A CRITICAL ANALYSIS OF THE LEARNING CULTURE OF RESILIENT SCHOOLS WITHIN RURAL COMMUNITIES IN MPUMALANGA

by

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DECLARATION

Student number 3203-943-3

I declare that a critical analysis of the learning culture of resilient schools within rural communities in Mpumalanga is my own work and that all the resources that I have used or quoted have been indicated and acknowledged by means of complete references.

07 January 2005

SIGNATURE

DATE

(MR M.J.DLAMINI)
DEDICATION

This work is dedicated to my wife, Doris Siphiwe Dlamini, Lindi Carol Mandy Dlamini, Terence Musa Dlamini and to my late mother, Sophlinah Dlamini who always encouraged me to enhance my studies.
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ABSTRACT

The purpose of this study was to investigate those aspects of resilient schools which are particularly beneficial for schools within rural communities in Mpumalanga. The study was done in two phases: a literature review focussing on the culture of learning of resilient schools and an empirical investigation focussing on the culture of learning of resilient schools within rural communities in Mpumalanga. Two secondary schools were selected according to criteria of resiliency. The study involved qualitative approaches, in-depth observations and interviews with key informants: principals, teachers, learners and members of the school governing bodies.

The data demonstrate that there is no distinctive aspect of the culture of learning of resilient schools because all aspects are interrelated and interdependent. This study discovered that the most effective aspect, which benefits the culture of teaching and learning in resilient schools, was the involvement of all stakeholders.

KEY TERMS

SGB: School governing body
SASA: South African Schools Act
SBM: School-based management
SMT: School Management Team
MDE: Mpumalanga Department of Education
LRC: Learners Representative Council
Self-managing schools
PFMA: Public Finance Management Act
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHAPTER 1</strong></td>
<td>1</td>
</tr>
<tr>
<td>CONTEXTUALISATION OF THE STUDY</td>
<td></td>
</tr>
<tr>
<td>1.1 INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2 THE RESEARCH PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>1.2.1 BACKGROUND TO THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>1.2.2 AWARENESS OF THE PROBLEM</td>
<td>4</td>
</tr>
<tr>
<td>1.2.3 STATEMENT OF THE PROBLEM</td>
<td>5</td>
</tr>
<tr>
<td>1.3 AIMS OF THE INVESTIGATION</td>
<td>5</td>
</tr>
<tr>
<td>1.4 RESEARCH DESIGN AND METHODS OF THIS STUDY</td>
<td>6</td>
</tr>
<tr>
<td>1.4.1 Planning</td>
<td>7</td>
</tr>
<tr>
<td>1.4.2 Beginning data collection</td>
<td>8</td>
</tr>
<tr>
<td>1.4.3 Basic data collection</td>
<td>8</td>
</tr>
<tr>
<td>1.4.4 Closing data collection</td>
<td>8</td>
</tr>
<tr>
<td>1.4.5 Completion</td>
<td>8</td>
</tr>
<tr>
<td>1.5 DEMARCATION OF THE STUDY</td>
<td>9</td>
</tr>
<tr>
<td>1.6 DEFINITION OF CONCEPTS</td>
<td>9</td>
</tr>
<tr>
<td>1.6.1 Learning culture</td>
<td>9</td>
</tr>
<tr>
<td>1.6.2 School culture</td>
<td>9</td>
</tr>
<tr>
<td>1.6.3 Resiliency</td>
<td>10</td>
</tr>
<tr>
<td>1.6.4 Resilient school</td>
<td>10</td>
</tr>
<tr>
<td>1.6.5 Resilient learner</td>
<td>10</td>
</tr>
<tr>
<td>1.6.6 Self-managing school</td>
<td>10</td>
</tr>
<tr>
<td>1.6.7 Rural schools</td>
<td>11</td>
</tr>
<tr>
<td>1.6.8 Rural communities</td>
<td>11</td>
</tr>
<tr>
<td>1.7 THE RESEARCH PROGRAMME</td>
<td>12</td>
</tr>
<tr>
<td>1.8 LIMITATION OF THE STUDY</td>
<td>13</td>
</tr>
<tr>
<td>1.9 CONCLUSION</td>
<td>13-14</td>
</tr>
</tbody>
</table>
CHAPTER 2

A LITERATURE REVIEW OF THE LEARNING CULTURE OF RESILIENT 
SCHOOLS FROM A MANAGERIAL PERSPECTIVE AND THE SOUTH AFRICAN 
SCHOOLING FROM A RESILIENT PERSPECTIVE

2.1 INTRODUCTION 15

2.2 THEORETICAL FRAMEWORK FOR UNDERSTANDING RESILIENT SCHOOLS 16

2.3 SELF-MANAGING SCHOOLS IN SOUTH AFRICA FROM A RESILIENT 
PERSPECTIVE 17

2.4 LEADERSHIP, MANAGEMENT AND GOVERNANCE 19

2.4.1 LEADERSHIP AND MANAGEMENT STYLES 20

2.4.1.1 Autocratic leadership 20

2.4.1.2 Democratic leadership 21

2.4.1.3 Eclectic leadership 23

2.4.1.4 Transactional leadership 23

2.4.1.5 Laissez faire 24

2.4.2 THE QUALITIES OF GOOD LEADERS 24

2.5 ACCOUNTABILITY 25

2.6 ORGANISATIONAL ASPECTS OF RESILIENT SCHOOL 26

2.6.1 Governance 26

2.6.1.1 School governing body 27

2.6.1.2 School policies 27

2.6.1.3 Communication within the school 28

2.6.1.4 Governance and community relationships 29

2.6.1.5 Resilient principals promote parental involvement 29

2.6.2 Management 30

2.6.2.1 Managing discipline 31

2.6.2.2 Managing facilities and resources 31

2.6.2.3 Managing school finances 32

2.6.2.4 The school management team 32
CHAPTER 3

CONTEXTUAL REALITIES OF SCHOOLING IN MPUMALANGA

3.1 INTRODUCTION

3.2 SCHOOL-BASED MANAGEMENT AND LEADERSHIP IN MPUMALANGA

3.2.1 Background to self-managing schools with reference to South Africa

3.2.2 The role of education department

3.2.3 Management and leadership in Mpumalanga rural schools

3.3 FUNCTIONING OF THE SCHOOL GOVERNING BODY

3.4 ADMISSION OF LEARNERS

3.5 PROVISIONING OF SCHOOL FACILITIES AND RESOURCES

3.6 LEARNER-TEACHER AND LEARNER CLASSROOM RATIOS

3.7 LACK OF TRANSPORT FOR LEARNERS

3.8 THE CULTURE OF LEARNING AND TEACHING

3.9 LEARNERS ACADEMIC ACHIEVEMENTS

3.9.1 The matriculation results of previous years

3.10 TEACHER QUALIFICATIONS LINKED TO SUBJECTS

3.11 PARENTS’ LEVEL OF EDUCATION

3.12 DISCIPLINE, SAFETY AND LEARNING ATMOSPHERE

3.13 ASSISTANCE FROM THE DEPARTMENT

3.14 CONCLUSION

CHAPTER 4

RESEARCH DESIGN AND METHODS

4.1 INTRODUCTION

4.2 CONTEXT OF STUDY

4.3 QUALITATIVE RESEARCH

4.3.1 The choice of qualitative research for this study

4.3.1.1 The researcher works in natural settings and tries to understand people from their own frame of reference

4.3.1.2 The researcher is the key instrument

4.3.1.3 Qualitative research aims to study the behaviour holistically
4.3.1.4 Qualitative research is descriptive
4.3.1.5 Small samples are used
4.3.1.6 Qualitative researcher is concerned with process rather than outcomes
4.3.1.7 Qualitative researcher analyses the data inductively
4.4 DATA COLLECTION STRATEGIES
4.4.1 Observation
4.4.2 Questionnaires
4.4.3 Interviews
4.4.3.1 Semi-structured interview
4.4.3.2 Focus group interview
4.5 STATEMENT OF SUBJECTIVITY
4.5.1 Status
4.5.2 Language
4.6 DESIGN OF THIS STUDY
4.6.1 Background to this study
4.6.2 Selection of schools and negotiation of access
4.6.2.1 School A
4.6.2.2 School B
4.7 SELECTION OF PARTICIPANTS
4.8 DATA GATHERING
4.8.1 Observation in schools
4.8.2 Interviews
4.8.2.1 Interviews with teachers
4.8.2.2 Interviews with principals
4.8.2.3 Interviews with parents
4.8.2.4 Interviews with learners
4.9 DATA ANALYSIS
4.10 VALIDITY AND RELIABILITY
4.10.1 Triangulation of methods
4.12 LIMITATIONS TO THIS STUDY
4.13 CONCLUSION
CHAPTER 5

PRESENTATION AND DISCUSSION OF DATA

5.1 INTRODUCTION

5.2 SELECTED SCHOOLS AND COMMUNITY BACKGROUND

5.3 CHARACTERISTICS OF PARTICIPANTS

5.3.1 Biographical information of participants

5.4 OBSERVATIONS AT THE TWO SELECTED SECONDARY SCHOOLS

5.4.1 School A

5.4.2 School B

5.5 DATA FROM INTERVIEWS

5.5.1 Categorising data from interviews

5.6 RESEARCH FINDINGS

5.6.1 THE CULTURE OF TEACHING AND LEARNING

5.6.1.1 Teachers and learners committed to teaching and learning

5.6.1.2 Effective teaching in spite of the lack of facilities and resources

5.6.1.3 A safe and decent environment for teaching and learning

5.6.2 LEADERSHIP

5.6.2.1 Learners, teachers and parents are reflecting a sense of accountability

5.6.2.2 Setting high expectations encourages learners to be responsible for their studies

5.6.3 ORGANISATIONAL ASPECTS OF THE SCHOOL

5.6.3.1 School policies have contributed to effective management of discipline and learning culture

5.6.3.2 Sound relationship among teachers and learners

5.6.4 MANAGEMENT FACTORS

5.6.4.1 The management styles of principals

5.6.4.2 Managing discipline

5.6.4.3 Managing facilities and resources

5.6.4.4 Financial management

5.6.5 GOVERNANCE FACTORS

5.6.5.1 Effective functioning of the school governing body despite rural hardships
5.6.5.2 Sound relationship between the school and community 116
5.6.5.3 Communication between the school and the parents 118
5.6.5.4 Parental involvement 119

5.7 BARRIERS TO THE FUNCTIONING OF THE RESILIENT SCHOOLS 120
5.7.1 PROBLEMS ENCOUNTERED WITH REGARD TO PHYSICAL INFRASTRUCTURE 120
5.7.1.1 Lack of facilities and resources 120
5.7.2 MANAGEMENT PROBLEMS 121
5.7.2.1 Late-coming and absenteeism 121
5.7.2.2 Problems encountered with regard to teaching and learning 122
5.7.3 PROBLEMS RELATED TO GOVERNANCE 122
5.7.3.1 Parents not supportive and active in school matters 122
5.7.3.2 Learners not actively involved in the school governing body 123
5.7.3.3 Parents serving on the school governing body are unable to carry out certain functions effectively 123
5.7.4 SOCIO-ECONOMIC CONTEXT 124
5.7.4.1 Children do not live with their parents 124
5.7.4.2 Lack of transport for learners 124
5.7.4.3 Teenage pregnancy 125
5.7.4.4 Teacher qualifications not appropriate for a secondary school 125

5.8 CONCLUSION 126

CHAPTER 6 127
SUMMARY, CONCLUSION AND RECOMMENDATIONS 127
6.1 INTRODUCTION 127
6.2 SUMMARIES OF CHAPTERS 128
6.3 SUMMARY OF THE STUDY 130
6.4 SUMMARY OF FINDINGS 132
6.4.1 Summary of findings from literature 132
6.4.2 The important findings from the empirical study 133
6.5 CONCLUSIONS 136
6.6 SYNTHESIS OF FINDINGS AND RECOMMENDATIONS 138

6.6.1 Teaching and learning 138
6.6.1.1 Teachers and learners committed to teaching and learning respectively 138
6.6.1.2 Effective learning in spite of the lack of facilities and resources 140
6.6.1.3 A safe and decent environment for teaching and learning 141
6.6.2 Leadership 142
6.6.2.1 Learners, teachers and parents are reflecting a sense of accountability 142
6.6.2.2 Setting high expectations encourages learners to be responsible for their studies 143
6.6.3 Organisational aspects of the school 144
6.6.3.1 School policies contribute to effective management of discipline and learning culture 144
6.6.3.2 Sound relationship among teachers and learners 145
6.6.4 Management factors 145
6.6.4.1 The management styles of principals 145
6.6.4.2 Management of facilities and resources 146
6.6.4.3 Financial management 146
6.6.5 Governance factors 147
6.6.5.1 Effective functioning of the school governing body despite rural hardships 147
6.6.5.2 Sound relationship between the school and community 148
6.6.5.3 Parental involvement 148
6.7 LIMITATIONS OF THE STUDY 149
6.8 CONCLUSION 150
6.9 RECOMMENDATIONS FOR FURTHER STUDY 151

BIBLIOGRAPHY 152

APPENDIX A: Map showing the Eerstehoek magisterial District

APPENDIX B: Map showing the demarcation of the region

APPENDIX C: Leading and managing - Categorising data from interviews
APPENDIX D: Interviews

- Interviews with principals
- Interviews with teachers
- Interviews with learners
- Interviews with parents

APPENDIX E: Access to schools

- Request for collecting data in schools
- Permission to collect data in the Mpuluzi circuit

LIST OF TABLES

Table 3.1: Indicators for facilities in Mpumalanga ana RSA 53
Table 3.2: School facilities planned for 2003 financial year 54
Table 3.3: Comparison of examination results: 1994-2000 Mpumalanga Province 57
Table 3.4: Schools ranked according to specific pass rate intervals: 2001 58
Table 3.5: Level of assistance from the department in Mpumalanga 63
Table 5.1: Biographical information of participants 87
Table 5.2: Leading and managing (appendix C)