

**PERCEPTIONS OF SCHOOL MANAGEMENT TEAMS (SMTs) WITH  
REGARD TO HEALTH AND WELL-BEING OF FARM  
SCHOOLS/PUBLIC SCHOOLS ON PRIVATE PROPERTY (PSPP)**

**by**

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## **DEDICATION**

This work is dedicated to my late father, Mr. Letsie Mashoko; my late mother, Mrs. Mmenyane Mashoko; my late brother, Mr. Thepiso Mashoko; my late sister, Ms. Mpuseng Nono Mashoko and my late daughter, Oarabile Mashoko. My wife Keromamang Mashoko; my children Ntholeng, Mmamapadile, Matheo, Kamohelo, Tshegofatso and Phemelo, as well as my family and friends, for their loving, encouraging and inspiration during the course of my study.

## DECLARATION

I the undersigned, declare that this mini-dissertation "Perceptions of School Management Teams (SMTs) with regard to the health and well-being of Farm Schools/Public Schools on Private Property (PSPP), represents my own work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete reference.



Mashoko OL

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## SUMMARY

**Key words:** School management teams, Farm Schools, Public schools on private property, management, health promoting schools, well-being, health promotion.

This study was undertaken in five (5) farm schools in the Maquassi Hills Area Project Office (APO) with the intention to assess whether the School Management Teams (SMT's) are given necessary guidance to deal with health and well-being of schools. The Constitution of South Africa stipulates that *human values (dignity, freedom and equality)* form the most important challenges that condone and maintain that a safe and discipline environment should be created for effective teaching and learning.

Focus group interviews were conducted to gather information which was relevant to the study. The findings show that SMT's of farm schools have problems with the managerial tasks as well as the functional tasks of schools' daily activities. The researcher infers that both the landowners and the DoE must ensure that electricity and water is provided where contractual agreements exist, as power affects the usage of visual aids and administering school businesses.

The Department of Education (DoE) has no legal structure within which farm schools should operate to guarantee equal educational opportunities, and create a positive disciplined schools where learners and educators not only know what is expected, but feel secure. The officials who are responsible for the dispatch of learning support materials (LSM) hold the

SMT's back in assigning duties to the educators because of lack of LSM. The study shows that the official seem to be ignorant of basic education to farm school learners, and how the DoE manages farm schools, reflects how it still clanged to the red-tape of funding farm schools. Other essentials like water and phones are not given attention to communicate problems that need immediate attention like illness, danger or accident. Learners still have to travel long distances which is a safety thread.

The researcher eludes that it is in the interest of the landowners and the DoE that the conditions that prevail on farm schools should not impede with the work of the SMT's. The landowners and the DoE should come to a consensus in making the school environment for SMT's inviting. The DoE through school-based support teams from Area Project Office (APO) should support SMT's and guide them in managerial tasks.

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## **LIST OF ABBREVIATIONS**

**AgricSA:** Agriculture Union of South Africa

**ARV:** Anti-Retrovirus

**COLT:** Culture of teaching learning

**DoE:** Department of Education

**ELRC:** Education Labour Relation Council

**HPS:** Health Promoting School

**HRW:** Human Right Watch

**ISC:** Institute Support Co-ordinator

**LSM:** Learning Support Material

**PSPP:** Public School on Private Property

**SASA:** South African School Act

**SGB:** School Governing Body

**SMT:** School Management Team

**YCL:** Youth Communist League

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## **CHAPTER 1: Introduction, research problems and aims and plan of research**

### **1.1 Introduction**

Since the dawn of Democracy in 1994, many changes have taken place in the restructuring of the National Department of Education and its structures, for example: Policies that govern school management teams, inclusive education, safety of learners, transportation of learners, health and care, feeding schemes and health promotion on Farm Schools/Public Schools on Private Property (PSPP). The School Management Teams (SMTs) of Farm Schools have it tough in managing the instructional management and management of farm schools, as there are no proper structures in place.

There has been a major problem in signing contracts with the department and landowners to help make work of SMTs easier. The SMTs have problem with work which is behind schedule due to improper running of schools as learners arrive late, maintenance is poor, parents are afraid of their children's safety and poor health conditions that prevail at farm schools. The SMTs are over burdened. According to Beukes (2003:3), AgricSA encourages the signing of farm school agreements and it appeals to farmers to support the process in a constructive manner. Both the department and the landowners must renew the contracts annually, because if the contracts are not renewed, the farm schools as well as the SMTs of the schools are pressurised, which impacts negatively on the learners' right to basic education. Mbelle (2005:1) states that "this so called 'neglect of farm schools'officially known as 'Public Schools on Private Property' resulted in children attending dilapidated schools, often without running water and electricity". According to Beukes (2005:1), it is

clear that some farm schools are not of quality educational standards. This statement was also confirmed by the Eastern Cape legislature rapport (Muller, 2006:1). Although some changes were made, the changes were not correctly implemented. Change involves a process and thus takes time. The National Department of Education and its education specialists have tried to implement changes in farm schools, but much still has to be done.

Mbelle (2005:1) points out that the Human Rights Watch has released a 59-page report on South Africa's "forgotten schools" and the inadequate education still provided to a large part of the country's black majority population in rural areas. The concern regarding the provision of adequate education in rural areas does not condone the state of the health and well-being of PSPP, i.e. farm schools. No proper training is provided to SMTs of farm schools. The red tape for allocating funds by National Department of Education to SMTs of farm schools, need to be looked into, to help with management tasks and Learning Support Material (LSM). In this regard Pandor (2006:1) says that "families are very poor and schools are still poorly resourced in provinces that inherited large rural homelands and their learners fared worse by far". The fact that school management teams of farm schools are poorly educated and uninformed concerning management as well as the fact that these schools lack proper resources could be linked to the poor management of farm schools.

It is clear that conditions at home have a strong correlation with how successfully learners learn. The Eastern Cape legislature stated in their report that the needs of learners on commercial farm schools are not given proper attention. Muller (2002:1) mentions that, on visits to some farm schools, the Eastern Cape legislature discovered the gruesome tales of the abuse of children and those who fainted at school benches from hunger. The interaction of educators and management is so poor that

learners with ailments cannot be identified. The SMTs have problem when learners fall ill or are stuffing as records are not there or not well kept. SMTs of farm schools need to be at the same standard equivalent to urban schools. A conclusive line of evidence could be drawn that the working conditions of SMTs on farm schools, based on instructional and administrative management, are at stake.

## **1.2 Review of relevant literature**

The Government and the National Education Department need to promote the health and well-being of learners at farm schools so that their school environments, living conditions, nutrition, health, social interaction and safety meet the same standards as those in urban areas. The Youth Communist League (YCL) (2004:1) states that "farm schools should be exempted from paying school fees and be declared the poorest schools". These schools seem to be neglected due to the fact that the Government and National Education Department fail to communicate with farm owners in the environment of the schools that are not conducive to education because of poverty, transportation and health standards on farms. Baberto, Blake & Kotze (1998:53) claim that poor communities tend to lack access, resource information or organizational skills to appropriately influence decisions concerning education. In some instances, more farm labourers are migrating to urban areas, and farmers are dissatisfied. South African Democratic Teachers' Union (SADTU) (2001:1) states that "the farmers keep the remaining workers engaged for ever, which means that the farm workers would not have time for School Governing Body (SGB) matters." Both the farmers and the government can improve the education of farm school learners if the Department of Education (DoE) and landowners can reach consensus. Many farm workers are illiterate, but once the farm workers' children are educated, they can become commercial farmers in the future.

Beukes (2003:3) explains: "AgricSA encourages the signing of farm school agreements and appeals to farmers to support the process in a constructive way." Feni (2001:1) states that "many SGB members are not familiar with school matters and this can result in lack of participation in school matters by parents". Although landowners are willing to work collaboratively with the National Department of Education in making sure that various safety conditions do not infringe on education of learners, and that schools should be of quality standard and tuition is well administered once contracts have been signed, the National Department of Education is delaying the process of signing these contracts in time. In this report Beukes (2001:1) of AgricSA's Committee on Training emphasizes the importance of farmers and the National Department of Education working together in finding solutions in a constructive manner to conclude the signing of farm school agreements at the end of each year.

The School Governing Body (SGB) as a combined structure that represents other structures at school level should be well informed in carrying out the assigned tasks by the National Department of Education. The National Department of Education should see to it that the school is functioning well and also bring about changes where necessary, by calling parents and landowners to meetings to iron out some difficulties the schools are facing. They have a large responsibility of drafting policies such as school administration and management policies, uniform policy, admission policy, language policy, safety and HIV/AIDS policy. The National Department of Education draft No. 2 of 1996 indicates that the SGB is a mouthpiece of parents, non-teaching staff, educators and the learners of the school on matters other than those relating to the professional administration of the school. The National Department of Education has vested them with authority to do the work and to see to it that departmental responsibilities are implemented and carried out.

### **1.3 Research questions**

In the light of the afore-mentioned, the following research questions are formulated:

- Which factors hinder the health and well-being of farm schools?
- What are the perceptions of school management teams concerning the health and well-being of farm schools?
- Which recommendations can be made to SMTs that will contribute towards the health and well-being in farm schools?

### **1.4 Research aims**

In order to realize the research questions indicated above, the following aims are set to direct the research:

- to establish which factors hinder the health and well-being of farm schools;
- to establish what the perceptions are of school management teams concerning the health and well-being in the farm schools; and
- to propose possible recommendations to SMTs which will contribute towards the health and well-being in farm schools.
- The purpose of the focus group interviews will be to determine the perceptions of School Management Teams with regard to the health and well-being of farm schools

### **1.5 Central theoretical statement**

The researcher is of opinion that SMTs no advocacy have been done on perceptions concerning the health and well-being of farm schools.

## **1.6 Research method**

The study will comprise two methods, namely a literature study and an empirical investigation.

### **1.6.1 Literature review**

A literature review will provide information on studies related to the perceptions of School Management Teams with regard to the health and well-being in Farm Schools/Public Schools on Private Property. The researcher will use research engines such as EBSCOhost, ERIC, Google and Thutong in finding the information relevant to the research using the following key words: health, well-being, perceptions, SMTs, PSPP and health promoting schools.

### **1.6.2 Empirical investigation**

A qualitative research approach will be followed in the empirical investigation.

### **1.6.3 Study population**

Focus group interviews will be conducted with five (5) School Management Teams of farm schools in the Maquassi Hills Area in the North-West Province.

### **1.6.4 Data collection**

The researcher will gather information by means of focus group interviews with various School Management Teams of farm schools in the Maquassi Hills Area. These focus group interviews will be video recorded and will be available on DVD.

#### **1.6.5 Data analysis**

The researcher will analyse the interviews of the various focus groups and identify themes and issues related to the research questions and aims.

#### **1.7 Ethical aspects**

Letters will be sent to the ISC of the Maquassi Hills Area to obtain permission to visit the five (5) identified schools in the area of his/her jurisdiction. The SMT members will voluntarily participate in the focus group interviews.

#### **1.8 Contribution of the study**

The study has alerted the researcher to issues that cause poor conditions of education on farm schools such as norms and standard of education, health and nutrition, physical and social (human) resources as well as safety and transportation of learners. The government and National Department of Education must take a standpoint in promoting the health and well-being of farms and farm schools by improving living conditions and safety of learners. More research needs to be undertaken on these aspects.

## **1.9 Chapter layout**

A preview of the chapters is as follows:

**Chapter 2:** In this chapter the researcher defines and discusses health, well-being and health promotion of farm schools/public schools on private property.

**Chapter 3:** Chapter 3 deals with the role and function of SMTs with regard to health promotion and well-being of farm schools/public schools on private property.

**Chapter 4:** In this chapter the focus is on the research method used to reach or determine the research aims.

**Chapter 5:** In Chapter 5 a brief outline on the results, conclusions and recommendations is presented.

## **CHAPTER 2: Health, well-being and health promotion of Farm Schools**

### **2.1 Introduction**

Historically, education in South Africa was designed to assert White domination, and the African race continued under-developed. Education was a privilege and not a right for Africans. The Human Rights Watch in its report (2006:1) points out that the National Party government which was in force from 1949 to 1994 made provision for community schools, government schools, private and state-aided schools. The aim with the erection of these schools was: (1) to create economic value for the farmers and to prevent migration into the cities; and (2) was primarily designed to benefit the farmer by providing a level of education that could create more efficient farm labourers. Above-mentioned schools could be viewed as day-to-day care centres for children who were constantly getting into trouble and bothering their parents who were busy working.

Even though the former National Department of Education was responsible for the regulation of those schools, the farm owners had full control of the management of the schools. The managers had forcefully taken the responsibility for educator selection and dismissal. Children's physical, mental, emotional health and bio-spiritual being were not taken into consideration. This included the health, well-being and health promotion of farm schools.

The living conditions on farms and at farm schools are often unbearable. The physical and teaching conditions are among the poorest in South Africa. The following are some of the burning issues that are facing lives of farm school learners and difficulties that need to be resolved. The issues are health, well-being and health promotion of PSPP.

## **2.2 Clarification of concepts**

### **2.2.1 Health**

*Health* was only seen as a personal and biological issue. In fact, it goes far beyond that. Naidoo and Wills (2000:6) maintain that the World Health Organization (WHO) in its constitution interprets health as “a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity”. Some authors argue that health is holistic and includes different dimensions whereby each needs to be considered (Aggleton & Homans, 1997; Ewles & Sinnet, 1999). These dimensions are physical, emotional, spiritual, social, mental and societal health. Seedhouse (1986), in his unified theory, suggests that health is the foundation for human achievement and that this is a means to an end rather than a fixed state that a person should aspire to reach.

### **2.2.2 Well-being**

Health and well-being are intertwined. According to the South African Law Commission (2006) in its report on Children’s Bill, proposed structures and services that are envisaged to promote and monitor physical, intellectual and emotional development of the child. The Human Rights Watch (2004:8) in its report maintains that farm schools do not harbour good living conditions due to lack of clean water, electricity, sanitation, transportation of learners to and from schools, poor infrastructure and shortage of teaching and learning materials. There are not telephones for the well-being of farm schools in times of emergencies.

Kuno (2006:2) maintains that *well-being* has four categories, namely school conditions, relationships in school, means for fulfilment and health status conditions such as health care, counselling, psychological well-

being and safety. In terms of learners' safety and well-being, the school environment needs to be seen in terms of its physical and psychosocial aspects. Well-being, as cited by Grzywacz (1999), Hermon and Hazler (1999) and Wissing (2002:8-9), is often used to refer to specific "aspects" or "domains" such as physical, psychological and social well-being.

### **2.2.3 Health Promotion**

Donald, Lazarus & Lolwana (2002:26) maintain that *health promotion* includes but involves more than promoting physical health. All the physical, cognitive, emotional, moral and spiritual aspects of development contribute to positive, competent, confident persons. Health promotion represents an important and basic shift in thinking about developmental issues. The effect of this shift is that we become less problem focused and more solution focused. Health promotion is seen as an integrated and inclusive activity that involves collaboration between school and community. Health promotion is about: (1) promoting the spiritual moral, cultural, mental and physical development of learners, and (2) preparing learners for the opportunities, responsibilities and experience of adult life (Education Reform Act No. 1 of 1988).

Democratic participation of learners is a key element in health promotion. Knight *et al.* (2006:2) maintain that health promotion practices address the prevention of harm associated with five agreed health issues, namely smoking, nutrition, playground safety and unsafe sexual behaviours or practices. The World Health Organization (WHO) maintains that health promotion is the process of enabling people to increase control over, and to improve their health and to reach a state of complete physical well-being.

#### **2.2.4 Health promoting schools**

According to the World Health Organization (1998), *health promoting school* can be characterized as a school constantly strengthening its capacity as a healthy setting for living, learning and working. A health promoting school:

- Strives to improve the health of school personnel, families and communities as well as learners.
- Fosters health and learning with all its measures at its disposal.
- Strives to provide a healthy environment, school health education and school health services along with school/community projects and outreach campaigns.

A health promoting school perspective brings particular strategies to bear on the broader thrust of building quality education for all South Africans. A health promoting school provides a framework for addressing various challenges facing the school, for example drug abuse, alcohol abuse, sexual harassment, teen-pregnancy, poverty and unsafe conditions for learners, lack of health services and unhealthy environment, in order to promote quality education.

#### **2.2.5 School Management Teams**

Siyakhula Trust (1998:9) maintains that *School Management Team* is a structure which is responsible for day-to-day administration and organization of teaching and learning and all the activities which support its obligations. It is the responsibility of the principal and Heads of Department and they are accountable to the National Department of Education and the SGB for the results. It means that the success of the school needs not depend on the principal alone. Davidoff and Lazarus (2002:170) maintain that leadership and management should be

diversified and not rest on one person, or possibly two or three people. The SMT as leaders should know when to delegate authority so that they do not hold reigns of power unilaterally. Delegation of tasks allows for the sharing of control and responsibility which is an important aspect of democracy. A peaceful environment is important in a school setting for leadership (SMT) as a way to avoid conflict and a way of trying to keep everyone satisfied. Davidoff (2002:171) believes that good leadership and management means ensuring that appropriate consultation and discussions take place as part of school life. The SMT has the responsibility to make sure that the health and well-being of the school is promoted among educators and learners within the school as well as in the community. The SMT, because of the democratic nature of the structure, requires that educators work co-operatively and as a system to ensure the promotion of quality education.

#### **2.2.6 Farm School/Public School on Private Property**

Education Labour Relation Council (ELRC, 1997: B-25) defines *farm school/Public School on Private Property* as a school supported by public funds on a place provided by an individual or commercial company rather than the state, and property is that portion of the private property on which the public school will be situated. Wilson (2006:3) maintains that farm school remains the property of the farm owner and not the government. The farmer was empowered to close the school at any time and it has always been at its most vulnerable when land ownership changed.

Eviction has often resulted from a new landlord's unwillingness to accommodate a school on his farm. Although the law has changed, this threat endures. Child labour is still common on farm schools and it is perhaps the most disturbing and insidious practice associated with farm schooling. Farm schools are close to the bottom of the pile in the National

Department of Education already marred by poverty and inequality due to their size, distribution and remoteness.

## **2.3 A framework for understanding Farm Schools as organizations**

### **2.3.1 The culture of Farm Schools**

*Culture* refers to the atmosphere or ethos, especially including the values and norms that are reflected in patterns of interaction in the school (Donald, Lazarus & Lolwana 2002:145). Any school culture should comply with the founding values (human dignity, equality and freedom), based on the South African Constitution, as one of the most important challenges of creating and maintaining a safe, disciplined environment where effective teaching and learning can take place.

The way things are done, is one way of describing and understanding the school culture. Elements of culture can include written or unwritten rules (*norms*) and *values* can be determined by the vision and mission statement of the school as stated by Egan in his model: "Where are we? Where are we going? And how do we get there?" School culture is determined by many external and internal forces, with society's values and norms providing a major influence. Joubert, De Waal & Rossouw (2006:1) accentuate that schools must operate to guarantee equal educational opportunities and create a positive disciplined school where learners and educators not only know what is expected, but also feel secure. The indication is that coping strategies should be aimed at ensuring a positive disciplined climate which will result in enhancing a culture of teaching and learning.

Farm schools' cultures differ from place to place because of how schools are established. Joubert, De Waal & Rossouw (2006:1) maintain that the

officials seem to be ignorant of basic needs procedures regarding the norms and values of the school culture. In its report AllAfrica Global Media (2006:2) states that Tony Leon, leader of the official Democratic Alliance party, said in a recent internet column that "over 25% of farm schools do not have water facilities, 15% do not have sanitation and 75% do not have libraries".

Education of farm school learners is inevitably impossible due to factors that have been mentioned and many others such as lack of transportation, health services, sexual abuse and HIV/AIDS. In its report the Human Rights Watch (2006:1) maintains that the rights of children living on commercial farms are directly affected by tenure of their parents, whether they are working for a cash wage or are labour tenants, partly paid by the right to grow their own crops.

Child labour is a problem that needs immediate attention, since learner attendance is diversely affected. In its report the Human Rights Watch (2006:2) concludes that teachers in Hazyview in Mpumalanga Province blame low enrolment and poor attendance on labour being an attractive option for children. The teachers at Wallop Farm School alleged that boys under the age of seventeen sought employment on the neighbouring farms in the Free State Province. In the Limpopo Province, a teacher at Wolksberg Farm School argued that the lack of a secondary school nearby and insufficient funds to enrol at a secondary school 40 km away were factors contributing to child labour on farms.

Access to basic nutrition for children on farm schools is also a nightmare. It is alleged that hungry, sick and troubled children cannot function well in school. Smith (2002:20) maintains that financial hardship is part of the problem, as many children come to school without having had breakfast. Another factor is transportation. Should learners be provided with proper

means of transportation, the rate of arriving late, sexual abuse and drop-outs can be curbed. A partnership linking health and the National Department of Education and farm owners should give attention to the needs of farm school learners. In his report on the Eastern Cape, Muller (2006:1) mentions the gruesome abuse of children – they fainted on school benches from hunger – and he also points out the total deterioration of farm schools in the Province.

### **2.3.2 Identity of Farm Schools**

*Identity* of a school is defined by people who perceive the school from the outside and inside. It is the way the school identifies itself as an academically orientated school or a school which has a certain way of showing its potential, either by excelling in sports, results or culture. Having a clear vision and mission statement will help towards building positive identities.

Farm schools are identified as poorly achieving schools due to the fact that maladministration prevails at such schools and that they are impoverished. Muller (2006:1), in his report on his visit to 41 schools in the Eastern Cape, claims that it was found that the school buildings across the province were in a pathetic condition. Some had no water or electricity. There were no sports facilities. Transport was not provided for learners at any of the farm schools visited, where learners walked more than 20 km to school daily. This resulted in learners being absent for much of the time. The absence of teachers was also a common occurrence. The lack of state-funded transport from home to school further hinders access to education in commercial farm areas.

It is difficult to reach the set goals for quality education on farm schools, since the National Department of Education does not supply teaching

materials to many of the farm schools. Adherence to the identity of farm schools becomes difficult, and this gives rise to maladministration, because management fails to comply with the stipulated rules, norms and values. The Human Rights Watch (2006:1) states in its report that, in some cases, the deliberate closure of a school was linked to possible eviction of farm workers whose children attended the farm school. In other cases the farm owner wished the school to be shut due to the proposed sale of the farm for the sake of business or as a result of a dispute with the provincial department of education arising from non-payment.

### **2.3.3 Strategy**

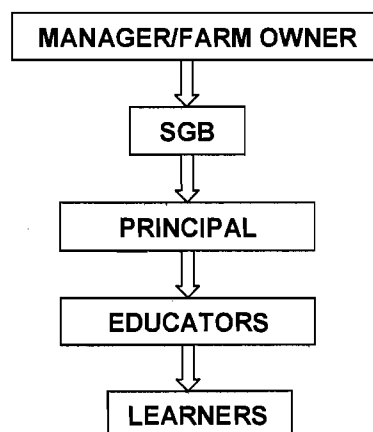
*Strategy* refers to the ways and means the school develops in order to fulfil its mission and goal (Donald, Lazarus & Lolwana, 2002:24). Strategy is divided into Organizational and Curriculum Development. Strategy involves development of plans to achieve the set goals. Davidoff and Lazarus (2002:24) maintain that the element of strategy includes stated areas of achievement or goals, as well as criteria for measuring those achievements often referred to as outcomes and indicators. Once goals have been set, planning to achieve those goals becomes an important set of activities. The way in which we deal with goal-setting, planning and evaluation reflects and perpetuates a particular culture in a school. (Davidoff & Lazarus, 2002:24). A school with a clear sense of direction will surely be able to plan effectively. Strategic planning involves a process of conscious decision-making and constant review.

An environmental analysis needs to be looked into for identifying the past, present and the future trends. Appropriate goals need to be set in terms of this analysis, planning on how to achieve these goals and doing a reality check in terms of a strengths, weaknesses, opportunities and threats (SWOT) analysis. Education at the farm school, as well as the curriculum,

need to include school policies, the physical and psycho-social environment, participation of various sectors in the school life, the development of staff and learners and effective education support (Donald, Lazarus & Lolwana, 2000:148). It is important to scrutinise these elements of strategy very closely to improve conditions of farm schools.

### 2.3.4 Structures and procedures

Davidoff and Lazarus (2002:26) maintain that, within the school contexts, *structures* consist of ways in which individual and team contributions are combined within organizational units and the term *procedures* refers to rules, regulations and methods whereby structures relate to one another. The four important aspects of structures and procedures are structural arrangements, decision-making, information flow and accountability. An important aspect of the strategic planning process is to ensure that appropriate structures and procedures are set in place to facilitate achievement of the goals of the school (Davidoff & Lazarus, 2002). The following could be an organogram of a farm school indicating how the different structures relate to one another:



In many cases farm schools have an autocratic orientated top-down hierarchical leadership. Line of accountability is one way, with the manager being the main person making decisions and oppressing the SGB and

SMT. If the SGB is not supporting the manager they could face eviction from the managers' farm. The principal has minimal inputs in terms of decision making. There is a communication break down and educators are ill informed. There is no transparency and the principal and educators are not accountable for initiating developments to foster quality education for learners.

### **2.3.5 Technical support**

*Technical support* includes the school's resources and how they are managed and administered. Areas needing attention are resource access and control, teaching and learning support materials and administration. Donald, Lazarus & Lolwana, (2000:149) point out that resources include finance, administration and curricula, teaching materials, equipment and school building facilities.

Little has been done by the National Department of Education in alleviating problems pertaining to technical support on farm schools. The Human Rights Watch (2005:2) states in its report that children attend schools that are without drinking water or proper sanitation, putting them at unnecessary risk of disease, even though regulations under the South African School Act of 1996 require the state, or where applicable the landowner, to provide basic services to farm schools. Pandor (2006:1) said that families are very poor and that schools are still poorly resourced in provinces that inherit large rural homelands. Educators clearly need adequate resources to aid learners. Large numbers of farm schools are without basic amenities and struggle to provide educators and learners with informative and stimulating materials. The Human Rights Watch (2006:4) states in its report that the effect is due to the fact that the state fails to fully guarantee the right to primary education for children living on commercial farms.

### **2.3.6 Human resources**

The term *Human resources* relates to all members of the school community, viz. management, educators, learners, parents and non-teaching staff. According to Coleman (1988), as cited by Muthukrishna and Sader (2004:14), *social capital* is the social structure resources that allow individuals, groups and communities to resolve collaborative problems more easily. Falk and Klipatrick (2000) argue that learning, change, economic and social well-being, and the social capital resulting from the learning interactions are critical for development.

It is different in farm schools, seeing that managers are not delegating and sharing accountability and responsibility with the principal, educators and parents. Farm School Management Teams are impeded by landowners in carrying out some educational issues. They are swallowed by the powers of managers. According to Wilson (2006:3), a farm owner's entitlement to declare the headmaster and teachers trespassers, to evict them from his land and to pull down the school buildings has represented the largest threat to farm schooling. Educators are also not well trained to handle the new curriculum. There is a need for human resource development programmes and in-service training.

### **2.3.7 Leadership, management and governance**

Central to the school as an organization is leadership, management and governance. For a school to transform itself to grow in strength depends a great deal on the quality of leadership in the school. Good leaders need to have vision, imagination, passion, enthusiasm and commitment (Davidoff & Lazarus, 2002:166). Good leadership facilitates change – an important component of this process in giving the staff an active role in improving the school.

Leadership, management and governance on farm schools differ from those of urban schools. Managers are not trained to work collaboratively with other stakeholders. They interfere in many aspects of the school business and their word is final. The principal and other members of staff must make own arrangements to attend workshops and to see to it that the school is running smoothly. *Leadership* is about moving forward and having a sense of direction. Davidoff and Lazarus (2002) maintain that leadership is about ensuring that the school does not get stuck in the rut and become reactive.

Management and governance on farm schools is difficult. The SGBs of farm schools do not receive formal training and they are oppressed by the managers. The SGBs are the puppies of the managers and not empowered. So the SGBs fail to govern schools with the power invested in them. Davidoff and Lazarus (2002:175) point out that empowerment is important, simply because it is a basic human need to feel a sense of control over your life. The managers do not value their staff sufficiently — they do not utilise their talents and skills.

### **2.3.8 Social context**

The school is seen as an institution which has to serve the interests of the community it serves. It is not only teaching and learning that takes place in it. The community can hold meetings of representatives from different associations such as religion, politics, community gatherings and others like HIV/AIDS enlightenment for young people and the community.

In this era, technology is very important in education, and the farming society can benefit by being taught computer literacy from the schools. Many organizations donate computers to farm schools, but they are not

utilized. The managers do not wish to develop the skills and talents of their societies. The learners suffer because of the selfishness of the managers.

HIV/AIDS is a threat to farm school learners as well as parents. Little enlightenment is on the ground for them. Health services are poor and there is no way out to curb the situation that prevails on the farms. Teenage pregnancy is alarming, since sex education is not practised. Most of the parents are illiterate and ill informed concerning their health status and their rights to better health conditions. The parents are made to adhere to old traditional ways of curing ailments because the farm owners consider visiting a doctor/clinic time and money wasting.

### **2.3.7 Health, well-being and health promotion of farm schools**

Due to the fact that school is seen as an environment for learning and development, health promoting school environment needs to be seen in terms of its physical and psychological aspects. Both the physical and psycho-social aspects of the school environment are influenced by the social system as a whole. Based on the needs and well-being of the society in which the school is situated, health promoting issues can be developed by being proactive regarding challenges that face our children. Ottawa Charter (1986:3) explains that health promotion is the process of enabling people to increase and take control over and meet a state of complete physical, mental and social well-being as an individual or as a group. People should be able to identify and realise inspirations to satisfy needs and to change or cope with the environment.

The central challenge is undoubtedly the need to build a culture of learning and teaching in farm schools that would provide quality education for all learners. There are a number of factors and challenges that need to be addressed if quality education is to take place. The factors could be

socio-economic by nature, and could include national challenges such as (a) addressing and preventing all forms of violence in and around the school, (b) combating various forms of substance abuse, (c) providing access to education to street children, (d) addressing the HIV/AIDS crisis and (e) alleviating poverty.

It is in the hands of the National Department of Education and farm managers that health, well-being and health promotion are taken care of. Information concerning health issues is minimal, since the well-being of the society lies within the positive attitude of the society concerned. Williams, (2000:19) are convinced that involving parents and care-givers in health promoting schools is important as they can provide vital skills and expertise in assisting farm schools with planning and implementation of health promoting activities.

## **2.5 Conclusion**

The researcher found that as in the co-operative world and its functionality, the dilemma of illiteracy among our farm workers add to the unforeseen circumstances that impact negatively to the health, well-being and health promoting schools. The limbo affirms the national challenges that become a drawback to both farm managers and the DoE. Education is the only key to alleviate the prevailing circumstances in farm schools.

The DoE should fight for free medical examination for learners and to invest by training parents on health promoting issues for both parents and learners. Twice a month classes on healthy life-styles, prevention of all sorts of abuse and parent-child relationships to build trust should be given. Children should know their rights as learners and be given a chance to tell their stories.

## **CHAPTER 3: The roles and responsibilities of School Management Teams with regard to the health and well-being of Farm Schools/Public Schools on Private Property**

### **3.1 Introduction**

In the past, school governance in South Africa was characterized by a top-down approach which was mainly composed of the manager (farm owner) and the principal of a farm school, or the department and principal in a public school. The Human Rights Watch (2006:1) states in its report that the farm owner had full control of the management of the farm schools. Educators, learners, parents and the community were excluded from making important contributions and decisions concerning the school.

As part of making schools democratic, the South African School Act No.84 was passed in 1996. An important provision in the act was the establishment of democratically elected SMTs. The *SMT* is the structure that forms the leadership and management of the school. *Leadership* relates to mission, direction and inspiration, while *management* involves designing and carrying out plans, getting things done and working effectively with people (Van Deventer & Kruger, 2003:68). Davidoff and Lazarus (2002:168) see leadership to be visionary, looking towards the future, and nudging and challenging people within the organization to be alert and awake to the challenges.

The success of the school does not have to depend on the principal alone. When top management (heads of department) works collaboratively with expertise, the burden will not be heavy for the principal. Van Deventer and Kruger (2003:67) state that, as the school leader and manager, the principal will be the key person, but each and every educator at a school

will, in some way or another, be a leader and manager during the course of a school day.

The SMT should be aware of the organization (school) in relation to its immediate and broader context and should constantly be looking at ways of making the farm school more open to future trends that are useful to the farm school community. Davidoff and Lazarus (2002:166) maintain that good leadership facilitates changes; an important component of this process which is giving the staff an active role in improving the school.

One of the most important functions of an SMT is to develop an action strategy to get the school from where it is to where it wants to be. In most cases the development of an action strategy in a farm school can be described as a constant process of experimentation, evaluation and adjustment. Davidoff and Lazarus (2002:169) state that *management* is the function which ensures that things are operating smoothly, that processes are continued and that the school is operating effectively.

Donald, Lazarus & Lolwana (2002:152) points out that leadership and management are not only the concern of principals and heads of department. Leadership and management include all teachers, leaders and managers within their classrooms in the school, and in the community at large. Learners also need to be afforded opportunities to develop leadership and management skills. Leadership and management capacities are developed in all members of the school community through ongoing collaboration, development and support.

The ability of an education system in an increasingly global economy depends on the ability to prepare both learners and educators for new and ever changing environments. The Department of Educational Sciences (2002:3) concludes that the management decides directly on cardinal

matters such as the aims of the organization. The SMTs, whether in urban or rural areas, should ensure that, in line with the mission in the co-corporate plan of the Department of Education, all South Africans receive flexible life-long learning education and training of high quality.

The ELRC (2000: C-63) states that management should be able to draw on the professional competencies of educators, build a sense of unity of purpose and reinforce educators' belief in the sense that they can make a difference. The farm school SMT needs to allocate authority and responsibility which will ensure the building of human resource capacity.

The SMT can perceive the school to be an organization where all parts of the school are linked to one another, affect one another and work towards a common goal. Kruger (1999:11) is convinced that a principal's control over the finance might be bureaucratic, while he/she might tend to use a loosely coupled organizational structure to exercise control over teaching and staff functions.

### **3.2 What is a School Management Team?**

The birth of democracy in 1994 resulted in many changes in the education system. The changes included the creation of one National Department of Education system. In line with the democratization came the concept that the School Management Teams need to operate effectively in the organization in order to emphasize cooperation rather than competition.

A *School Management Team* can be seen as an attempt at creating a culture of management within a school setting. No farm school or school management can exist without all interested parties. The slogan "I am because you are, you are because we are" indicates the potential of an Ubuntu education management style.

According to the Department of Education (2000:16), the SMT is the structure that is responsible for the day-to-day management of the school and the implementation of the school's policies which have been determined by the SGB. The principal holds ultimate responsibility for making sure that the work is done and he can choose how to share that responsibility with other SMT members.

The SMT is all about leadership. According to Yale School of Management (2006:1), leadership is the opportunity to give, not only to receive; to inspire an organization rather than to control it; to create value rather than to extract it. Davidoff and Lazarus (2002:169) state that management is essentially about holding the school, establishing certainty, confidence and security for the organization, allowing rest and reflection. Management is about making sure that the school as a whole is functioning effectively and achieving its vision.

Davidoff and Lazarus (2002:166) point out that good leaders need to have vision, imagination passion for their calling, enthusiasm and commitment. It is the SMT's responsibility to develop a culture in a school that supports a way of organizing and coordinating the school and making people to want to be part of the new paradigm (DoE, 2000:11).

### **3.3 Overview of School Management Team of Farm School/ Public School on Private Property**

During the apartheid era schools, including farm schools, were governed by the manager (Department of Education) and the principal only. All the decisions were taken by the top management of Education under the umbrella of the government. The educators were not forming part of the former instructionally driven system.

The government designed different curricula for different racial groups and gave strict instructions regarding what was to be taught in each subject in each standard and kept strict control over learning and teaching. In such context, principals did not have instructional leadership, but rather leadership to control educators and learners. The principal had to manage the school although the department of education made the managerial decisions. The principal was only seen to be successful if he/she was a good administrator. The Task Team Report (DoE 1996a:14) concludes that managers can no longer simply wait for instructions or decisions from government. The pace of change and the need to be adaptable and responsive to local circumstances requires that managers develop new working skills and styles.

By the 1990s, resistance to apartheid had shown that certain education practices did not work, and that the culture of opposition undermined the legitimate role of school management and leadership. Principals were at the receiving end of top-down management from the department of education and, on the other hand, had to face community criticism. The Education Human Resource Management and Development Manual (DoE 200a:15) argues that members of the school community often did not feel that the school belonged to them, or they did not feel committed to the decisions the leaders had made.

Management had been problematic in the farm school environment where the principal had traditionally felt comfortable by taking decisions on his/her own without any input from relevant stakeholders. The formulization of the SMTs thus brought new challenges to farm schools for the principals and staff members and essentially the notion of democratic management or team management.

Today South Africa has a new education system. It is the system that emphasises equal access and improvement of the quality of education, where managers (principals) and leaders will in future be judged on the quality of education their schools deliver. Tyala (2004:16) maintains that there must be some commonality on the part of the individuals, and that they must have similar interests and experiences.

### **3.4 Roles and responsibilities of School Management Teams of Farm Schools**

#### **3.4.1 The need to understand roles and responsibilities**

The SMT is the backbone of the organization. It is a hierarchical structure that makes managerial school-related issues to take place in a top-down process. Van Deventer and Kruger (2003:77) explain that managerial work is the process of working with and through people to accomplish school and educational aims efficiently, and is furthermore the ability to motivate staff members to perform the work that the managers want them to do.

The role of the SMT incorporates the organizational process and tools that are concrete, clearly delineated and reflective of the farm school's needs. Schwarts (2007:1) says this can be done by:

- involving employees in decision making;
- encouraging two-way communication; and
- sharing powers and being flexible.

At the beginning of each year the SMT, be it of Farm School or Urban School, should address how the school program will be organised and what goals will be accomplished. Schwarts (2007:2) states that there are benefits to involving others in the problem-solving and decision-making

process. The ultimate aim is to get things done with minimal or no problem.

Schwartz (2007:1) states that, if you take time and focus on your employees and their environment, you will create a cohesive, enthusiastic team which produces at or above the level expected by top management. In a school situation, this can be done by:

- using learners' progress data to affect systemic change within the school system so that every educator receives the benefit of the school program, and
- using action plans for prevention and intervention services defining the desired learners' competencies and achievement of results.

Mintzberg (2006:59) states that the managers' effectiveness is influenced by their insight in their own work. Their performance depends on how well they understand and respond to the pressures and dilemmas of the job. The SMT should address the needs of all learners through prevention and intervention programs that form part of a comprehensive school program.

The SMT should deliver services they intend to, because it is a hierarchical structure that coordinates ongoing systemic activities that are designed to assist educators in establishing personal goals and developing future plans. It is imperative for successful leaders to build high performance and profitable organisations by applying key elements: knowledge, experience and insight (Schwartz, 2007:3). The SMT, in developing and capacitating educators, should consult with subject specialists and use educators who have the expertise of the learning areas.

According to the Department of Education (2000:11), the SMT members need to be aware of one another's strengths and weaknesses and divide

the work to fit in with their core duties. The following table can be used to indicate how duties on management can be allocated:

**Table1: Duties of Management**

| Administrative          | Financial                     | Organizational                      | Instructional                         |
|-------------------------|-------------------------------|-------------------------------------|---------------------------------------|
| Example                 | Example                       | Example                             | Example                               |
| Writing letters         | Banking                       | Recruiting staff                    | Class teaching                        |
| Filing                  | Collecting & recording fees   | Resolving conflicts                 | Talking to educators                  |
| Updating records        | Budgeting                     | Coordinating extra-mural activities | Arranging staff development workshops |
| Visiting the Department | Interpreting financial policy | Meeting with the SGB                | Class visits                          |

The SMT in a school can therefore be seen as the vehicle of actualizing the vision and mission of the school, fulfilling its tasks as defined by its mission and particularly goals that had been set; and on the other hand, ensuring that human and other resources, maintenance and development are taking place. Davidoff and Lazarus (2002:173) mention that we

should not be so task-orientated that we ignore the realities existing in the school which might hinder the achievement of the tasks.

### **3.4.2 What do managers actually do?**

Management is not a simple question of following ready-made recipes. It is about the acknowledgement of the knowledge, skills and competencies the managers need in order to offer high quality leadership for organizational effectiveness. According to Greenfield (1987:342-343), effective leadership involves purposeful action shaped taking into consideration the constraints and opportunities at hand in a given situation, and shaped by the leader's beliefs, values, knowledge and skills.

The most generally accepted perspective is that the manager in simple terms, decides what must be done, how it should be done, gives instructions that it must be done and determines whether instructions have been done. Van Deventer and Kruger (2003:108) points out that the managerial terminology used to describe the four fundamental functions is planning, organizing, leading and controlling. The manager must make sure that human, financial and physical resources are in place to fulfil the needs and objectives of that organization. Mintzberg (2006:59) explains that the main task of managers and leaders is to make sure that the organization works well. The managers interact with people and with information, and make different kinds of decisions.

Law and Glover (2000:19) state that management is not a simple matter of systems, but first and foremost a matter of people and relationships focused on clear organizational aims and tasks that should be performed to realize the stated aims.

### 3.4.3 The three main roles of managers

The school leader exercises strong and positive leadership and steers the school towards the ideal of being effective. The principal as a leader and manager encourages educators to pay attention to key elements of effectiveness of the school and to exert instructional leadership to attain the goals. Mintzberg (2006:60) maintains that managers have formal authority and status in an organisation. The following table outlines the three main roles of school managers, as stipulated by Mintzberg:

**Table 2: Main roles of managers**

| <b>Interpersonal roles:</b> | <b>Informational roles:</b> | <b>Decisional roles:</b> |
|-----------------------------|-----------------------------|--------------------------|
| *Figurehead                 | *Monitor                    | *Entrepreneur            |
| *Leader                     | *Disseminator               | *Disturbance             |
| *Liaison                    | *Spokesperson               | *Handler                 |
|                             |                             | *Resource                |
|                             |                             | *Allocator               |
|                             |                             | *Negotiator              |

In terms of interpersonal roles, good managers use a lot of people with expertise. In terms of informational roles, the manager is the nerve centre of the organisation, and in terms of decisional roles, the principal and SMT members plays the major role in facilitating decision making in the organization.

### **3.4.4 The formal duties and responsibilities of educators**

The Constitution of the Republic of South Africa and especially the Bill of Rights (Chapter 2 of the Constitution) has certain implications for the way in which educators perform their duties. According to ELRC (2003:C-67), the duties and responsibilities of educators depend on the approaches and needs of the particular school and individual but are not limited to the following: teaching, extramural activities, administration, interaction with stakeholders and communication. Mintzberg (2006:70-73) points out that roles and responsibilities of educators could be as tabulated below:

#### **Teaching:**

- To engage in class teaching which will foster a purposeful progression in learning and which is consistent with the learning areas and programmes of subjects and grades as determined.
- To recognise that learning is an active process and be prepared to use a variety of strategies to meet the outcomes of the curriculum.
- To consider and utilise the learners' own experiences as a fundamental and valuable resource.

#### **Curriculum:**

- To assist the head of department in identifying aspects which require special attention and to assist in addressing them.
- To cater for the educational and general welfare of all learners in his/her care.

**Administration:**

- To co-ordinate and control all the academic activities of each subject taught.
- To control and co-ordinate stock and equipment which is used and required.

**Communication:**

- To co-operate with colleagues of all grades in order to maintain a good teaching standard and progress among learners and to foster administrative efficiency within the school.

**3.4.5 Cooperation between SMT and SGB**

The SGB and the SMT have different tasks, but the principal's professional expertise is valuable for the governing body's functions. The SGB has to ensure that everything is carried out according to the stipulations in the South African School Act No. 84 of 1996.

The table below portrays how the interaction of the SGB and SMT occurs:

**Table 3: Interaction between the SGB and the SMT**

| <b>SGB –Chairperson:</b>  | <b>SMT- Principal:</b>  |
|---|---|
| <p>*Ensures that the business of the SGB is conducted properly.</p> <p>*Ensures that meetings are run properly.</p> <p>*Communicates with the principal regularly.</p> <p>*Represents SGB where necessary.</p> <p>*Co-ordinates the annual report of the SGB.</p> <p>*Encourages all members to work together as a team</p> | <p>*Focuses on the professional management of the school.</p> <p>*Makes proposals about the educational character and development of the school.</p> <p>*Formulates policies of the conduct and operation of the school in discussion with the SGB.</p> <p>*Provides information and advice to the SGB.</p> <p>*Submits a report to the SGB at least once a term.</p> <p>Implements policy devised by the SGB</p> |

Adopted from Anon (2003:16)

The SGB has other tasks such as:

- To develop the vision of the school;
- To put together a development plan for the school that can work;
- To determine the policies; and
- To develop objectives and keep overall control of the school finances.

(The Teacher, 2003:16).

The principal, as a manager of the school on behalf of the SMT, should:

- Define the school's mission, which includes framing and communicating the school's aims; and
- Manage the institutional programme, which includes knowing and coordinating the curriculum and instruction, supervising and evaluating instruction and monitoring learner progress.

Mintzberg (2006:74-75) maintains that it is important to know the difference between professional management and school governance. The table below depicts how duties are tabulated:

**Table 4: Roles and responsibilities of SMT and SGB**

|   |   |
|---|---|
| <p><b>Principal and SMT:</b></p> <ul style="list-style-type: none"> <li>*Performs professional functions.</li> <li>*Organizes all activities that support teaching and learning.</li> <li>*Does day-to-day administration and organization of teaching and learning</li> <li>*Manages personnel matters</li> <li>*Manages day-to-day financial matters</li> <li>*Develops code of conduct for learners</li> </ul> | <p><b>SGB:</b></p> <ul style="list-style-type: none"> <li>*Supports the principal, educators and other staff in carrying out professional functions.</li> <li>*Ensures that high quality education is offered at school.</li> <li>*Raises additional funds.</li> <li>Controls financial records of the school</li> <li>*Controls and maintains school property, buildings and grounds.</li> </ul> |
|---|---|

### **3.4.6 Who is ultimately responsible for the school?**

The principal, as a manager, leader, organizer and coordinator, must ensure that normal chores are carried out. According to Sterling and Davidoff (2000:91), the school leader's task is to facilitate the participatory process of conceptualizing and negotiating the vision of the school. It is essential that the leader owns the vision together with the school community who will now contribute to help the vision become a reality.

At this stage in the South African education history, educational leaders face a huge challenge in building their schools as effective learning organizations. Van Deventer and Kruger (2003:74) maintain that a true leader does not shy away from bad situations, but confronts the difficult and uncomfortable aspects that emerge.

Davidoff and Lazarus (2002:169) state that management is essentially about holding the school and establishing certainty, confidence and security for the organization. As leader and manager of the farm school community, the principal needs to take the overall responsibility for the effective functioning of the farm school.

In the Culture of Learning and Teaching (COLTS) the Department of Education in its Memorandum (118/2001) lists very clearly non-negotiable requirements regarding the tasks of school principals:

- Principals take full responsibility for the implementation of COLTS and school development Planning.
- Principals need to ensure that union members commit themselves to support the restoration of COLTS.
- Principals must ensure that SGBs, SMTs and LRCs receive the relevant capacity building.

- Principals must ensure that policies are in place to protect learners from abuse, violence and crime.

### **3.5 Policies for school management teams of farm schools**

*Policy* consists of a series of plans which guides the thinking of the management team when making decisions. Since policy guides decision making, it follows that it must allow for some direction by those who must implement it (Department of Educational Studies, 2002:27). The principal, as the education manager, has to see to it that every member of the school receives work as tasks that should be carried out on behalf of the principal, according to written policies, to reach the objectives of the school and to cultivate the culture of learning and teaching. Van Deventer and Kruger (2003:91) maintain that education policy making is the task of the National government, the province and the management team and the governing body of each school. A school policy therefore will serve as a guide for making functional and administrative management decisions and reflects the school's value system. In terms of South African School Act, (SASA) No.84 of 1996, the SGB is required to make policy on issues related to the governance of the school. The SMT is responsible for drafting a policy that regulates the professional obligations of the school. All policies should be drafted in accordance with the Constitution which is the supreme law of the country.

### **3.6 The current scenario of the management of farm schools in South Africa**

According to the Human Rights Watch (2004:1), the South African government is failing to protect the right to primary education for children living on commercial farms by neither ensuring their access to farm schools nor maintaining the adequacy of learning conditions of learners.

Farm owners violate the South African School Act. No. 84 of 1996, and the National Education Policy Act and its obligations under the convention on the rights of the child. Arguably, the latter reflects the present plight of the farm schools, despite provincial interventions since 2000.

Examples from South African case law and newspaper reports indicate that many school principals and their school governing bodies do not acknowledge the supremacy of the Constitution. The officials seem to be ignorant of basic procedures regarding, among other things, the welfare and safety of learners, lack of transportation for learners, improper feeding schemes, unlawful labour by learners on commercial farms, sexual harassment and the impact of HIV/AIDS, eviction of parents whose children are of school-going age, due to the contracts which are not signed by both the Provincial Department of Education and the farm owners.

Joubert, De Waal & Rossouw, (2006:1) maintain that the South African Constitution is one of the most important challenges of creating and maintaining a safe, disciplined environment where effective teaching and learning can take place. All school principals, educators and school governing bodies have to fulfil their functions as stipulated in the South African School Act, No. 84 of 1996.

The social welfare of the children who presently live on farms is in the doldrums due to poor management. Farm owners who act as managers do not respect the right of children to education. According to an official in one of the five education districts in the Free State Province, approximately 75% of the schools in one district are dilapidated (Human Rights Watch, 2006:9).

A lack of educators with expertise and coordinated and comprehensive strategies to deal with HIV/AIDS continues to impede delivery of needed services to young children. The Human Rights Watch (2004:17) states that HIV/AIDS activists, physicians and the opposition parties continue to widely criticize the government for failing to adequately protect young children from HIV/AIDS transmission in that it does not provide ARVs.

Lack of transport for both learners and educators of farm schools is making education for learners impossible. According to Human Rights Watch (2006:4), lack of transport has an impact on truancy, non-attendance and drop-out rates. Safety of learners is also at stake, since girls can be sexually harassed or raped on their way to or from school.

Poor management can make learners to have haunting feelings about their safety. Joseph, a grade seven (7) learner, enrolled at Monate School in the Limpopo Province, told Human Rights Watch (HRW) that he starts walking between 6:30 and 7:00 am and only arrives at school at 9:30 am. He walks with fellow learners who cannot manage the long distance without rests along the way to school. He feared people who kidnap children for ritual killings on the way to and from school.

The attitude of farm owners towards farm schools also posed a problem. Farm owners or managers prevent learners and educators from accessing to schools by locking school facilities or obstructing access to school. According to Human Right Watch (2006:1), the farm owner obstructed the dirt road leading to farm school by parking his tractor in the middle of the road. In some cases, farm owners failed to sign contracts, while in others, the provincial department of education has not committed itself to the agreements. A further complication is that there is no sanction should the landowner fail to sign the contract.

Muller (2006:1), in his report on the Eastern Cape, states that it was found that farm school buildings across the province were in a pathetic condition. Some did not have water or electricity. There is poor sanitation on many of the farm schools and the health conditions are unbearable. According to Human Right Watch (2006:6), access to adequate drinking water is still a problem on some farm schools, even where there is a water source on the farm.

### **3.7 Management towards the development of health promoting farm schools**

In terms of health promoting schools, *health* is defined in its broadest sense and could refer to social, emotional, cognitive and physical health dimensions. The World Health Organization (1999) defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. There is a recognition that these dimensions of health are intertwined and that they influence and are influenced by the environment in which we live. The school can contribute to the health of the farm school community through the quality of its relationship and good management. The Department of Human Services (2000:4) points out that, within a health promoting school environment, staff is involved in decision making and is supported in its professional development.

The management should embark on a health promoting policy with guidelines that will help the implementation thereof. The policy should embrace issues such as violence, drugs and substance abuse, health and nutrition, safety of learners and combating HIV/AIDS in the school community. The policy should be clearly discussed by management and staff so that they know what is expected of them.

The management should ensure that there is proper sanitation on farm schools to make them hazard free-zones. It will promote the safety of learners. The Human Right Watch (2006:9) states in its report that failure to supply proper sanitation facilities not only creates an unhygienic environment for learners and educators, it also poses dangers for young children who may injure themselves due to insecure seats or privacy. Through enlightenment and networking, management can bring about change in the lives of many children, and this can enhance the morale of a better life for all.

### **3.8 Conclusion**

In the midst of the facts that the researcher has noted, he agrees that what the Department of Education is doing, is embarrassing in that they do not address the difficulties of farm schools. There is a great need for resolving matters on the welfare, health and nutrition, safety and transportation, HIV/AIDS and contract agreements with the Provincial Department of Education and the farm owners. It is in the hands of National Department of Education strategies in which agreements between the Provincial Department of Education and farm owners are met. Adequate funding and planning should be a focus point to promote the welfare of learners and to ensure access to education for learners attending school on commercial farms.

The government should meet the obligations set out in the contractual agreements with farm owners, including the maintenance of services and buildings and payment of rent. The provincial department of education should primarily be responsible for matters arising from the governance and management of farm schools, and for best practices being made to ensure that all learners receive primary education.

## **CHAPTER 4: Research design and data presentation**

### **4.1 Introduction**

The research used available relevant literature about the perceptions of SMTs with regard to the health and well-being of PSPP as foundation to evaluate the perceptions of SMTs in selected PSPPs.

The literature study revealed that the role played by SMTs of farm schools is not significant enough to generally deal with educational issues and the health and well-being of farm schools. The SMTs of farm schools are not exposed to new educational matters, they lack managerial skills and need to be developed. Data was obtained by conducting interviews with focus groups with nominated farm schools.

### **4.2 Presentation for and design of the research**

#### **4.2.1 Permission to conduct the research**

The researcher has taken note of the rules to be adhered to when a research is to be conducted. The permission was obtained from the highest authority, the Institute Support Coordinator (ISC) to conduct focus group interviews in the area of his jurisdiction. The farm owners (managers) and Learning Site managers (principals) were informed by the ISC in writing. The content of the letter outlined the purpose of the study and guarantee of confidentiality was clearly stated. Permission from the ISC was granted in November 2004.

#### **4.2.2 Selection of participants**

Focus group interviews were conducted with SMTs of five (5) identified farm schools in the Maquassi Hills APO in the North-West Province. The

researcher was able to interview 4 to 5 SMT members at each of the five farm schools. The manager was available at only one school. Educators and principals, as respondents, may be considered to be adequate focus groups for interviews and data analysis.

#### **4.3 Research instrument used for the collection of data**

##### **4.3.1 Focus group interviews**

De Vos, Strydom, Fouché & Delport (2005:299) mention that focus groups are *group interviews* where participants are selected because they have certain characteristics in common that relate to the topic of the focus group. Focus groups allow the researcher to create a tolerant environment in the focus group that encourages participants to share perceptions, points of view, experiences, wishes and concerns without pressurizing participants to vote or reach consensus (Kruger & Casey, 2000:4; Barbour & Kitzinger, 1999:4, 5). What the participants in the group say during the discussions constitutes the essential data in the focus group (Morgan & Kruger, 1998, Vol.1.1).

##### **4.3.1.1 Reasons for using focus groups**

Morgan (1997:2) mentions that there are three basic uses for focus groups, namely:

- Self-contained method in studies in which focus groups serve as the principal source of data.
- Supplementary source of data in studies that rely on some other primary methods such as survey.
- Multi-method studies that combine two or more means of gathering data where no one primary method determines the use of the others.

De Vos, Strydom, Fouché & Delport (2005:300) argue that the purpose of the focus group is to promote self-disclosure among participants. Focus groups alert the researcher to what participants feel about the situation. Nyamathi and Shuler (1990:1282) maintain that focus groups allow the researcher to investigate a multitude of perceptions in a defined area of interest.

During the interview there was continual communication between the facilitator and the participants, as well as among the participants themselves (De Vos, Strydom, Fouché & Delport, 2005:300). It is important to note that the actual groups are at the midpoint of a larger three-part process of communication based on the following assumptions, as cited by De Vos, Strydom, Fouché & Delport (2005:301):

- The researcher decides what he needs to hear from the participants.
- The focus groups create a conversation among the participants and around the topic.
- The researcher summarises what he has learned from the participants.

Morgan and Kruger (1998:57-59) contend that sensitive research has traditionally relied on the use of one-on-one interviews. Focus groups have, however, shown that people may be more, rather than less, likely to self-disclose or share personal experiences in groups, rather than in dyadic settings (De Vos, Strydom, Fouché & Delport, 2005:301). The researcher elucidates that participants feel more comfortable and empowered in a group situation where they are amidst fellow participants who share the same sentiments.

#### **4.3.1.2 Strengths and weaknesses of focus groups**

Focus groups, as people who are directly affected by issues of the field (institution), have a strong influence on the running of the school. The participants have reliable and unreliable data. The strength of the focus groups is their ability to produce concentrated amounts of data on precisely the topic of interest and reliance on interaction in the group to produce the data (De Vos, Strydom, Fouché & Delport, 2005:312). Morgan (1997:13, 15) adds that the comparisons the participants make between one another's experiences and opinions are a valuable source of insight into complex behaviours and motivation.

The weaknesses of the focus groups can be caused by an unskilled facilitator. If the facilitator is unskilled, experiences of only the active participants might be voiced. De Vos, Strydom, Fouché & Delport (2005:312) maintain that focus groups can be quite costly and require researchers who are skilled in the group process. Bias may be a problem. Nyamathi and Shuler (1990:1284) maintain that a disadvantage is that findings cannot automatically be projected onto the population at large. Another risk could be created by an unskilled facilitator when working with passive participants who may be inhibited by active participants.

#### **4.3.1.3 Construction of the focus groups**

The fact that the researcher knew that farm schools have fewer educators, paid the identified farm schools a visit prior to the actual focus group interviews. Morgan and Kruger (1998:Vol.2:71) maintain that deciding on the correct number of participants means striking a balance between having enough people to generate a discussion. The appropriate group composition will generate free-flowing discussion that contains useful data. However, De Vos, Strydom, Fouché & Delport (2005:305) mention

that it is important, however, to create the conditions for easy, productive conversation and to ensure that, while participants are comfortable talking to each other; they also serve the researcher's goal.

#### **4.3.2 Observation on arrival**

**School: 1** The building was well looked after, the grounds clean, but the play ground small. A vegetable garden was inviting and a public phone was working. Enough trees were available, running water, toilets though some were broken and electricity. Learners were orderly in their classes.

**School: 2** The building was not so good and window panes broken. Running water was available; electricity and toilets were there though some were broken. Learners were not having textbooks and no trees around. Public phone not working and vegetable garden not well cared for. The surroundings were not so inviting.

**School: 3** School buildings were of better state were as the toilets were drop-out system which imposed health and safety hazard to both educators and learners. Running water was available a moderately looked after vegetable garden and electricity was. Play ground was big enough for that number of learners as it was break and they were all over playing. Trees were available. A bus was there to transport learners.

**School: 4** the building was made of corrugated iron and the place was small. There were no electricity and water. Drop-out system toilets were used and it was a health and safety hazard to learners and educators. No vegetable garden but lot of trees around the building which looked like a store-room of the landowner changed into a school. No play ground.

**School: 5** The building was small, a two-teacher school with two classrooms. Textbooks were not enough for learners. There was electricity, running water, few trees around and no vegetable garden. Toilets were working but few broken. Play ground big enough.

#### 4.3.3 Field notes taken during interviews

**School: 1** The participants were quite relaxed and welcoming. The researcher was able to take note on the following:

- ✓ The manageress was helpful in educational matters and does renovations.
- ✓ Educators are 12 and learners are 152 .
- ✓ Big problem was transport – 37 learners have no transport.
- ✓ Companies provide needy learners with food and vegetables.
- ✓ Feeding scheme in place.
- ✓ Learners receive two meals - at break and after school.
- ✓ Vegetables are produced at school.
- ✓ Manageress provides free medical attention irrespective of where the learner comes from – her farm or neighbouring farm.
- ✓ Parents are involved in educational matters and school well disciplined.

**School: 2** The participants were a bit shaky and nervous. The researcher had to make them feel at home. The following were noted:

- ✓ Seems learners not interested in school as there is a large number of absenteeism and drop-out but not due to pregnancy.
- ✓ Educators are 7 and learners are 98 .
- ✓ Manager is helpful even though he takes his time.
- ✓ Educators working cooperatively.
- ✓ Parents' involvement not good at times.
- ✓ Feeding scheme in place

- ✓ Toilets not in good conditions but water available.
- ✓ Safety of learners threatened due to lack of transport.

**School: 3** The participants were welcoming and the following were noted:

- ✓ Transport was available – the bus was there.
- ✓ Manager was supportive even if he takes time to respond.
- ✓ Educators are 10 and learners are 123
- ✓ Feeding scheme is in place even though money deposited late
- ✓ There is partial parents' involvement
- ✓ Still using drop-out system toilets
- ✓ Books not well cared for as there is no store room.
- ✓ No orphans due to HIV/AIDS.

**School: 4** The participants were ready and welcoming. The following were noted:

- ✓ Signing of the contract by the manager was a big issue though he support at his own time.
- ✓ Educators are 5 and learners are 101
- ✓ The principal does renovation on her own.
- ✓ Shortage of textbooks and stationary
- ✓ No proper office and feeding scheme
- ✓ No electricity and water and parents are not co-operative.

**School: 5** The participants were not welcoming and the researcher made them to feel at home. The following were noted:

- ✓ The school is not growing because people are migrating to the township and courses drop-outs.
- ✓ Manager is supportive to school matters
- ✓ Educators are 2 and learners are 83

- ✓ The school is small but learners are short of textbooks.
- ✓ Educators have good working relationships

**Table 5: Information about focus group participants**

| School | Manager | HODs | Educators |
|--------|---------|------|-----------|
| No. 1  | 1       | 3    | 9         |
| No. 2  | 1       | 1    | 6         |
| No. 3  | 1       | 2    | 8         |
| No. 4  | 1       | 1    | 4         |
| No.5   | 1       | 1    | 1         |

**Table 6: General information about schools used as focus group**

| Area                      | Learners | Educators | HODs | Water<br>yes | Electricity<br>yes |
|---------------------------|----------|-----------|------|--------------|--------------------|
| <b>Maquassi<br/>Hills</b> |          |           |      |              |                    |
| School 1                  | 152      | 9         | 3    | yes          | yes                |
| School 2                  | 98       | 6         | 1    | yes          | yes                |
| School 3                  | 123      | 8         | 2    | yes          | yes                |
| School 4                  | 101      | 4         | 1    | no           | no                 |
| School 5                  | 83       | 1         | 1    | yes          | yes                |
| Total                     | 557      | 28        | 8    | 4            | 4                  |

## 4.4 Administration of the focus group interviews and processing of data

### 4.4.1 Administration of the focus group interviews

The researcher should consider the following principles of facilitation, as cited by (Morgan and Kruger, 1998:Vol.4:3-7):

- Be interested in the participants and show positive results.
- Be a researcher, not a participant.
- Be ready to hear unpleasant views.
- Accept that you cannot facilitate all the groups.
- Use your unique talents.

During the research process the researcher had an assistant who captured focus group interviews on a video camera as back-up information. The researcher also made some field notes. Field and Morse (1994:79-82) describe *field notes* as a written account of things the researcher hears, sees, experiences and thinks in the course of collecting or reflecting on the data obtained during the study. The aim of the interview was clearly stated to set the participants' minds at ease, and confirmation of confidentiality was given during the brief introduction.

In concluding the interviews, the researcher applauded and thanked the participants and asked them what their feelings were with regard to the entire process. Nyamathi and Shuler (1990:1285) conclude that, at the end of the session, it is helpful for the facilitator to briefly summarize the main points of view, seek verification and express gratitude for participation.

#### **4.4.2 Processing of data**

It is usually not easy to analyze and interpret the focus group data. Morse (1994:234) maintains that the data from the focus groups can be thought of as potentially incompletely collected. The researcher must view what is collected with possible constraints that represent the reality of the experiences of the group members. The recording of the session by tape recorders is recommended, as well as field notes at conclusion of the session (De Vos, Strydom, Fouché & Delport, 2005:311). The data must be systematic, sequential, verifiable and continuous.

The researcher should consider the words, the contents, internal consistency, frequency of comments, extensiveness of comments (specifically of comments), and what was not said, as well as finding the overall idea (Morgan & Kruger, 1998, Vol.6:31). Teamwork of the participants is essential, since the members of the focus group work as one group during the discussion to each give their views and perceptions of the issues raised by the researcher. Morgan (1990:60) emphasizes that the discussion in the focus group depends not only on the individuals that make up the group, but also on the dynamics of the group as a whole.

#### **4.5 Ethical measures**

Human beings are the subjects of the study in the social sciences. It is essential that the researcher should understand the ethics and responsibilities of conducting the focus group interviews. Ethical measures involve agreement between the researcher and the respondents concerning the use of information collected, recording the information and how the findings will be reported (Blaxter, 1996:146).

Creswell (1994:165) notes that the importance of ethical measures when establishing the qualitative research design is evident in the literature. The researcher had an obligation to respect the rights, needs, values and desires of the participants in the research. Dane (1990:44) maintains that ethical obligation rests with the researcher to protect the subjects, within reasonable limits of the research project, against any form of physical/emotional discomfort which may emerge.

In this research, to protect the rights of the participants, the following safeguards were employed, as indicated by Creswell (1994:165-166):

- The research objectives were articulated to the participants verbally and in writing.
- Participants and Maquassi Hills APO in the North-West Department of Education were informed of all the data collection activities.
- The participants' rights, interests and wishes were considered first when choices concerning focus groups were made regarding the reporting of the data.

Confidentiality, privacy and anonymity were respected in this research. *Privacy* means that no information was forced from the participants in the focus groups if they did not wish to make inputs, and the respondents' rights were respected. *Confidentiality* means that no information will be made known to the third party without the consent of the respondents. To ensure *anonymity*, the identification of none of the participants will be made known (Miles & Huberman, 1994:293).

#### **4.6 Presentation of data**

The focus group interviews were conducted to establish how effective or dysfunctional the roles of farm school SMTs are; by testing the perceptions of SMTs with regard to the health and well-being of PSPP.

In order to obtain the data needed in this study, the researcher prepared 12 questions to put to the participants during the focus group interviews. The findings were coded as set out in the table below.

##### **4.6.1 Coding of data**

The researcher developed an observation schedule and applied it to determine what the situation is in the different focus groups regarding the opinions of SMTs' on questions put to them.

#### 4.6.1.1 Perceptions and qualitative data of focus group A

Table 7: Focus group A - SMT

| Questions asked about:     | Opinions of participants:                             | Frequency (n=4) |
|----------------------------|---|-----------------|
| Learning support material  | Delay of delivery of LSM by DoE                       | 2               |
|                            | Manageress buys some                                  | 1               |
|                            | Budget is cut   | 1               |
| Management                 | No time for development                               | 1               |
|                            | Management favouring                                  | 1               |
|                            | Functional and administrative controls need attention | 2               |
| Contracts                  | Agreements not signed in time by DoE                  | 4               |
| Parent involvement         | Parents not all involved                              | 2               |
|                            | Not attending meetings                                | 2               |
| Electricity and telephones | School has a phone                                    | 2               |
|                            | Manageress' phone and public phone are in order       | 1               |
|                            | Electricity is working                                | 1               |
| Transport                  | Transport from one direction                          | 2               |
|                            | Manageress transports others                          | 1               |
|                            | Others have no transport                              | 1               |
| Water and sanitation       | Clean water is sufficient                             | 2               |
|                            | Sanitation is in order                                | 1               |
|                            | Few toilets need repair                               | 1               |

**Table 7 (continued)**

| <b>Questions asked about:</b> | <b>Opinions of participants:</b>               | <b>Frequency (n=4)</b> |
|-------------------------------|--|------------------------|
| Feeding scheme                | Diet prescribed by DoE                         | 1                      |
|                               | Money deposited late by DoE                    | 2                      |
|                               | Manageress feeds learners two (2) meal per day | 1                      |
| Pregnancy and drop-outs       | Number of known cases reported                 | 1                      |
|                               | No known cases reported                        | 2                      |
|                               | No cases of drop-outs reported                 | 1                      |
| Learners' safety              | Learners safety threatened                     | 2                      |
|                               | Cases of attempted rape reported               | 2                      |
| HIV/AIDS                      | No cases reported                              | 4                      |
| Health Promoting School       | Educators have no knowledge                    | 3                      |
|                               | Problem with application of knowledge          | 1                      |

It is evident from the table above that the DoE delays signing the contract and delivers LSM late, as indicated by the SMTs. One respondent involved in the focus group A also indicated that the DoE cuts the LSM budget. The manageress (who is a retired educator of a high school) helps by buying a copy of the prescribed books for each grade early in the year. The table above reveals that 25% of the respondents indicated that there is not much time for development at management level. It is clear from the

information gathered that the functional and administrative controls need attention, since 50% of the respondents indicated this as a problem area.

It is clear that there is a major problem with the signing of the contract which gives DoE permission to run the schools on private properties (farms). Signing contracts late can lead to uncertainty to allow learners to attend school on private property or gives the landowner courage to evict both the learners and educators. The respondents stated that the school will not run smoothly and poor results will be the ultimate outcome. It was clearly indicated by the respondents that there should be a mutual understanding between the landowner and the DoE.

50% of the respondents indicated that not all the parents are involved in the education of their children. Parents are afraid to become involved in duties of the school or are ashamed of themselves because they are not educated. Communication at this particular school seems to flow as all the phones at the school are in working order. The fact that the school has electricity makes the work of the administration easy, because they can make photocopies and correspond with the community, the DoE officials and Non Government Organisations (NGOs).

Yet another problem area identified during the interviews is that of transport inconsistency. 50% of the respondents indicated that, during cold and rainy days, learners absent themselves because of the inconsistent transport. 25% of the respondents stated that the effort of the manageress is appreciated because she occasionally transports the learners. The respondents clearly stated that it is not good enough for the DoE to lag behind within issues that need immediate attention such as transport for learners. From the information gathered during the interviews it is evident that learners need transport to be safe.

It is clear that 50% of the respondents indicated that there is clean water at this school and sanitation is in good order. The respondents indicated that only a few damaged toilets need to be fixed. It stated that there is a feeding scheme in place and the diet is prescribed by the DoE. The feeding scheme is managed, although the money from the DoE is not deposited in time. Despite the above-mentioned, the manageress is still able to give the learners two meals per day.

No cases of pregnancy or drop-outs were ever reported at this school. From the information gathered during the interviews it became evident that 100% of the respondents indicated that no cases of HIV/AIDS were reported. Parents are concerned about safety of learners who travel on foot. Girls are vulnerable to rape, as two cases of attempted rape have already been reported.

There is a need for enlightenment on Health Promoting Schools (HPS) as educators still think of health in terms of a medical perspective. The information gathered during the interviews indicated that educators at this particular school have little knowledge concerning HPS. The researcher therefore concludes that, since HPS is a new phenomenon, much enlightenment should take place to bring educators on board.

**NB: Tables containing information on perceptions and qualitative data of focus group B, C, D & E can be found in the ADDENDUM.**

#### **4.6.1.2 Perceptions and qualitative data of focus group B**

It is evident that the DoE delays the delivery of the LMS, as indicated by one SMT member. The respondents involved in focus group B also indicated that the DoE cuts the LSM budget. From the table above it seems that there is no time for development at management level, since it

is rated 33,3%. It is clear from the information gathered that the functional control is poor and that the administrative control needs more attention. All the respondents indicated that agreements are not signed in time, which tampers with the manager's plans to do repairs.

It is clear that parents are ignorant regarding the school matters and do not attend meetings or even come when called for discussing their children's problems. This tampers with the interaction between parents and management. The school functions poorly due to unstable electricity supply. The administrative work and correspondence with the DoE, community and NGOs is difficult. Communication flow is not good, seeing that the school depends on the manager's phone only. It is difficult to reach essential help in times of emergency.

A major problem area that was identified during the interviews is that of transport. During cold and rainy days, learners absent themselves because of the lack of transport. The DoE should look deeper into this issue, because it is a threat to learners' safety.

It is clear that there is clean water at this school, and that sanitation is partly good. The respondents also indicated that only a few damaged toilets need to be fixed. It is stated that there is a feeding scheme in place and that the diet is prescribed by the DoE. The feeding scheme is managed, although the money from the DoE is not deposited in time and the suppliers fail to deliver food to the school. The respondents indicated that mostly young learners primarily attend school to receive a meal.

No cases of pregnancy have ever been reported at this school. From the information gathered during the interviews, many cases of drop-outs occurred due to long distances. Parents are concern about the safety of learners who travel on foot. It was indicated by the respondents that

learners' safety is threatened by strangers, and girls are vulnerable to rape. From the information gathered during the interviews it is evident that no cases of HIV/AIDS have ever been reported. There is a need for the development of HPS programmes, because educators have little knowledge on HPS issues. The respondents revealed that they do not have a clear indication of matters concerning HPS and that the educators need more enlightenment on this matter so that they can be able to deal with matters concerning HPS.

#### **4.6.1.3 Perceptions and qualitative data of focus group C**

It is evident that the DoE fails to deliver LMS in time, as indicated by 75% of the SMT. The respondents involved in focus group C also indicated that the DoE cuts the LSM budget. The respondents indicated that educators fail to proceed with the work, since the curriculum is constantly changing. 25% of the respondents indicated that management has difficulty in controlling the educators' work. From the table above it seems that there is not much time for development at management level. It is clear from the information gathered that the functional and administrative controls need attention, seeing that 75% of the respondents indicated this as a problem area. It is clear that there is a major problem with the signing of the contracts between the landowner and the DoE to give the DoE permission to run the school on the farm. This problem with the signing of the contracts delays the manager in doing repairs, since nothing is binding him/her to do so.

It is clear that 50% of the parents are not involved in the education of their children, because they are not certain of what is expected from them. Generally parents do not attend meetings as 25% of the respondents indicated that parents are ignorant regarding school matters. The fact that the school has no proper electricity, the work of the administration is not

easy, since photocopying and correspondence with other stakeholders is not effective. Communication at this particular school seems to flow, as the manager's phone is accessible.

Another problem area as identified during the interviews is that of transport. 75% of the respondents indicated that the learners have transport in one direction while other learners travel on foot. From the data above it is evident that there is clean water but no proper sanitation in place. During the interview 50% of the respondents indicated that hole-system toilets (long-drop-system) are used and this can be an unsafe situation, especially to the younger learners. It is stated that there is a feeding scheme in place and that the diet is prescribed by the DoE. Although the scheme is managed, 50% of the respondents indicated that the money is not deposited in time. Some learners go hungry.

Few cases of pregnancy at this school were reported. 75% of the respondents indicated that drop-outs occurred due to long distances between home and school. According to the information gathered during the interview, no cases of HIV/AIDS were reported.

There is a need for enlightenment on the issue of HPS, as educators have no knowledge of HPS. It is clear that the educators need to be trained on health issues. Outreach programmes should be conducted where educators can acquire knowledge and skills to deal with HPS.

#### **4.6.1.4 Perceptions and qualitative data of focus group D**

It is evident that the DoE does not deliver LSM in time and delays it. The respondents involved in focus group D also indicated that the DoE cuts LSM budget. It is clear from the information gathered that the functional and administrative controls need attention, since 66,6% of the

respondents indicated this as a problem area. From the table above it seems that there is not much time for development at management level. It is clear that a major problem exists with the signing of the contracts between the landowner and the DoE to give the DoE permission to run the school on the farm. The DoE prolongs the signing of the agreement or does not sign it at all. The manager is impeded by this act with regard to maintenance.

It is clear that there is a major problem for parents to attend meetings. During the interview the respondents indicated that the case might be that the school is situated in a remote area. The fact that the school has no electricity makes the work of the administration and teaching difficult. Books are not available and no copies can be made, as electricity has been cut off. Communication at this particular school is not good because only the manager's phone can be used, since the public phone is out of order.

A major problem area identified during the interview is transport. There is no transport available for learners, as indicated by 100% of the respondents. From the table above it is clear that there is no clean water at this school and there is no proper sanitation, since hole-system toilets (long-drop-system) are used. The respondents have indicated that water is brought from neighbouring farms in 20 litre containers. It was indicated that the manager does not want the farm water to be used due to unsigned contracts. All the respondents indicated that a feeding scheme has never existed. From the study it is indicated that 2 cases of pregnancy were reported at this school and 20 cases of drop-outs due to the long distances learners have to travel on foot, especially the younger learners. The respondents indicated that parents are concerned about the hole-system toilets, the lack of availability of water and the lack of transport. All of these pose a problem to the learners' safety. From the

information gathered during the interview, no cases of HIV/AIDS were reported.

Educators need enlightenment on the issue of HPS as they still confuse HPS with medical health. It is evident from the information gathered during the interview that the respondents have little knowledge of the issue of HPS. They should be trained to understand more about HPS. More exposure to this new sphere will assist them in acquiring insight and understanding regarding HPS contents.

#### **4.6.1.5 Perceptions and qualitative data of focus group E**

It is evident that the DoE delivers LSM late, as indicated the respondents. 50% of the respondents indicated that, due to this delay, the educators struggle to start with the academic year. It is clear from the information gathered that the functional and administrative controls need attention. It seems that there is not much time for development at management level. 100% of the respondents indicated that the agreements are not signed by the DoE on time. This can lead to the landowner evacuating or closing the school or evicting the learners and the educators from his/her private property.

It is clear that parents are ignorant and are not supporting their own children's education. During the interview the respondents clearly indicated that parents do not take the initiative of looking into the children's work. The fact that the school has electricity makes the work of the administration easy, as educators can make photocopies and correspond with the DoE officials, community and NGOs. Communication at this school seems to flow as the manager and public phone are in working order.

A further problem area, as identified during the interview, is transport. There is no transport for learners but, as stated by the respondents; it is not a huge problem, as most of the learners live on the farm. From the table above it is clear that there is clean water and sanitation is of good standard. The respondents indicated that only a few toilets need to be fixed. The feeding scheme, as prescribed by the DoE, is managed, although the money is not deposited on time. Few cases of pregnancy have been reported. Drop-outs were reported at this school due to social problems. Poverty, as well as problems experienced by learners staying with step-fathers or step-mothers have an influence on the number of drop-outs. The respondents indicated that parents are concerned about the safety of learners who cross the main road.

From the information gathered during the interview, no cases of HIV/AIDS were ever reported. The educators have little knowledge on the issue of HPS, because they still confuse HPS with medical health. It is clear from the information gathered during the interview that educators are still not comfortable with matters pertaining to HPS. The indication is that more training could be done.

#### **4.6.1.6 Observation schedule**

The following observation schedule was developed by the researcher to encode the focus group interviews.

**4.6.1.7 Findings based on the perceptions of SMTs with regard to the health and well-being of farm schools on private property**

It is possible to derive findings from the focus group interviews. A summarised table can be compiled from these research findings to present the perceptions of SMTs with regard to the health and well-being of farm schools on private property.

**Table 13: Summary of findings**

| Questions asked about:    | Opinions of participants             | Number agreed on stated issues | Frequencies (N=16) | %    |
|---------------------------|--------------------------------------|--------------------------------|--------------------|------|
| Learning support material | Delay of delivery of LSM by the DoE  |                                | 3                  | 18,8 |
|                           | LSM not delivered on time by the DoE |                                | 7                  | 43,8 |
|                           | Manageress buy some copies           |                                | 1                  | 6,3  |
|                           | Budget cut                           |                                | 4                  | 25,0 |
|                           | Educators struggle                   |                                | 1                  | 6,3  |

**Table 13 (continued)**

| Questions asked about: | Opinions of participants                            | Number agreed on stated issues | Frequencies (N=16) | %    |
|------------------------|---|--------------------------------|--------------------|------|
| Management             | No time for development                             |                                | 5                  | 31,3 |
|                        | Management favouring                                |                                | 1                  | 6,3  |
|                        | Functional & administrative controls need attention |                                | 5                  | 31,3 |
|                        | Functional control is poor                          |                                | 2                  | 12,5 |
|                        | Administrative control not satisfactory             |                                | 2                  | 12,5 |
|                        | Difficulty in controlling work                      |                                | 1                  | 6,3  |

**Table 13 (continued)**

| <b>Questions asked about:</b> | <b>Opinions of participants</b>          | <b>Number agreed on stated issues</b> | <b>Frequencies (N=16)</b> | <b>%</b> |
|-------------------------------|--|---------------------------------------|---------------------------|----------|
| Contracts                     | Agreements not signed in time by the DoE |                                       | 4                         | 25,0     |
|                               | The DoE delays signing the agreements    | <br>                                  | 9                         | 56,3     |
|                               | Agreements prolonged or not signed       |                                       | 3                         | 18,3     |
| Parent involvement            | Not all are involved                     |                                       | 6                         | 37,5     |
|                               | Not all attend meetings                  |                                       | 6                         | 37,5     |
|                               | Parents are ignorant                     |                                       | 2                         | 12,5     |
|                               | Parents are not supportive               |                                       | 1                         | 6,3      |
|                               | The school is far                        |                                       | 1                         | 6,3      |

**Table 13 (continued)**

|                         |                                   |      |    |      |
|-------------------------|-----------------------------------|------|----|------|
| Electricity & telephone | School has a phone                |      | 2  | 12,5 |
|                         | Public phone not working          |      | 1  | 6,3  |
|                         | Public phone on and off           |      | 2  | 12,5 |
|                         | School depends on manager's phone |      | 3  | 18,3 |
|                         | Manager & public phone working    |      | 2  | 12,3 |
|                         | Electricity on and off            |      | 3  | 18,3 |
|                         | Electricity cut off               |      | 1  | 6,3  |
| Transport               | Transport from one direction      |      | 5  | 31,3 |
|                         | Manageress transport others       |      | 1  | 6,3  |
|                         | No transport for learners         | <br> | 10 | 62,5 |

**Table 13 (continued)**

| <b>Questions asked about:</b> | <b>Opinions of participants</b> | <b>Number agreed on stated issues</b> | <b>Frequencies (N=16)</b> | <b>%</b> |
|-------------------------------|---------------------------------|---------------------------------------|---------------------------|----------|
| Water & sanitation            | Sufficient clean water          |                                       | 5                         | 31,3     |
|                               | Sanitation in order             |                                       | 1                         | 6,3      |
|                               | Sanitation partly in order      |                                       | 3                         | 18,8     |
|                               | Few toilets need repair         |                                       | 3                         | 18,8     |
|                               | No clean water                  |                                       | 1                         | 6,3      |
| Feeding scheme                | Diet prescribed by the DoE      |                                       | 4                         | 25,0     |
|                               | Money deposited late            |                                       | 6                         | 37,5     |
|                               | Manageress feeds learners       |                                       | 1                         | 6,3      |
|                               | Learners go hungry              |                                       | 2                         | 12,5     |
|                               | No feeding scheme               |                                       | 3                         | 18,8     |

**Table 13 (continued)**

|                       |                                 |  |   |      |
|-----------------------|---------------------------------|--|---|------|
| Pregnancy & drop-outs | No cases of pregnancy reported  |  | 4 | 25,0 |
|                       | No cases of drop-outs reported  |  | 1 | 6,3  |
|                       | Few cases of pregnancy reported |  | 2 | 12,5 |
|                       | Few cases of drop-outs reported |  | 6 | 37,5 |
|                       | 2 cases of pregnancy reported   |  | 1 | 6,3  |
|                       | 20 cases of drop-outs reported  |  | 2 | 12,5 |

**Table 13 (continued)**

| Questions asked about: | Opinions of participants          | Number agreed on stated issues | Frequencies (N=16) | %    |
|------------------------|-----------------------------------|--------------------------------|--------------------|------|
| Learners' safety       | Learners' safety threatened       |                                | 3                  | 18,8 |
|                        | Transport is a problem            |                                | 3                  | 18,8 |
|                        | Lack of transport for learners    |                                | 2                  | 12,5 |
|                        | Hole-system is life threatening   |                                | 5                  | 31,3 |
|                        | Main road is a threat to learners |                                | 1                  | 6,3  |
|                        | 2 attempted rape cases reported   |                                | 2                  | 12,5 |
| HIV/AIDS               | No cases reported                 | <br>                           | 16                 | 100  |

**Table 13 (continued)**

|     |  |      |    |      |
|-----|--|------|----|------|
| HPS | Enlightenment is needed                |      | 4  | 25,0 |
|     | Need to be taught                      |      | 2  | 12,5 |
|     | Educators have little knowledge of HPS | <br> | 10 | 62,5 |

**4.6.2 Frequency analysis with regard to health and well-being-related issues**

The researcher draws the following conclusions after encoding the participants' views:

Findings regarding management indicate that functional, administrative controls and development need attention. Contractual agreements between the DoE and farm managers are an alarming issue with respect to delaying the signing of contracts. The results further show that parents are not involved and do not attend meetings.

The inconsistency of electricity impacts negatively on the health and well-being of farm schools. Most of the schools depend on the manager's phone which makes communication and functional and administrative controls difficult. The results show that lack of transport for learners increase the rate of absenteeism, especially during rainy days and winter. A shortage of clean water was reported at some schools. Health-related problems may occur due to unsafe sanitation at farm schools. Some schools have no feeding scheme, which is an alarming issue that needs to be addressed. Although the DoE prescribes the diet, the money is

deposited late. This means that the DoE is not serious enough about the health and well-being of farm school learners.

According to the findings, not many pregnancies are reported. Learners dropping out seem to be a problem and needs to be addressed. The fact that learners have to walk long distances to attend school threatens the learners, especially the younger ones, in different ways. Sanitation also threatens the safety of learners. The hole-system toilets (long-drop-system) are a life threatening factor. The results show that SMTs are working with informed communities, and learners are well informed about HIV/AIDS. No cases of HIV/AIDS were reported at any school participating in the research. Enlightenment is needed to bring SMTs and educators on board concerning Health Promoting School issues. Educators are not well informed and they cannot pass the information on to the communities. They need to be educated so that they can work on outreach programmes.

#### **4.7 CONCLUSION**

In this chapter, the steps that were followed to conduct the research have been discussed. The method used to select the respondents as well as the instrument used for measurement is clarified. The researcher has also stated the ethical precautions to be considered when the research has to be conducted. Presentation of the information that was collected from the focus group interviews is included and analysed in this chapter. With reference to the aims of the research, the following can be derived:

- Factors that hinder the health and well-being of farm schools were established.
- The perceptions of SMTs concerning the health and well-being of farm schools were established.

- The health and well-being of farm schools were evaluated and possible recommendations can be made.

The results on learning support materials show that the DoE must improve in helping farm school SMTs with the LSM crisis.

The next chapter will focus on summary, findings and recommendations.

## **CHAPTER 5: Summary, conclusions and recommendations**

### **5.1 Introduction**

In this chapter, the researcher will present the summary of the study. The data which was collected from the five (5) identified farm schools' SMTs were analyzed and findings from the focus group interviews also interpreted.

### **5.2 Summary**

#### **5.2.1 Statement of the problem**

The study investigated the perceptions of SMTs with regard to health and well-being of PSPP. The investigation had shown how farm schools' SMTs failed due to incapacity based on the health and well-being of farm schools.

#### **5.2.2 Literature study**

A number of literature resources relevant to the statement of the problem were reviewed; the main aim being to obtain ideas from other researchers concerning the topic, challenges related to the problem, as well as the solution to the problems regarding the involvement of farm schools' SMTs in managing the health, well-being and health promoting schools of farm schools; to look into problems that obscure mandating farm schools' SMTs; to intensify measures in promoting the health and well-being of farm schools and to investigate strategies that can empower farm schools' SMTs.

### **5.2.3 Research design and data presentation**

The information was gathered by conducting focus group interviews with farm schools' SMTs. The questions for focus group interviews were designed by the researcher and the data collected from the focus group interviews of SMTs, which led the researcher to various comments and interpretations of the findings. The comments and interpretations were followed by the presentation and discussion of responses from the focus group interviews.

### **5.3 Findings of the research**

The research found that SMTs of farm schools are doing very little in promoting the health and well-being of farm schools. The research found that, in some schools, 65% of respondents' problems are not receiving attention. Managers are not signing contractual agreements with the provincial department of education, learning support materials are always late, transportation for learners is lacking, improper sanitation is a health hazard to learners, safety of learners a threat and educators are not well capacitated with managerial skills.

Issues being delayed, as mentioned above, have a negative impact on the running of the schools and learners' progress. In one school, the manager is an ex-educator of a high school in town and she goes all out to see to it that issues pertaining to SMT, health and well-being are 100%.

### **5.4 Recommendations**

It is against the background of the findings above based on the twelve (12) issues dealt with that the following recommendations are suggested so that the SMTs of Farm Schools can operate effectively:

#### **5.4.1 Learning support material**

The researcher recommends that the DoE should not cut the budget and delay delivery of the learning support material (LSM). The allocation for enrolled learner per grade should be calculated on the basic minimum funding required by the National Education Department such as textbooks and stationary. A bureaucratic red tape of the DoE should not be limited on LSM. The manager in a way must be empowered with regard to procedures to follow and to solve problems related to LSM delivery delay, and budget cutting. The Institute Support Coordinator (ISC) should check how the process of provision is dealt with in order to meet the obligations for delivery.

#### **5.4.2 Management**

The researcher recommends that the manager should assist where possible, but not take decisions for management with the principal. Policies should be put in place so that the SMTs know their responsibilities for running the school. The SMTs should be capacitated with managerial skills through workshop training on management and leadership based on roles and responsibilities.

The DoE should invite people with expertise to train and develop SMT members in their field of specialisation. The budget for workshops should be increased to meet the demand of the SMTs. Demarcation of responsibilities and positions should also include the manager so that he/she should not jump into areas of management. The managers' roles and responsibilities should be that of governance and maintenance of the entire school.

### **5.4.3 Contracts**

The researcher in his recommendations suggests that the composition of the contracts should stipulate a time frame/deadline for signing the contracts and submission to the DoE by the landowners. The DoE should speed up the necessary legal agreements through the Provincial Department of Education to avoid blockage for the infrastructure and service upgrading on Farm Schools by managers.

The principals should be allowed to have mandatory roles between the ISC and the manager to see to it that the contracts are signed on time. The contracts should build in contents that will bind the landowner to meet the obligations as required by the DoE, so that he/she can be held accountable for the process. The information communicated should be in written form so that the landowner can know his/her position with regard to his/her capacity and as a proof for follow-up purposes. The rent should be paid on time and should be raised. Where the landowner was given 35%, it should be raised to 45%. This will make the landowner to do the necessary maintenance on the school buildings.

To avoid the delay of signing contracts, the researcher recommends that the DoE (since in most cases the landowners are willing to sign) should sign contract agreements earlier. If possible, the contracts should be signed in November of each year for the following year. Signing contracts in time will alleviate the problem of signing contracts late and relieve the pressure on the DoE.

#### **5.4.4 Parent involvement**

The researcher recommends that the NGOs should come and assist in empowering parents after working hours with regard to educational roles of parents. Parents are afraid to be involved in school matters due to the fact that they are mostly illiterate. A representation of literate people composed of the ISC, the principal and one (1) SMT member should be established to help the SGBs. This panel should act as the mediator between the SGBs and landowners to ensure that SGBs are efficient.

#### **5.4.5 Electricity and telephone**

The researcher recommends that, since all farms have electricity, the DoE should take the responsibility to get Escom to supply farm schools with electricity. It should not be the responsibility of landowners as the case is presently. The problem of unstable electricity will be solved. The schools should not depend on the landowners' phones. The DoE should install phones at schools and do away with public phones which are not properly controlled. The bills of these phones should be paid by the DoE.

#### **5.4.6 Transportation**

The researcher recommends that the DoE should stop delaying payments to subsidise transport so that lives of learners who travel long distances on foot should not be exposed to danger. Documentations for transport should have a clause which states that: "If the DoE does not meet the obligations set by them, it should be taken to court."

#### **5.4.7 Water and sanitation**

The researcher recommends that water supply to all schools should be of good standard. Documentations that bind the landowners should be included in contracts so that he can be held responsible for any shortage. Sanitation should also be of good standard to avoid any health hazards and for the health and well-being of the school community. No long-drop-system toilets should be used. The DoE should raise the budget of farm schools to make it possible for the landowner to provide the necessary infrastructure.

#### **5.4.8 Feeding scheme**

One other factor is feeding schemes on Farm Schools. The DoE should adhere to stipulated time frames of depositing the money into the accounts of the schools so that children could have their meals as arranged. The very same clause that applies to transport should be attached to forms of the feeding scheme to hold the DoE accountable for any failure.

#### **5.4.9 Teenage pregnancy and drop-outs**

The researcher recommends that inter-communication lines should be opened so that the Health Department can be invited to come and educate the school community on matters related to teen-pregnancy. Social Welfare should be involved by the DoE to settle matters that concern social issues so that learners should not be directly affected and end up dropping out of school.

#### **5.4.10 Learners' safety**

The researcher recommends that it is the duty and obligation of the DoE to see to it that, when a school is established, it must ensure that the environment is conducive to learning. A proper infrastructure that meets the standard requirement and procedures should be in place for the sake of the health and well-being of the school community.

#### **5.4.11 HIV/AIDS**

Since HIV/AIDS has been taken as a threat to human lives, the researcher recommends that the School Management Teams of Farm Schools should face the challenge by training parents of learners to understand that AIDS is like any other illness. The parents should act pro-active on AIDS issues. The learners should learn to live with AIDS and learn to change their lifestyle. Children who are infected should be given love and care. They should learn to live normal lives and not segregate themselves or parents ignoring them due to the infection. The SMTs and parents should support them.

#### **5.4.12 Health Promoting Schools**

The researcher recommends that the DoE should run more workshops that will capacitate educators on matters concerning HPS. The learners, parents and NGOs should participate in promoting HPS. Enlightenment through developmental programmes must be conducted in such a manner that the school community is engaged in HPS practices in a continuous circle to help educators to have a good understanding of health-related issues.

## **5.5 Conclusion**

Health and well-being of Farm Schools can be promoted only if the SMTs can meet their obligations by nurturing learners about Health Promoting Schools' issues. The time has come that school communities of Farm Schools be informed about the health and good life-styles. More money should be put aside to promote health and well-being of Farm Schools. The money should help learners who are infected, but mostly, the SMTs should do more to promote well-being. The SMTs should not wait until learners are caught unexpectedly, but teach them to love their bodies and to behave well. Learners should be taught to have free-talks(symposiums) on health, well-being and health promoting schools.

## **5.6 Final remarks**

The aim of this study was to have a better understanding of how farm schools' SMTs could be developed and capacitated to fight/eliminate problems that are facing farm schools' SMTs. The researcher suggests that the managers should interact with SMTs to give them the necessary support on educational issues, and that the Department of Education should stop delaying delivery of learning support materials and signing of contractual agreements to allow the managers to do necessary maintenance on farm schools. The researcher concludes that the field of the research was of a limited scope. The limitation did not allow the researcher to reach out to all farm schools in the area based on problems farm schools' SMTs are facing. The researcher suggests that the National Department of Education and its Ministry should shoulder the responsibility of embarking on SMTs' poor management.

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## Addendum

**Table 8: Focus group B - SMT**

| <b>Questions asked about:</b> | <b>Opinions of participants:</b>                                | <b>Freq. (n = 3)</b> |
|-------------------------------|---|----------------------|
| Learning support material     | LSM not delivered in time                                       | 1                    |
|                               | DoE delays delivery of LSM                                      | 1                    |
|                               | Budget is cut   | 1                    |
| Management                    | No development of the SMT                                       | 1                    |
|                               | Functional control is poor                                      | 1                    |
|                               | Administrative control is unsatisfactory                        | 1                    |
| Contracts                     | The DoE delays in signing up the agreement with the manager     | 3                    |
| Parent involvement            | Parents are ignorant regarding school matters                   | 1                    |
|                               | Do not attend meetings  | 1                    |
|                               | Do not come when called because of problems with their children | 1                    |
| Electricity and telephones    | Electricity is on and off                                       | 2                    |
|                               | School depends on the manager's phone                           | 1                    |
| Transport                     | There is no transport at all for learners                       | 3                    |
| Water and sanitation          | There is clean water  | 1                    |
|                               | Sanitation is partly in order                                   | 1                    |
|                               | Few toilets need repair   | 1                    |

**Table 8 (continued)**

| <b>Questions asked about:</b> | <b>Opinions of participants:</b>     | <b>Freq. (n = 3)</b> |
|-------------------------------|--------------------------------------|----------------------|
| Feeding scheme                | Diet prescribed by DoE               | 1                    |
|                               | Money is not deposited in time       | 1                    |
|                               | Learners go hungry                   | 1                    |
| Pregnancy and drop-outs       | No cases ever reported               | 1                    |
|                               | Many drop-outs due to the distance   | 2                    |
| Learners' safety              | Transport is a problem               | 2                    |
|                               | Learners are threatened by strangers | 1                    |
| HIV/AIDS                      | No cases ever reported               | 3                    |
| Health Promoting Schools      | Educators have little knowledge      | 2                    |
|                               | They need to be educated             | 1                    |

**Table 9: Focus group C - SMT**

| <b>Questions asked about:</b> | <b>Opinions of participants</b>                             | <b>Freq. (n=4)</b> |
|-------------------------------|---|--------------------|
| Learning support material     | LSM not delivered on time                                   | 3                  |
|                               | Budget is cut   | 1                  |
| Management                    | Functional and administrative control need development      | 3                  |
|                               | Difficulty in controlling work                              | 1                  |
| Contracts                     | The DoE delays in signing up the agreement with the manager | 4                  |
| Parent involvement            | Parents are not all involved                                | 2                  |
|                               | Not attending meetings                                      | 1                  |
|                               | Ignorant about school issues                                | 1                  |
| Electricity and telephones    | Electricity is on and off                                   | 2                  |
|                               | The school depends on the manager's phone                   | 1                  |
|                               | Public phone is on and off                                  | 1                  |
| Transport                     | There is a bus in one direction                             | 3                  |
|                               | Other learners travel on foot                               | 1                  |
| Water and sanitation          | There is enough water                                       | 1                  |
|                               | No proper sanitation  | 1                  |
|                               | Hole-system toilets are used                                | 2                  |

**Table 9 (continued)**

| <b>Questions asked about:</b> | <b>Opinions of participants:</b>                    | <b>Freq. (n = 3)</b> |
|-------------------------------|---|----------------------|
| Feeding scheme                | Diet prescribed by the DoE                          | 1                    |
|                               | Money not deposited on time                         | 2                    |
|                               | Learners go hungry                                  | 1                    |
| Pregnancy and drop-outs       | Few cases were reported                             | 1                    |
|                               | Drop-outs due to distance were reported             | 3                    |
| Learners' safety              | Hole-system toilets is a life threatening situation | 3                    |
|                               | Lack of transport for learners                      | 1                    |
| HIV/AIDS                      | No cases have ever been reported                    | 4                    |
| Health Promoting Schools      | We know nothing about HPS                           | 3                    |
|                               | We need to be taught                                | 1                    |

**Table 10: Focus group D- SMT**

| <b>Questions asked about:</b> | <b>Opinions of participants</b>                                    | <b>Freq. (n=3)</b> |
|-------------------------------|--|--------------------|
| Learning support material     | LSM is not delivered on time<br>The DoE delays delivery of the LSM | 2                  |
|                               | Budget is cut  | 1                  |
| Management                    | Functional and administrative control need attention               | 2                  |
|                               |  |                    |
|                               | Development for SMT is needed                                      | 1                  |
| Contracts                     | Signing of agreement prolonged or does not even occur              | 3                  |
| Parent involvement            | Very few attend meetings   | 2                  |
|                               | School is far to reach   | 1                  |
| Electricity and telephones    | Electricity has been cut off                                       | 2                  |
|                               | Only manager's phone is used                                       | 1                  |

**Table 10 (continued)**

| <b>Questions asked about:</b> | <b>Opinions of participants:</b>                             | <b>Freq. (n = 3)</b> |
|-------------------------------|--|----------------------|
| Transport                     | No transport for learners                                    | 3                    |
| Water and sanitation          | No clean water and water is stored in 20 / containers        | 1                    |
|                               | No proper sanitation   | 1                    |
|                               | Hole-system toilets are used                                 | 1                    |
| Feeding scheme                | No feeding scheme at all                                     | 3                    |
| Pregnancy and drop-outs       | 2 cases were reported  | 1                    |
|                               | 20 cases of drop-outs due to lack of transport were reported | 2                    |
| Learners' safety              | Hole-system toilets and clean water are threats              | 2                    |
|                               | Transport is a problem                                       | 1                    |
| HIV/AIDS                      | No cases have been reported                                  | 3                    |
| Health Promoting Schools      | Enlightenment is needed                                      | 2                    |
|                               | We do not have knowledge of HPS                              | 1                    |

**Table 11: Focus group E- SMT**

| <b>Questions asked about:</b> | <b>Opinions of participants</b>                           | <b>Freq. (n=2)</b> |
|-------------------------------|---|--------------------|
| Learning support material     | LSM not delivered on time by the DoE                      | 1                  |
|                               | Educators struggle to make a kick-off                     | 1                  |
| Management                    | Functional and administrative control need attention      | 1                  |
|                               | SMT needs development                                     | 1                  |
| Contracts                     | The DoE delays signing contracts                          | 2                  |
| Parent involvement            | Parents are not supportive<br>They do not attend meetings | 1                  |
| Electricity and telephones    | Electricity is working                                    | 1                  |
|                               | Manager's phone and public phone are working              | 1                  |
| Transport                     | No transport for learners                                 | 2                  |
| Water and sanitation          | Water is sufficient and sanitation good                   | 1                  |
|                               | Few toilets need repair                                   | 1                  |

**Table 11 (continued)**

| <b>Questions asked about:</b> | <b>Opinions of participants:</b>                           | <b>Freq. (n= 3)</b> |
|-------------------------------|--|---------------------|
| Feeding scheme                | Diet prescribed by the DoE                                 | 1                   |
|                               | Money not deposited on time                                | 1                   |
| Pregnancy and drop-outs       | Few cases were reported                                    | 1                   |
|                               | Few cases of drop-out were reported due to social problems | 1                   |
| Learners' safety              | Parents are concerned                                      | 1                   |
|                               | Main road is a threat                                      | 1                   |
| HIV/AIDS                      | No cases ever reported                                     | 2                   |
| Health Promoting Schools      | Enlightenment is needed                                    | 1                   |
|                               | Educators have little knowledge of HPS                     | 1                   |

**Table 12: Observation schedule**

| <b>Questions asked about:</b> | <b>Opinions of participants:</b> | <b>Frequenc<br/>y<br/>(n= x)</b> |
|-------------------------------|----------------------------------|----------------------------------|
| Learning support material     |                                  |                                  |
| Management                    |                                  |                                  |
| Contracts                     |                                  |                                  |
| Parent involvement            |                                  |                                  |
| Electricity & telephones      |                                  |                                  |
| Transport                     |                                  |                                  |
| Water & sanitation            |                                  |                                  |
| Feeding scheme                |                                  |                                  |
| Pregnancy & drop-outs         |                                  |                                  |
| Learners' safety              |                                  |                                  |
| HIV/AIDS                      |                                  |                                  |
| HPS                           |                                  |                                  |

