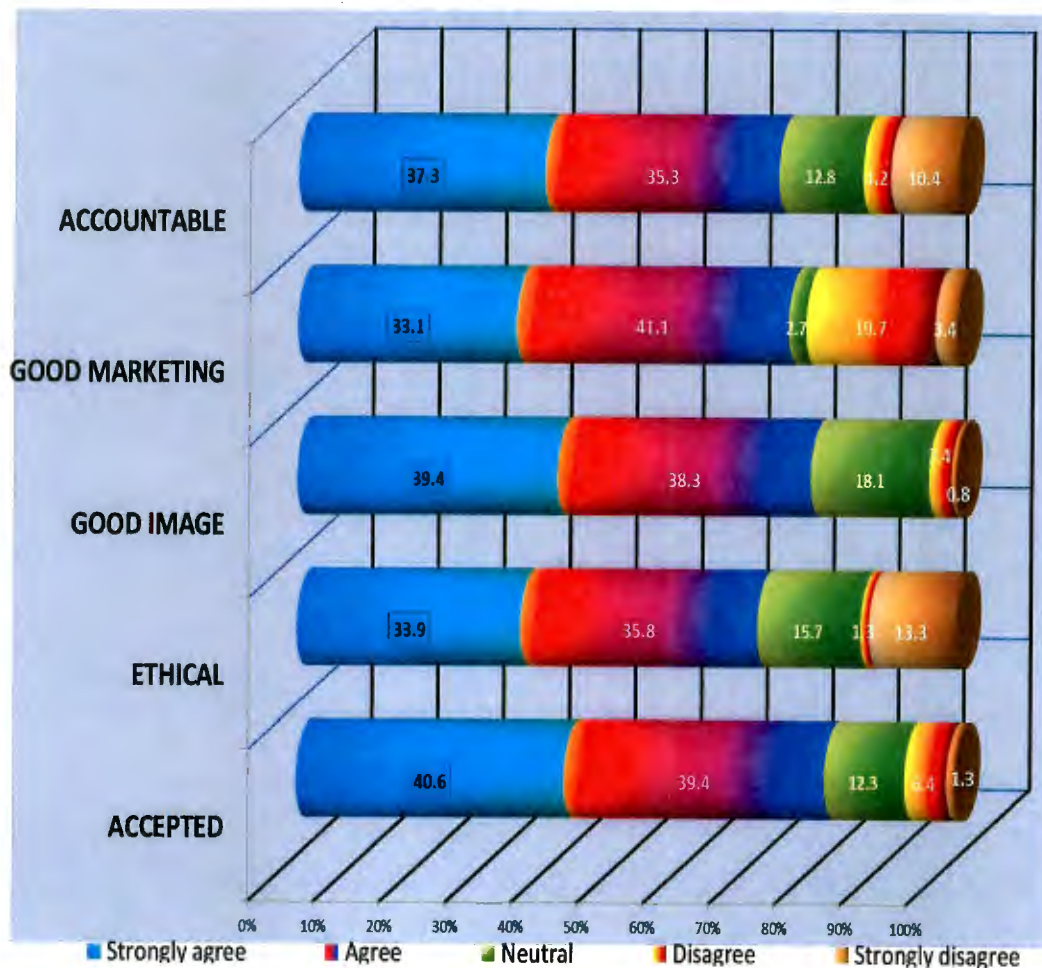
It is worrying that the majority of the participants indicate that their sites are not ready to pursue excellent quality education. This could indicate that there is a lack of basic functionality in these sites. If sites are not ready to pursue excellent quality learners from these sites, this problem could lead to the learners' under achievement. Children whose knowledge and skills are far behind those of their classmates may enter school at a disadvantage. If they are unable to catch up, they could face greater challenges throughout their school careers.

The next sub-section presents information on responses of practitioners in maintaining legitimacy of the Grade R site in the community.

4.4.6 (B6): *Data on maintaining legitimacy of the Grade R site in the community*

This sub-section endeavored to find out if practitioners maintained legitimacy of the Grade R site in their communities. It was also important to understand how these participants maintain legitimacy in their sites.

Fig 4.15: Responses of practitioners on maintaining legitimacy of the Grade R site in the community



Item B6 (41): *Whether Grade R site is accepted and supported by the community*

The majority (80%) of the participants agreed that Grade R sites were accepted and supported by their communities, 12.3% were neutral while, 7.7% disagreed.

It is commendable that the majority of sites seem to be accepted and supported by their communities. Although the sites seem to be negatively affected by community/social factors against attainment of goals as indicated earlier, participants are however,

accepted and supported by the communities (cf.2.4.2.1). This acceptance and support could motivate the practitioners to work harder. Literature indicates that managers need to involve community members in matters pertaining to Grade R so as to win their support (cf. 2.4.2.5).

Item B6 (42): Whether Grade R sites offer programmes which conform to the ethical and moral norms of the community

The majority (69.7%) of the participants the practitioners agreed that Grade R sites offered programmes which conform to the ethical and moral norms of the community, 15.7% were neutral, while 14.6% disagreed.

These results are in line with the literature which indicates that in order to gain legitimacy, Grade R sites should operate educational programmes which match the ethical and moral norms of the community (cf. 2.4.2.5).

Item B6 (43): Whether Grade R site has a good image

The majority (77.7%) of the participants agreed that Grade R sites had good image, 18.1% were neutral and 4.2% disagreed.

The promotion of a good image according to the literature can be done by showing good work done by learners and by maintaining a good relationship with the wider community (cf. 2.4.2.6). It seems that there is good relationship between the sites and their communities. It also seems that the communities are satisfied with what is happening within these sites.

Item B6 (44): Whether Grade R site has good marketing strategies

The majority (74.2%) of the participants of the practitioners agreed that Grade R sites had good marketing strategies, 23.1% disagreed, while 2.7% were neutral.

It can be deduced from this analysis that the majority of participants have good marketing strategies that will ensure that they have learners in their classes. However, the participants that "disagree" are worrying. It seems that these participants are not aware that they have to market their sites or may not know how to.

Item B6 (45): *Whether Grade R site is accountable to the community*

The majority (72.6%) of the participants agreed that Grade R sites were accountable to their communities, 14.6% disagreed and 12.8% were neutral.

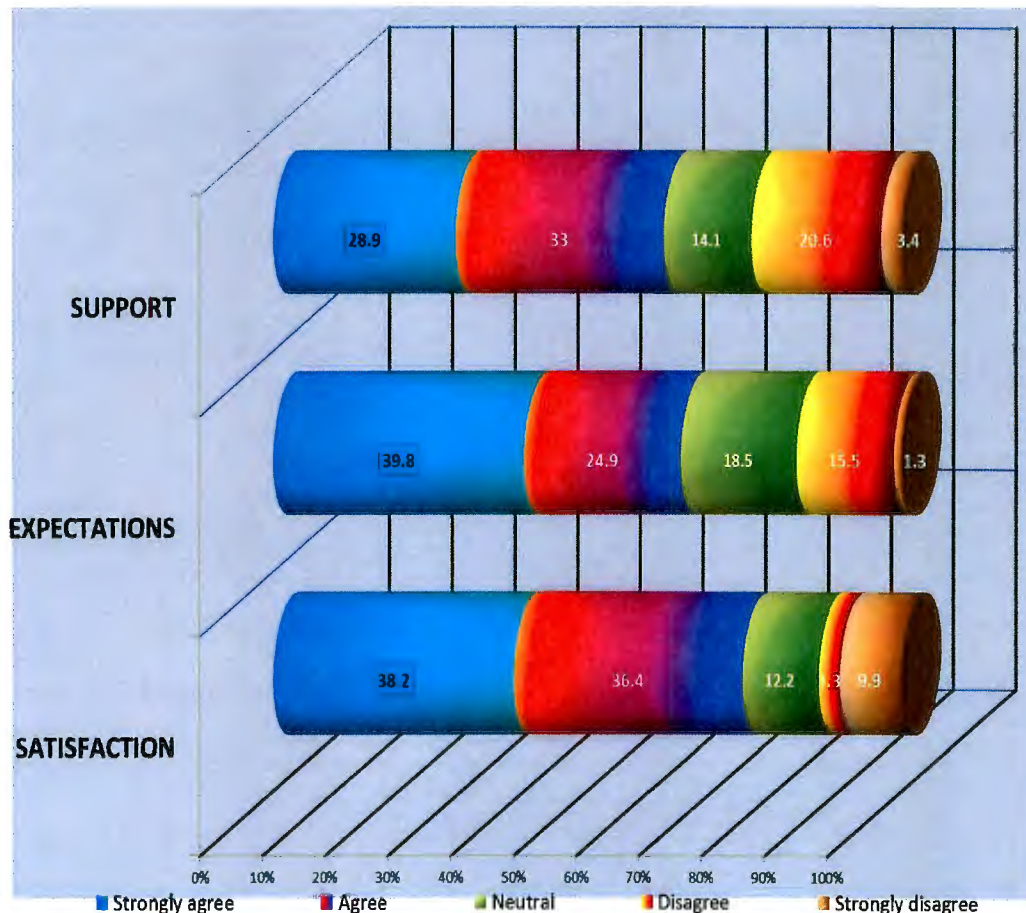
These results are in line with the literature where it indicates that sites are expected to build up good public image by showing evidence of accountability (*cf.* 2.4.2.5).

The next sub-section presents information on responses of the participants on satisfaction.

4.4.7 (B7): Data on satisfaction

The aim of this sub-section was to find out if practitioners found satisfaction in teaching Grade R. It was also important to understand whether participants satisfied the expectations of other stakeholders in their sites.

Fig 4.16: Responses of practitioners on satisfaction



Item B7 (46): *Whether you find satisfaction in teaching Grade R learners*

The majority (74.6%) of the participants found satisfaction in teaching Grade R learners, 13.2. % was neutral, while 12.2% disagreed.

It is laudable that most practitioners find satisfaction in what they do. Being satisfied with their work could have positive impact on their teaching. It is however, worrisome that there were those who disagreed and those who were not sure. The participants who were not satisfied with what they do would have a negative attitude towards their work and this could lead to demoralisation.

Item B7 (47): *Whether you satisfy the expectations of the parents and school management*

The majority (64.7%) of the participants agreed that they satisfied the expectations of the parents and school management, 18.5% were neutral and 16.8% disagreed.

The indicators of quality education, according to literature, are often the satisfaction of learners, practitioners, parents, administrators, the education authority, the management committee of the education institution (*cf.* 2.4.2.5). There is, therefore, a need to satisfy all stakeholders within the school.

Item B7 (48): *Whether you are satisfied with the way in which you are supported by your HOD*

The majority (61.9%) of the participants agreed that they were satisfied with the way in which they were supported by their HOD, 24.0% disagreed and 14.1% were neutral.

It is of paramount importance that HODs fully support practitioners in their daily work. Practitioners, who are not happy with the way they are supported by their managers, could not be efficient in their execution of duties. Although there might be reasons for their dissatisfaction, this could lead to attrition.

4.5 EFFECTIVE MANAGEMENT OF GRADE R SITES – RESPONSES OF MANAGERS

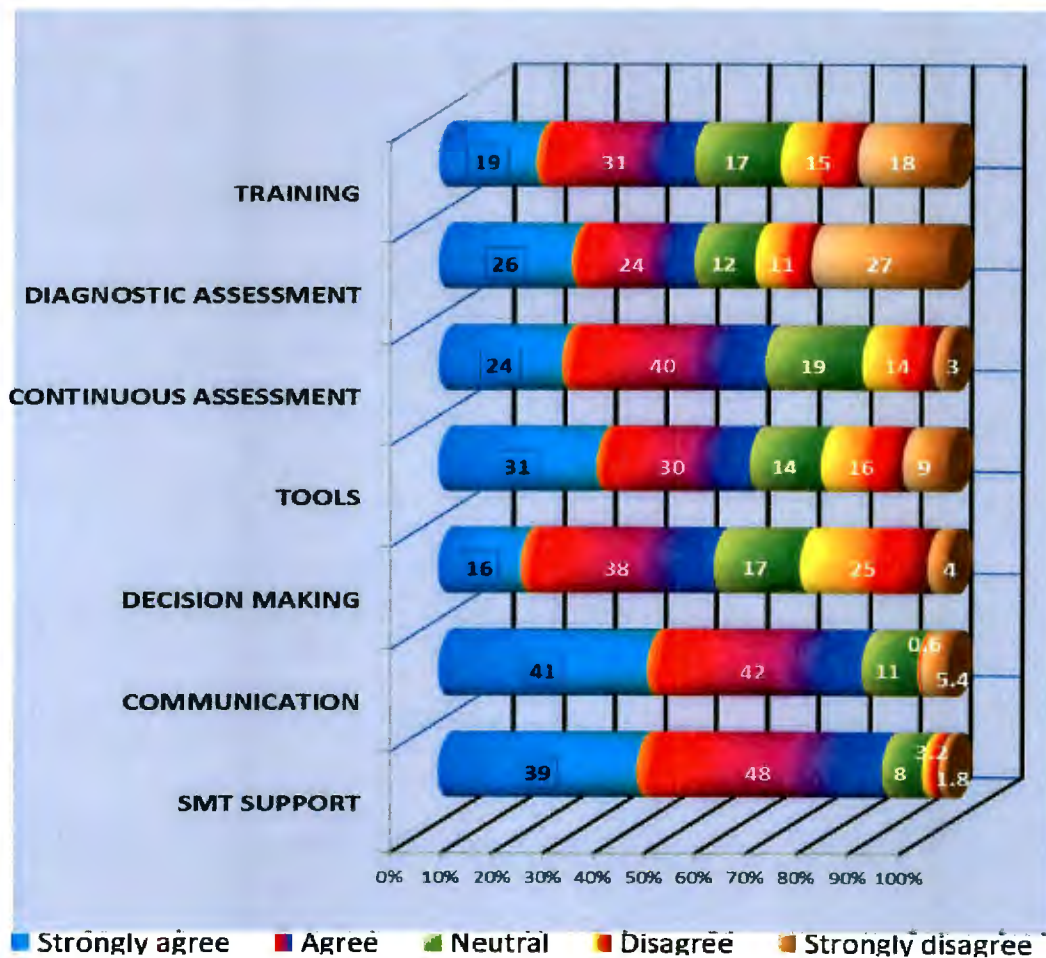
Fig 4.17 below reflects the data obtained from participants on the management of Grade R sites (Section B items B1-B7). The aim of this section was to elicit information on how participants view the management of sites. To respond to these questions, participants were required to indicate their views using a five point Lickert scale: Strongly agree; Agree; Neutral; Disagree and strongly disagree.

The next sub-section presents information on responses of the participants on the process affecting Grade R.

4.5.1 (BI): Data on processes affecting Grade R

The aim of this sub-section was to find out if managers managed processes affecting Grade R and whether they were effective in their management. It was also important to understand whether practitioners are involved in the management of processes regarding Grade R.

Fig 4.17: Responses of managers on the processes affecting Grade R



Item B1 (5): *Whether managers support Grade R practitioners with their teaching and learning.*

The majority (87%) of the participants indicated that they agreed that they supported practitioners with their teaching and learning issues, 8% opted to be neutral and 5% disagreed.

Although majority of managers indicated that they supported practitioners, a significant number of practitioners were not satisfied with managers' support. The implication is that practitioners are not supported enough or they are not supported in the areas where they need support most (*cf.* 4.4). According to the process model, an educational site is of high education quality if managers support practitioners in dealing with Grade R teaching and learning issues effectively (*cf.* 2.4.2.3).

Item B1 (6): *Whether there is open communication between Grade R practitioner and the management*

The majority (83%) of the participants agreed that there was open communication between the practitioners and management, 11% were neutral, while 6% disagreed.

For effective management there should be open communication channels among practitioners and managers (*cf.* 2.4.2.3). Communication between managers and practitioners is essential in establishing sound relationships.

Item B1 (7): *Grade R practitioners participate in decision making concerning Grade R issues*

The majority (54%) agreed, 39% disagreed while, 17% were not sure or neutral about their participation in the decision making pertaining Grade R.

According to literature (*cf.* 2.4.2.3) an educational site is of high education quality if the practitioners participate in decision-making concerning Grade R issues. This does not seem to be the case with a significant number of participants in these sites. Leadership involves consultation and mutual decision making. Definite efforts need to be made by

managers to create positive personal relationships that will allow practitioners to participate in decision making.

Item B1 (8): *Whether practitioners are able to use different tools to assess achievement*

The majority (61%) of the participants agreed that practitioners were able to use different tools to assess learner achievement, while 25% disagreed and 14% were neutral.

This seems to be another indication of lack of quality as a significant number of participants are not able to use tools to assess achievement. There is a need for training of practitioners in this regard.

Item B1 (9): *Whether there is continuous assessment of learners in Grade R*

The majority (64%) of the participants agreed that there was continuous assessment of learners in Grade R by practitioners, while 19% were neutral and 17% disagreed.

Literature indicates that an educational site is of high education quality if practitioners can assess learners continuously and this exercise can yield good results at the end (*cf.* 2.4.2.3). Practitioners who assess learners continuously are able to ensure that all learners make learning progress, thereby increasing their academic achievement. The results of the managers who are neutral could imply that they do not have knowledge of what is happening in the sites they are managing.

Item B1 (10): *Whether practitioners are able to identify learners with learning barriers*

The majority (50%) of the participant managers indicated that they agreed that practitioners were engaged in diagnostic assessment to identify learning barriers for learners, (38%) disagreed and 12% were neutral.

The significant number of participants who indicated that they were not able to identify learners with learning barriers need to be capacitated in order for them to acquire skills. It is only in half of the sites that learners with learning barriers are identified.

Item B1 (11): *Whether managers were trained to manage a Grade R site*

The majority (50%) of the participant managers agreed that they were trained to manage Grade R sites, while 33% disagreed and 17% were neutral.

The participants that are on the 'disagree' and those that are neutral indicate a response bias. They could be struggling to manage their sites. However, it is commendable that the majority seem to be managing their sites well. There is a need for managers to be trained to manage sites. Managers in CBS do not have any kind of training regarding management. The lack of training could lead to ineffectiveness and inefficiency in the management of quality in these sites. Educational institutions need to employ qualified employees, train them and develop their skills to achieve educational objectives. It seems that without well trained and well equipped managers, achievement of goals could be difficult.

Comparison between the responses of the practitioners and managers of SBS and CBS

The t-test ($t = \frac{\bar{x} - \mu}{s/\sqrt{n}}$) indicated that there were no significant differences between the responses of the practitioners and managers regarding the following:

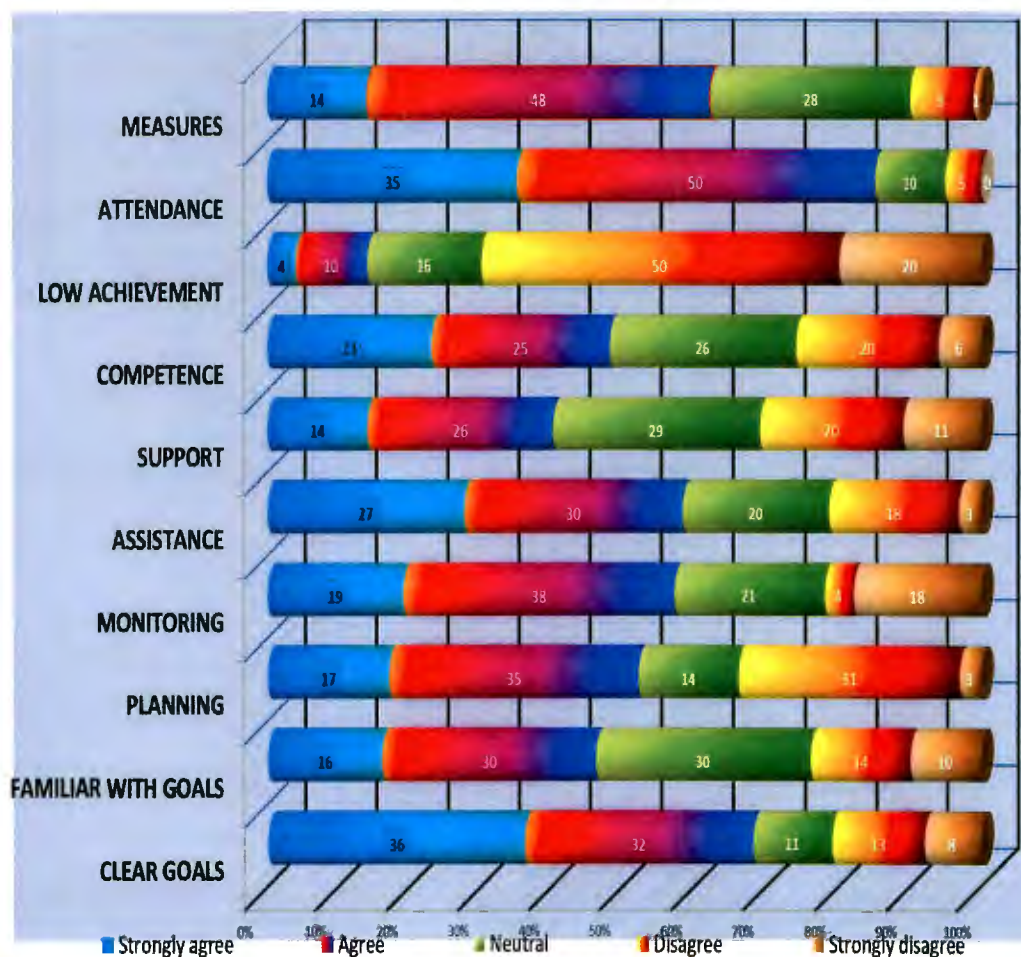
- Training (t = 0.3898)
- Diagnostic assessment (t = 0.2403)
- Continuous assessment (t = 0.1209)
- Tools to assess achievement (t = 0.8059)
- Participation in decision making (t = 0.3171)
- Open communication (t = 1.1734)

The next section presents information on attainment of goals.

4.5.2 (B2): Data on attainment of goals

This sub-section sought to find out if goals are attained in Grade R to ensure quality foundational education. It was also important to understand how managers attained these goals.

Fig4.18: Responses of managers on the attainment of goals



Item B2 (12): *Whether there are clear goals in the assessment of learners in Grade R*

The majority (68%) of the participants agreed that there were clear goals in the assessment of learners in Grade R, 21% disagreed while, and 11% were neutral.

Although commendable, it is worrying that a significant number indicated not having clear goals regarding the assessment of quality education in their classes. Managers are expected to be visionaries who are able to guide and support others for the achievement of goals. If goals are not clear, they cannot be achieved. Literature indicates that it is the managers' responsibility to establish clear focus on learning by having a vision, clear goals and high expectations for learning for all learners (cf. 2.4.2.1). It is this clear focus that does not seem to be present in one third of these sites.

Item B2 (13): *Whether managers are familiar with the goals that the Grade R class should achieve*

The majority (46%) of the participant managers agreed that they were familiar with the goals that the Grade R class should achieve, while 30% were neutral and 24% disagreed.

Less than half of the managers seem to be familiar with the goals the Grade R has to achieve. It seems that there is a lack of vision in these sites. A key to effective performance could be skillful goal setting that could lead to goal achievement.

Item B2 (14): *Whether managers usually plan together with the Grade R practitioners*

The majority (52%) of the participants agreed that they usually planned together with the Grade R practitioners, while 34% disagreed and 14% were neutral.

Planning is one of the important tasks of a manager. Continuous planning is a task that cannot be ignored by managers and practitioners. In the absence of a clear plan, activities are done haphazardly. Planning involves anticipation of problems that might occur (cf. 2.5.1.1). The results of disagreeing participants therefore, indicate that practitioners do not form part of decision making regarding problem solving in their sites.

Item B2 (15): *Whether HOD's monitor the progress of practitioners in attaining the goals*

The majority (57%) of the participant HODs agreed that they monitored the progress of practitioners in attaining the goals while, 22% disagreed and 21% were neutral.

According to literature, HODs as managers are expected to monitor and evaluate the performance and progress of practitioners in attaining the goals (*cf.* 2.5.1.1.). Without monitoring, there is no measurement of performance and mistakes done during implementation cannot be rectified.

Item B2 (16): *Whether managers provide assistance when the practitioner encounters problem*

The majority (57%) of the participants agreed that managers provided assistance when practitioners encountered problems, while 23% disagreed and 20% were neutral.

Without assistance from managers, practitioners cannot be effective and efficient in their teaching. It is worrying that close to a quarter of the participants indicated that they do not provide assistance to practitioners when there are problems. The managers who do not provide assistance could be lacking knowledge themselves on how to tackle the issues in their sites. Managers who were unsure could be those who do not reflect on their activities. It could be difficult to measure progress if one does not monitor and evaluate his/her own activities.

Item B2 (17): *Whether learners' achievements in Grade R are high because of the support managers provide*

The majority (40%) of the participants agreed that learners' achievements in Grade R were high because of the support managers provided, while 31% disagreed and 29% were neutral.

Support of managers could have a positive impact on practitioners and learners, leading to improvement in learner performance and academic achievements. It is worrying that

there are managers who were not sure whether support of managers contribute to learner achievements in their sites or not.

Item B2 (18): *Whether learner achievements in Grade R are high because the practitioner is competent*

The majority (48%) of the participants agreed that learner achievements in Grade R were high because the practitioners were competent, 26% disagreed, while 26% were neutral.

Competence of practitioners would ensure provision of quality education. It seems that these practitioners would not be able to offer learners quality education. These results could be linked to the fact that most of the practitioners do not have professional qualifications and therefore, do not possess the skills needed to provide quality education.

Item B2 (19): *Whether learners' achievements in Grade R are low*

The majority (70%) of the participants disagreed that learners' achievements in Grade R were low, while 16% were neutral and 14% agreed.

The results of the managers who disagreed and those who were unsure indicate that there is no relationship between learners' achievement and the support of the managers or the competency of the practitioners. It seems that these managers attribute learners' achievements to other factors other than the two reasons that have been mentioned. It is however, commendable that achievements in these sites are high.

Item B2 (20): *Whether attendance rate of learners in the Grade R is monitored*

The majority (85%) of participants agreed that attendance rate of learners in the Grade R sites was monitored; while 10% were neutral and 5% disagreed.

These results indicate that most managers play their role in ensuring learner attendance at the sites.

Item B2 (21): *Whether there are measures in place to assist learners who do not attend regularly*

The majority (62%) of the participants agreed that there were measures in place to assist learners who did not attend regularly, 28% were neutral, while 10% disagreed.

It is commendable that there are measures in place to deal with erratic attendance in these sites. In sites where this is not done, managers seem not to be proactive in the management of attendance.

Comparison between the responses of the practitioners and managers of SBS and CBS

The t-test ($t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$) indicated that there were no significant differences between the responses of the practitioners and managers regarding the following:

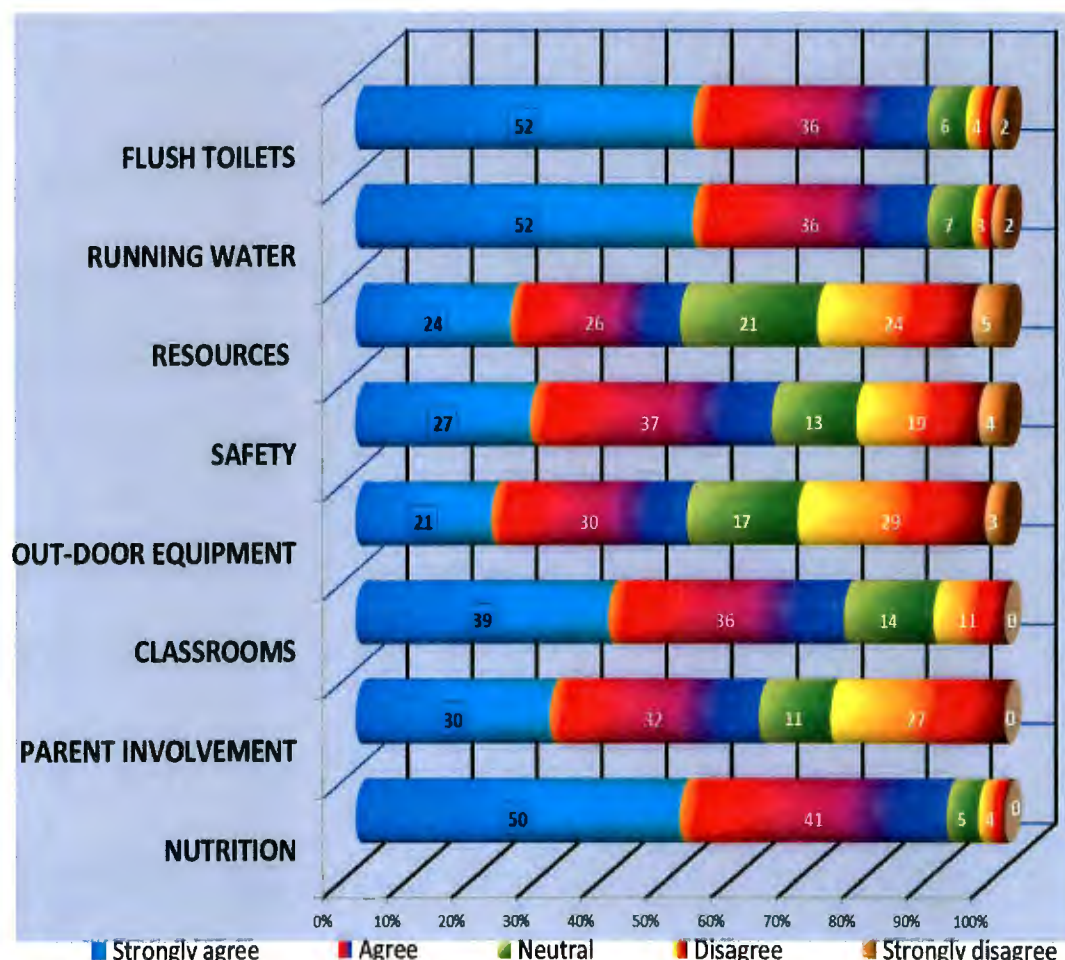
- clear goals in the assessment of learners (t = 0.8204)
- HOD monitors the progress of the practitioner in attaining the goals (0.2744)
- managers provide assistance if the practitioner encounters problem (0.4595)
- attendance rate of learners in the Grade R is monitored (t = 0.7286)

The next section presents information on responses of the participants on the resources used for effective management of Grade R.

4.5.3 (B3): *Data on the resources used for effective management of Grade R*

This sub-section endeavoured to find out if managers had resources to ensure quality foundational education. It was also important to understand how managers made use of these resources to the benefit of Grade R sites.

Fig 4.19: Responses of managers on resources used for effective management of Grade R



Item B3 (23): *Whether manager ensures that Grade R learners are part of the school nutrition programme*

An overwhelming majority (91%) of the participants agreed that Grade R learners were part of the school nutrition programme, while 5% were neutral and 4% disagreed.

This seems to be an area where managers are playing their role to support learners that are vulnerable. These results are commendable as most of the learners in these sites are from poverty stricken areas.

Item B3 (24): *Whether management motivates parents to be involved in their children's education*

The majority (62%) of the participants agreed that management motivated parents to be involved in their children's education, while 27% disagreed and 11% were neutral.

It is worrisome that a significant number of participants disagreed that parents are motivated to be involved in their children's education. In order for the managers to be effective in the execution of their duties, there seems to be a need to ensure that all stakeholders are on board. Parents would assist managers not only in their day to day activities but also in matters pertaining to discipline and misbehavior of learners. Thus, parents can fulfill a very special function.

Item B3 (25): *Whether managers ensure that classrooms have appropriate furniture*

The majority (75%) of the participants agreed that managers ensure that classrooms have appropriate furniture, while 14% were neutral and 11% disagreed.

The majority of managers seem to be playing their role effectively in this regard. The availability of appropriate furniture would ensure attainment of the educational goal, which is effective teaching and learning and the achievement of planned outcomes (*cf.* 2.5.1.1).

Item B3 (26): *Whether there is a budget for the out-door equipment for learners*

The majority (51%) of the participants agreed that there was a budget for the out-door equipment for learners, while 32% disagreed and 17% were neutral.

Although an overwhelming majority of managers ensured that classrooms had furniture, managers seem to ignore the out-door equipment. Out-door equipment for Grade R learners, is as important as furniture. Literature indicates that development should be holistic, thus, social, emotional, physical and intellectual out-door activities enable

learners to exercise their muscles so that they can learn to move easily and with confidence (cf. 2.3.2).

Item B3 (27): Whether the manager ensures that the out-door equipment is secured and safe for learners

The majority (64%) of the participants agreed that managers ensured that the out-door equipment was secured and safe for learners, while 23% disagreed and 13% were neutral.

Safety of learners is the managers' and practitioners' number one priority. Managers are said to be in loco parentis. Therefore, children that are entrusted in their care are their responsibility. They are also accountable to parents and community members.

Item B3 (28): Whether managers provide the Grade R site with enough resources to support learners with learning barriers

The majority (50%) of the participants agreed that they provided the Grade R sites with enough resources to support learners with learning barriers, while 29% disagreed and 21% were neutral.

This is another area that seems to be neglected by about half of the managers. Learners with learning barriers need to be assisted to ensure that barriers to their learning are not only addressed but also a healthy development has been promoted.

Item B3 (29): Whether running water is easily accessible at the site

An overwhelming majority (88%) of the participants agreed that running water was easily accessible at their sites, while 7% were neutral and 5% disagreed.

This is praiseworthy as it would ensure a healthy environment where learners can be taught about hygienic practices.

Item B3 (30): Whether Grade R learners have flushable toilets

The majority (88%) of the participants agreed that Grade R learners had flushable toilets, while 6% disagreed and 6% were not sure.

These results are also commendable for hygienic purposes and healthy development of learners.

Comparison between the responses of the practitioners and managers of SBS and CBS regarding resources

The t-test ($t = \frac{\bar{x} - \mu}{\sigma / \sqrt{n}}$) indicated that there were no significant differences between the responses of the practitioners and managers regarding the following:

- management motivates parents to be involved in their children's education ($t = 0.4936$).
- managers ensure that classrooms have appropriate furniture ($t = 0.5283$)
- managers provide enough resources to support learners with learning barriers ($t = 0.9325$).
- Running water is easily accessible ($t = 0.8537$).
- learners have flushable toilets ($t = 1.2175$).

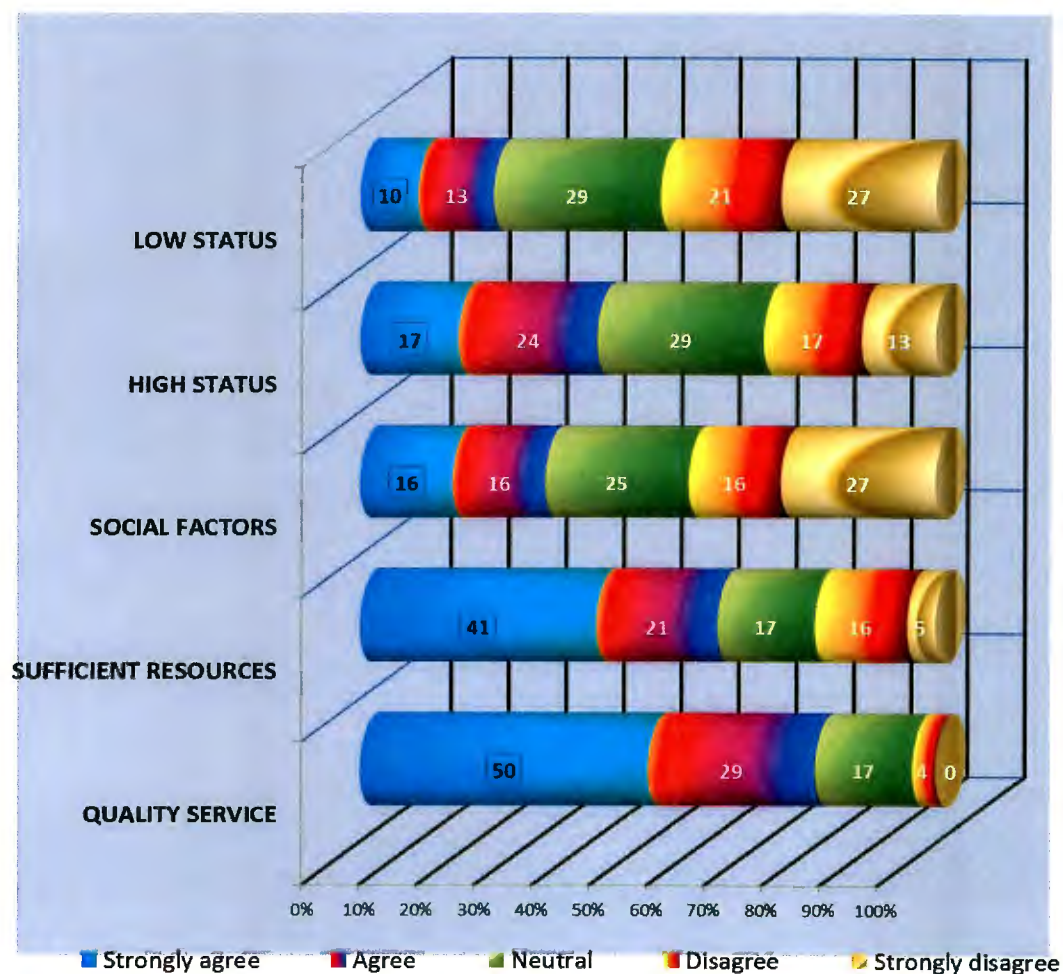
However, responses of managers and practitioners differ regarding the following:

- managers ensure that Grade R learners are part of the school nutrition programme ($t = 2.2395$).

4.5.4 (B4): Data on how the Grade R site meets organizational requirements

The aim of this sub-section was to find out how the Grade R sites met organisational requirements to ensure quality foundational education. It was also important to understand the important factors that contributed to the meeting of organizational requirements.

Fig 4.20: Responses of managers on how the Grade R site meets organizational requirements



Item B4 (31): *Whether Grade R site provide quality service to learners*

The majority (79%) of the participants agreed that they provided quality service to their learners, while 17% were neutral and 4% disagreed.

Provision of quality service is the managers' priority. These positive responses indicate that management of quality education is not taken haphazardly in these sites.

Item B4 (32): *Whether resources are sufficient to provide quality service continually*

The majority (62%) of the participants agreed that resources were sufficient to provide quality service continually to Grade R sites, while 21% disagreed and 17% were neutral.

It is important to provide resources for the provision of quality service. A significant number of these participants disagreed that resources were sufficient in their sites (*cf.* 4.4.4 and *cf.* 2.4.2.2). Participants indicated earlier that they did not have resources to support learners with learning disabilities. Lack of resources seems to be adding to the challenges of ensuring quality education in these sites.

Item B4 (33): *Whether the Grade R is negatively affected by community/social factors against attainment of educational goals*

The majority (43%) of the participants disagreed that Grade R was negatively affected by community/social factors against attainment of educational goals, while 32% agreed, 25% were neutral.

The responses indicate the negative effect of community against attainment of educational goals as a barrier. The environments in which the sites are in have an effect on the school as an organization (*cf.* 2.4.2.7).

Item B4 (34): *Whether learner achievement is high as a result of the low status of the community in which they are*

The majority (31%) of the participants agreed that learner achievement was high as a result of the high status of the community in which they were, while 30% disagreed and 29% were neutral.

It seems that participants do not understand that there is a relationship between high achievement and the status of the community. Literature indicates that sites could be negatively affected by community/social factors against attainment of educational goals (*cf.* 2.4.2.7).

Item B4 (35): *Whether learners struggle to achieve as a result of the community in which they are*

The majority (48%) of the participants disagree that learners struggled to achieve as a result of the low status of the community in which they were, while 29% were neutral and 23% agreed.

These results also indicate a lack of understanding of a relationship between learner achievement and communities. Unless managers are able to analyse the environment they are in, it would be impossible for them to deal with the challenges that their communities pose to the sites.

Comparison between the responses of the practitioners and managers of SBS and CBS

The t-test ($t = \frac{\mu}{\sigma/\sqrt{n}}$) indicated that there were no significant differences between the responses of the practitioners and managers regarding the following:

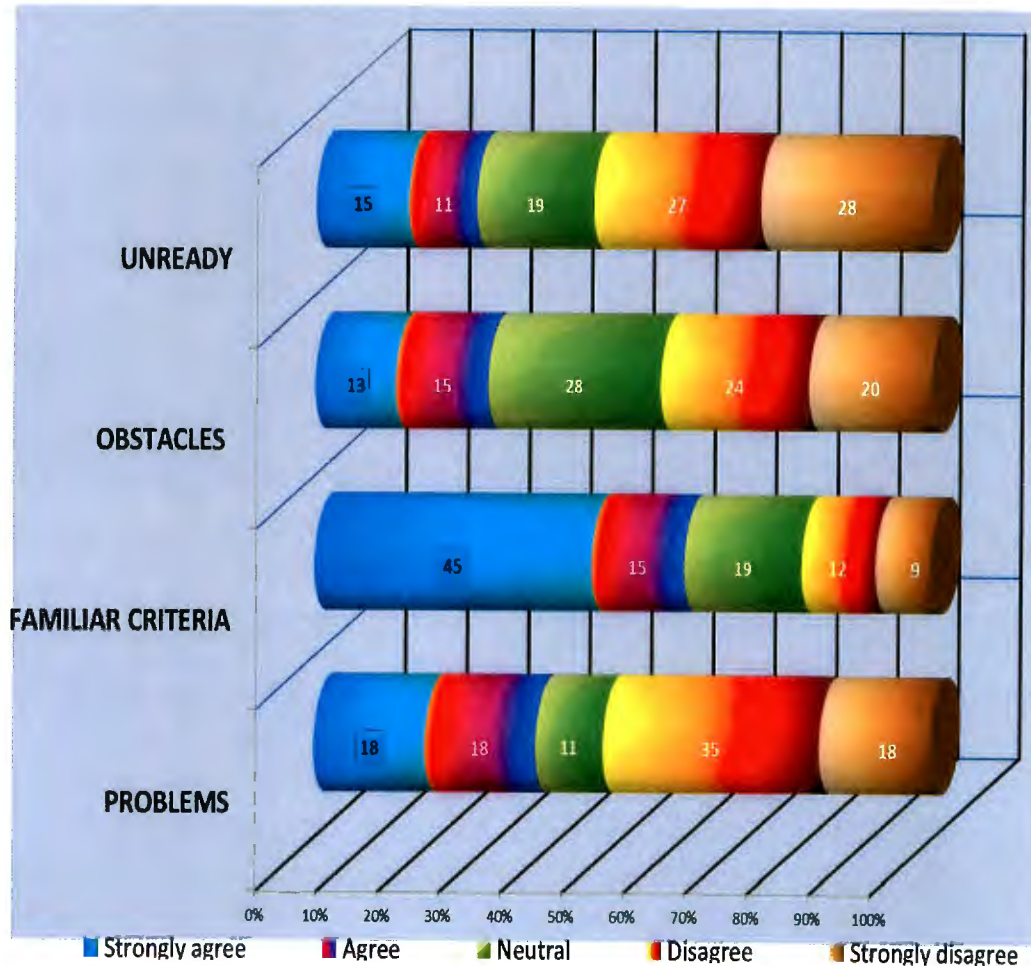
- site provide quality service to learner (t = 0.2992).
- resources are sufficient to provide quality service continually (t = 0.0869).
- Grade R is negatively affected by community/ social factors against attainment of educational goals (t = 0.0231).
- learner achievement is high as a result of the low status of the community in which they are (t = 0.3638).
- learners struggle to achieve as a result of the community in which they are (t = 0.4180).

The next section presents data on whether there were problems in the Grade R site.

4.5.5 (B5): Data on problems in the Grade R site

This sub-section depicts data aspects relating to problems encountered by managers in their management of the Grade R sites. It was also important to understand how managers dealt with these problems.

Fig 4.21: Responses of managers on problems in the Grade R site



Item B5 (36): *Whether managers experience problems and difficulties in managing the Grade R site*

The majority (53%) of the participants disagreed that they experienced problems and difficulties in managing the Grade R sites, while 36% agreed and 11% were neutral.

A significant number of managers indicated that they experienced problems and difficulties in their management of Grade R sites. The problems that are encountered by managers could include weaknesses in the management itself, dysfunction in the sites caused by lack of communication and inability to solve problems and difficulties in

ensuring effective teaching and learning. Sites with problems are regarded as of low education quality. To address the low education quality, literature suggests that the management of a site may set up rigorous quality assurance and monitoring system in order to ensure a deficiency free environment (*cf.* 2.4.2.6).

Item B5 (37): Whether managers are familiar with the criteria expected for quality education at the Grade R sites

The majority (60%) of managers agreed that they were familiar with the criteria expected for quality education at the Grade R sites, while 21% disagreed and (19%) were neutral.

A significant number of managers seem not to be familiar with the criteria for quality education. Lack of knowledge of the criteria would hinder the progress regarding provision of quality education. Management in the literature is regarded as a process of getting things done through and with other people (*cf.* 2.5.1). Managers who are not on the 'agree' response would therefore, not be able to guide, lead and provide support to practitioners if they themselves are not familiar with the criteria.

Item B5 (38): Whether site encounters obstacles to basic functionality

The majority (44%) of managers disagreed that their sites encountered obstacles to basic functionality, while 28% were neutral and 28% agreed.

It is important that managers limit obstacles for the smooth running of their sites. If obstacles are not eliminated, this would have a negative impact on teaching and learning.

Item B5 (39): Whether the site is not yet ready to pursue excellent quality since it is still struggling to achieve basic functionality

The majority (55%) of managers disagreed that their sites were not yet ready to pursue excellent quality since they were still struggling to achieve basic functionality, while 26% agreed and 19% were neutral.

Sites have to be ready to pursue excellent quality. It is the duty of the managers to ensure that sites are ready for this task. It seems that managers have to be ready themselves in order to ensure that their sites are also ready.

Comparison between the responses of the practitioners and managers of SBS and CBS

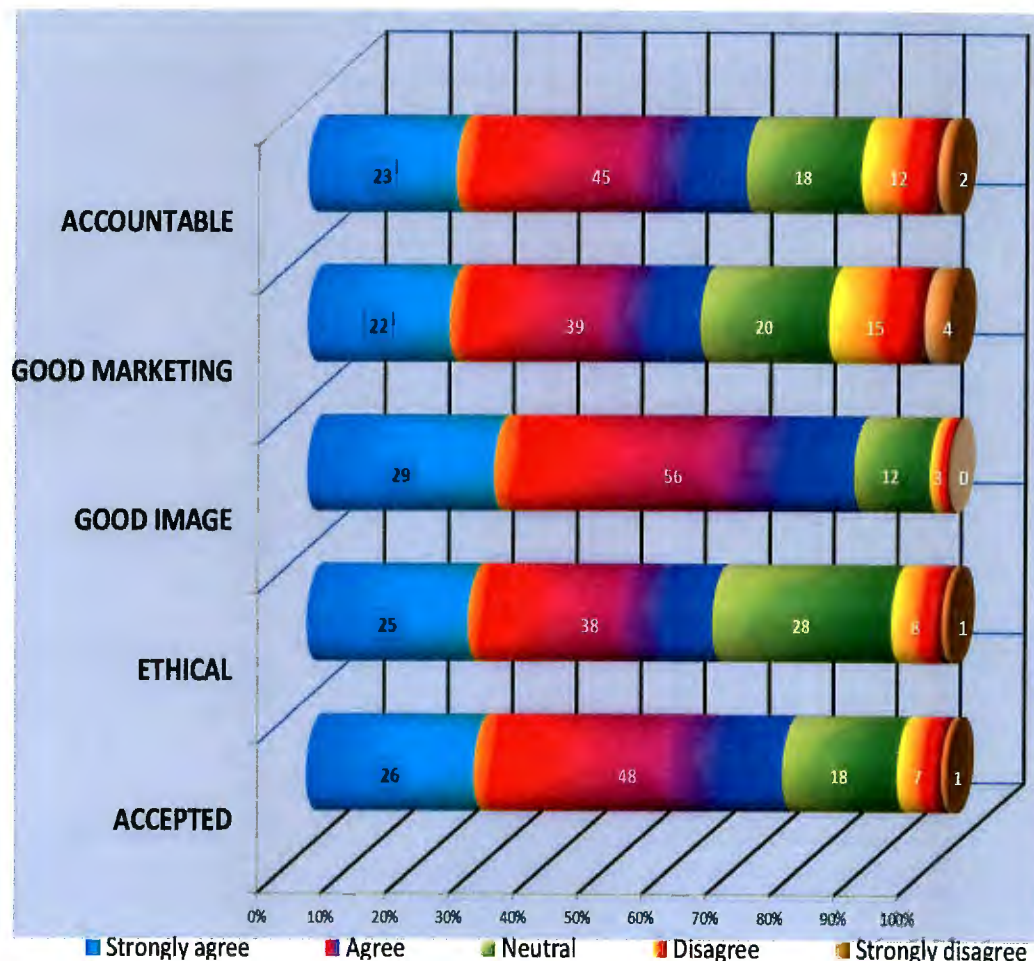
The t-test ($t = \frac{\bar{x} - \mu}{\sigma / \sqrt{n}}$) indicated that there were no significant differences between the responses of the practitioners and managers regarding the following:

- managers experience problems and difficulties in managing the Grade R site (t = 1.5089)
- managers are familiar with the criteria expected for quality education at the Grade R sites (0.5866)
- site encounters obstacles to basic functionality (t = 0.4419)
- site is not yet ready to pursue excellent quality since it is still struggling to achieve basic functionality (t = 0.7561)
- The next section presents data on whether managers maintained legitimacy of the Grade R site in their communities.

4.5.6 (B6): *Data on maintaining legitimacy of the Grade R site in the community*

This sub-section endeavoured to find out how managers maintained legitimacy of Grade R sites in their communities to ensure quality foundational education.

Fig 4.22: Responses of managers on maintaining legitimacy of the Grade R site in the community



Item B6 (40): Whether managers maintain legitimacy of Grade R site in the community

The majority (74%) of the participants agreed that managers maintained legitimacy of Grade R sites in their communities, while 18% were neutral and 8% disagreed.

Literature indicates that managers need to make Grade R accepted and supported by the community, in order to survive and achieve its mission (*cf.* 2.4.2.5). The positive results indicate that most participants ensure that parents and learners are satisfied with the practitioners and the way work is done in their sites and that they also treat parents

and learners well. The sites of managers that are on the 'agree' seem to be accepted by the public in their communities.

Item B6 (41): Whether Grade R sites offer programmes which conform to the ethical and moral norms of the community

The majority (63%) of managers agreed that Grade R sites offered programmes which conform to the ethical and moral norms of their communities, while 28% were neutral and 9% disagreed.

In order to gain legitimacy, according to literature, educational institutions should operate educational programmes which match the ethical and moral norms of the community (*cf.* 2.4.2.5). The significant number of participants who were not sure could be lacking knowledge regarding programmes offered in Grade R and this could be the reason why they do not know whether they conform to the ethical and moral norms of the community or not. Literature indicates that it is hardly possible for institutions to survive without ensuring legitimacy in their communities (*cf.* 2.4.2.5). Legitimacy requires effective management as a prerequisite. The results of participants who are not on the 'agree' could be an indication of ineffectiveness in their management.

Item B6 (42): Whether Grade R site has good image

The majority (85%) of managers agreed that Grade R sites had a good image, while 12% were not sure and 3% disagreed.

The positive results indicate that managers meet the expectation of their communities and this leads to the promotion of good image of the Grade R sites. Promotion of a good image according to literature can be achieved by exhibiting good work done by learners and by maintaining good relationships with the community and district-wide contexts (*cf.* 2.4.3.5).

Item B6 (43): Whether Grade R site has good marketing strategies

The majority (61%) of the managers agreed that Grade R sites had good marketing strategies, while 20% were neutral and 19% disagreed.

Grade R sites who do not have good marketing strategies would not survive. Managers are expected to win support of the community by building up good public image and show evidence of accountability (cf. 2.4.2.5). Education has become competitive therefore there is a need for sites to compete for resources. In order for the sites to succeed and survive it seems that they have to win the support of their communities. Inability to market sites could lead to the decline in the enrolment.

Item B6 (44): *Whether the Grade R site is accountable to the community*

The majority (68%) of the participant managers agreed that Grade R sites were accountable to their communities, while 18% were neutral and 14% disagreed.

It is praiseworthy that the majority of participants indicated that managers could be held liable for their actions. The participants in this section are in positions of authority they are therefore, responsible for the meaningful management of the affairs of their sites and the forming of young lives entrusted to them by the community. The participants that are not on the 'agree' could be indicating that they are not prepared to accept responsibility for their actions. They could also not be aware that they are accountable to their communities.

Comparison between the responses of the practitioners and managers of SBS and CBS

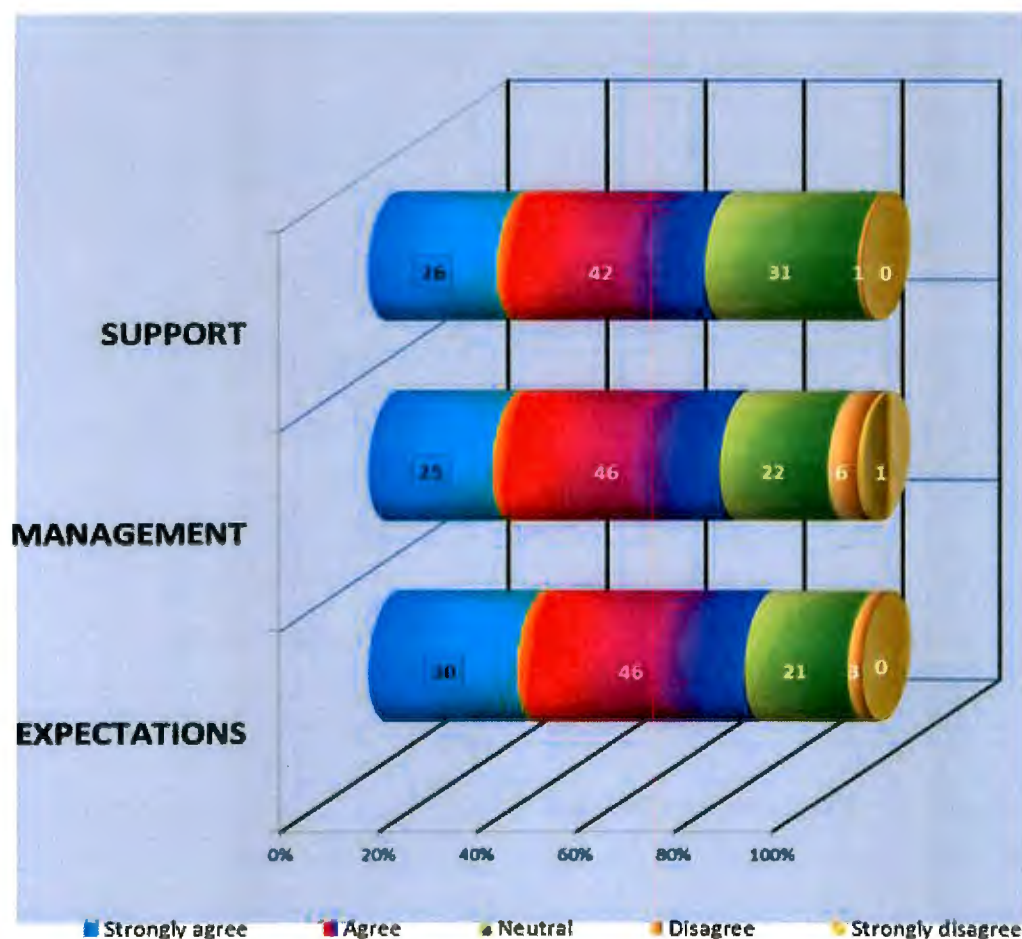
The t-test ($t = \frac{\bar{x} - \mu}{\sigma / \sqrt{n}}$) indicated that there were no significant differences between the responses of the practitioners and managers regarding the following:

- managers maintain legitimacy (t = 0.4807)
- Grade R site offers programmes which conform to the ethical and moral norms of the community (t = 0.2823)
- Grade R site has good image (0.4363)
- Grade R site has good marketing strategies (t = 0.3818)
- Grade R site is accountable to the community (t = 0.4040)

4.5.7 (B7): Data on satisfaction

This sub-section sought to find out if managers were satisfied with the management of Grade R sites ensure quality foundational education.

Fig 4.23: Data on satisfaction



Item B7 (45): *Whether Grade R sites satisfy the expectations of the parents and school management*

The majority (76%) of the participant managers agreed that the Grade R sites satisfied the expectations of the parents and school management, while 21% were neutral and 3% disagreed.

Satisfying the expectations of parents is an important aspect in the provision of quality. If parents and school managers are not satisfied with the provision of quality, they could lose trust in the sites. Grade R sites could lack legitimacy because of lack of trust by stakeholders and irrelevant or poor quality education.

Item B7 (46): Whether managers are satisfied with the way in which the Grade R site is managed

The majority (71%) of the participant managers agreed that managers were satisfied with the way in which the Grade R sites were managed, while 22% were neutral and 7% disagreed.

Majority of managers seem to be satisfied with the management, however, a significant number of participants were not sure.

Item B7 (47): Whether Grade R site practitioner is satisfied with the way in which you support him/her

The majority (68%) of the participant managers agreed that Grade R practitioners were satisfied with the way in which managers supported them, while 31% were not sure and 1% disagreed.

It is interesting that 31% of the participants were not sure about this aspect. This could mean that these participants were not sure whether their support was valued by the practitioners or not. This could indicate that feed-back sessions are not held where these managers would evaluate their own contribution.

Comparison between the responses of the practitioners and managers of SBS and CBS

The t-test ($t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$) indicated that there were no significant differences between the responses of the practitioners and managers regarding the following:

- Grade R site satisfies the expectations of the parents and school management (t = 0.3418)

- Grade R site practitioner is satisfied with the manager's support ($t = 0.3466$)

4.6 CONCLUSION

This chapter focused on the analysis and interpretation of the data. Comparison was made with the aim of finding the differences and similarities on the responses of managers and practitioners.

The next chapter will provide a summary, findings and recommendations.