

**Managing for improved school effectiveness at selected primary schools in the
Gauteng province**

by
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DECLARATION

'I declare that ***Managing for improved school effectiveness at selected primary schools in the Gauteng province*** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis/dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.'

DEDICATION

I dedicate this work:

To my wife, Mahlaa, and my children, Makhitha, Ngwako and Mokgadi, for their love, patience and encouragement;

To my mother, Mmatlou Selina Kobola, and my late father, Dithebele Ngwako Kobola, for parental guidance;

To my brothers, Monyatsiwa and Sebola, and to my sisters, Tlou and the late Modjadji.

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ABSTRACT

The research study investigated management strategies through which school effectiveness could be enhanced in primary schools situated in Gauteng Province. The enhancement of school effectiveness necessitated the discussion on school improvement to find ways to turn around the situation in dysfunctional schools in the province. The province is characterised by urban and suburban areas, townships, and informal settlements. Teachers in schools in these areas are well qualified. However, different challenges in these areas impact upon the enhancement of school effectiveness. A literature review was conducted to provide a conceptual framework and explain concepts such as effective management, administration, leadership, principal effectiveness, and teacher effectiveness. The literature review also investigated the factors that impact upon school effectiveness and school improvement and explored the historical development of School Effectiveness Research (SER) in the United States of America, Europe, Australia, and Africa to expound the problem investigated. An empirical investigation using a qualitative approach was conducted. Six primary schools were selected using purposive sampling to ensure that different demographic areas were covered in the research. Purposive sampling allowed the researcher to target schools from high and low socio-economic areas because they often experience different challenges concerning to school effectiveness. Data were collected through individual interviews with principals and officials from the Gauteng Department of Education (GDE) at the district and teachers in focus groups. Key findings were identified. Participants from the three categories respectively identified several characteristics of effective schools which concurred with the literature on school effectiveness. They also identified two features of effective schools which were unique to the study: in effective schools, there is little or no learner and teacher absenteeism; and school values which shape the behaviour of learners are clearly articulated. School values include trustworthiness, respectfulness, honesty, responsibility, striving for excellence and good leadership. School effectiveness is hindered by the current process of appointing principals which does not always succeed in selecting principals with the required leadership qualities and management skills. Further, the incorrect implementation of the Integrated Quality Management System (IQMS) in schools hinders teacher development and leads to poor teacher performance.

Key Words

School effectiveness; enhancement of school effectiveness; school improvement; effective management; management strategies, administration; leadership; principal effectiveness; teacher effectiveness; school effectiveness research, high socio-economic areas and low socio-economic areas.

ABSTRAK

Die navorsingstudie ondersoek bestuurstrategieë waardeur die effektiwiteit van primêre skole, geleë in die Provinsie van Gauteng verhoog kan word. Die verhoging van effektiwiteit in skole het die bespreking oor skoolverbetering genoodsaak om maniere te vind om die situasie in disfunksionele skole in die provinsie om te draai.

Die provinsie word gekenmerk deur landelike en stedelike gebiede, lokasies, en informele nedersettings. Onderwysers van skole in hierdie gebiede is goed gekwalifiseerd. Verskeie uitdagings in hierdie gebiede het egter n uitwerking op die verhoging van effektiwiteit in skole. 'n Literêre oorsig is uitgevoer om n konseptuele raamwerk te voorsien en om konsepte soos effektiewe bestuur, administrasie, leierskap, effektiwiteit van die skoolhoof, en onderwysers te verduidelik. 'n Kwalitatiewe benadering is gebruik om die empiriese ondersoek uit te voer. Ses primêre skole is gekies en doelgerigte steekproefneming is gebruik om te verseker dat verskillende demografiese gebiede deel was van die navorsing. Doelgerigte steekproefneming het die navorser toegelaat om skole van hoë en lae sosio-ekonomiese gebiede te teiken omdat hulle dikwels verskillende uitdagings aangaande die effektiwiteit van skole ervaar. Data is versamel deur individuele onderhoude met skoolhoofde en amptenare van Gauteng Onderwys Departement (GDE) by die distrik en deur fokusgroep onderhoude met onderwysers. Sleutelbevindinge was soos volg.

Deelnemers uit die drie kategoriëë het onderskeidelik geïdentifiseer met verskeie eienskappe van effektiewe skole wat ooreenstem met die literatuur op effektiwiteit in skole. Hulle het ook twee kenmerke van effektiewe skole wat uniek was tot die studie geïdentifiseer: in effektiewe skole is daar min of geen afwesigheid van leerders en onderwysers; en skoolwaardes wat die gedrag van leerders vorm word duidelik verwoord. Skoolwaardes sluit betroubaarheid, respek, eerlikheid, verantwoordelikheid, strewe na uitnemendheid en goeie leierskap in. Effektiwiteit in skole word verhinder deur die huidige proses van aanstelling van skoolhoofde wat nie altyd daarin slaag om skoolhoofde te kies wat die nodige leierskap en bestuurseienskappe het nie. Verder, die verkeerde implementering van die Geïntegreerde Bestuurstelsel (IQMS) in skole belemmer die ontwikkeling en lei tot swak prestasie van onderwysers.

Sleutelwoorde

Effektiwiteit in skole; verhoging van effektiwiteit in skole verbetering van skole Effektiewe bestuur; bestuurstrategieë; administrasie; leierskap; effektiwiteit van skoolhoofde; effektiwiteit van onderwysers; navorsing in effektiwiteit van skole; hoë en lae sosio-ekonomiese gebiede

SENAGANWA

Dinyakišišo tše tša go ithuta di be di tswana le mekgwanakgwana ya bolaodi bja thuto go tiišetša gore dikolo tša motheo Profentsheng ya Gauteng di šoma mešomo yeo e nepagetšego. Tiišetšo ya go šoma mešomonepagetšego ya sekolo e dirile gore go ahlaahliwe hlabollo ya dikolo go humana ditselana tšeo ka tšona re ka hlabolang dikolo tšeo di sa šomeng botse mo profentsheng. Profentshe ya Gauteng e na le dikolo tša motsetoropong le tša mo go bego go dula batho bašweu fela. Barutiši mo mafelong a ba na le di thuto tše maleba. Fela, dihlotlo tšeo dileng gona mo mafelong a di huetša tiišetšo ya go šoma mešomonepagatšo sekolong. Go dirilwe tekololeswa ya dingwalwa go hlalosa dikgopolo tše bjalo ka taolonepagatšo, boetapele, mešomonepagatšo ya hlogo ya sekolo le mešomonepagatšo ya morutiši. Tekololeswa ya dingwalwa e nyakišišitše dintlha tšeo di huetšang mešomonepagatšo sekolong le hlabollo ya sekolo go lebeletšwe tšwetšopele ya dinyakišišo tša mešomonepagatšo ya dikolo dinageng tša United States of America, Europa, Australia le Afrika go hlalosa bothata bjo bo nyakišišwago. Go dirilwe dinyakišišo ka poledišano go šomišwa mokgwa wa kwalitetifi. Go kgethilwe dikolo tše tshela tša fase ka go šomiša kgetho ka maikemišetšo go direla gore go akaretšwe dikolo go tšwa mafelong a go fapana. Kgetho ka maikemišetšo e dumelela monyakišiši go tšwa mafelong a batho ba go ba le sa bona le mafelong a batho ba go hloka sa bona ka ge ba itemogela dihlotlo tše fapaneng mešomonepagatšo. Tshedimošo ye e kgobokeditšwe ka dipolelišano le dihlogo tša dikolo motho a le noši le bahlankedi bammušo wa Kgoro ya Thuto ya Kgauteng motho a le noši le dipolelišano ka sehlopha. Dintlha tša dipolelo di be di le mo go latelago: Batšeakarolo go tšwa mafapeng a go fapana ba hlaotše diponagalo tša dikolo tšeo dišomago ka nepagalo tšeo di dumelelanago le tekololeswa ya dingwalwa. Gape ba hlaotše dipanagalo tše dingwe tša moswana noši: Dikolo tša go šoma ka nepagalo ga di na barutwana goba barutiši ba go se tle sekolong. Meano ya sekolo e akaretša botshephegi, tlhompho, boikarabelo le go šomela bobotse ka go fetiša le boetapele bjo bo botse. Mošomonepagatšo ya sekolo e šitišwa ke tshepedišo ya go thwala dihlogo tša dikolo yeo ka nako tše dinwe e šitago ke go hlaola hlogo ya sekolo yeo e nago le boetapele le bolaodi bjo bo botse. Gape, go tsentšhatirišong wo o fašagetšeng wa tshepetšo ya bolaodi bja hlabollo ya barutiši go šitiša tšwelopele.

Mantšu a bohlokwa

Mošomoneopagatšo wa sekolo, tišetšo ya mošomoneopagatšo ya sekolo, hlabollo ya sekolo, mošomoneopagatšo ya bolaodi, mekgwanakgwana ya bolaodi, taolo, boetapele, mošomoneopagatšo ya hlogo ya sekolo, mošomoneopagatšo ya morutiši, dinyakišišo tša mošomoneopagatšo ya sekolo, Mafelo a batho ba go ba le sa bona le mafelo a batho ba go hloka sa bona.

LIST OF ABBREVIATION

CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
SMT	School Management Team
HoD	Head of Department
USA	United States of America
IQMS	Integrated Quality Management System
SER	School Effectiveness Research
MEC	Member of Executive Council
ANA	Annual National Assessments
MPC	Ministerial Project Committee
SACMEQ	Southern and Eastern Africa Consortium for Measuring Educational Quality
LTSM	Learning and Teaching Support Materials
FET	Further Education and Training
GET	General Education and Training
SBA	School-Based Assessment
NPA	National Protocol for Assessment
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
LiEP	Language in Education Policy
SGB	School Governing Body
PIRLS	Progress in International Reading Literacy Study
TIMSS	Trends in International Mathematics and Science Study
SES	Socioeconomic Status
ADEA	Association for the Development of Education in Africa
JET	Joint Education Trust
PEUP	Primary Education Upgrading Program
SEL	Social Emotional Learning
SWPBS	School Wide Positive Behavioural Supports
NEEDU	National Education Evaluation and Development Unit
IIAL	Incremental Introduction of African Languages
MGSG	Mathew Goniwe School for Governance and Leadership
PLC	Professional Learning Community
OECD	Organisation for Economic Cooperation and Development
UK	United Kingdom

NGO Non-Government Organisation
MoESAC Ministry of Education, Sport, Arts and Culture

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Education is essential to the prosperity of every nation and generates hope for a better world wherein people can participate in social and economic activities to improve human life and the environment. Better life outcomes cannot be realised when primary school learners do not experience effective learning that lays the foundation for future studies. Some primary schools in the Gauteng Province, as in other provinces, are more effective than others in providing education to learners. However, all schools in the province are obliged to employ professionally qualified teachers with a diploma or degree in teaching and a certificate from the South African Council for Educators (SACE) and receive government support. A single cause for ineffective primary schools is thus difficult to identify; the literature indicates that school effectiveness is dependent on various factors (Harber, 2017:59). These include commitment and discipline on the part of teachers and learners (Dhaza, 2019:12-13); teachers' knowledge of learning content and teaching approaches (Luke & Gourd, 2018:25-30); effective teaching and classroom management; and availability of sufficient teaching and learning support materials (Harber, 2017:59). Furthermore, school effectiveness is influenced by the availability of proper facilities, such as classrooms, libraries, laboratories, halls, sports fields, parent involvement and socioeconomic background (Chetty, 2019:1). The dynamic interplay between these factors may bring about school effectiveness and effective teaching.

1.2 BACKGROUND TO THE STUDY

The problem of poor learner performance in schools does not concern the researcher only, but is also a matter of concern for the DBE. Poor learner performance became a national concern which led to the former Minister of Education, Naledi Pandor, suspending the South African learners from participating in international assessments. This was due to their repeated poor performance when compared to that of other countries, participating in the assessments. The results from the South African Consortium for Monitoring Quality (SACMEQ) 2005 indicated that Grade 6 learners in the sample had low reading skills and mathematical ability (Taylor, Van der Berg & Mabogoane 2013:3). Recent findings on the

Progress in the International Reading Literacy Study (PIRLS) also indicated a deterioration in informational reading (Gauteng Department of Education [GDE], 2019:23).

The Minister then introduced the Foundations for Learning Campaign to improve the performance of learners in languages and Mathematics. Subsequently, she introduced the Annual National Assessment (ANA) to track the improvement and progress in learner performance. ANA was used for systemic evaluation (benchmarking) and not for learner promotion (Taylor et al., 2013:3).

However, the improvement was minimal as learners continued to perform poorly in ANA. In 2008, the results of the ANA administered to Grade 3 and 6 in Gauteng Province revealed that the average performance of Grade 3 learners in numeracy was 25% and in literacy 24% (Republic of South Africa, 2014:9). The average of the Grade 6 learners for language was 38% and for Mathematics, 33%. In 2012, the ANA results revealed an average of 36% for Grade 6 English First Additional Language (FAL). In 2013, 46% and 45% in 2014. The average performance of Grade 6 English FAL learners thus decreased with one percent in 2014 (Republic of South Africa, 2014:9).

Similarly, in 2008, Grade 12 external examinations also revealed poor performance in some schools. The average pass rate of learners in Gauteng schools was 73.8% in 2008. It went down to 71.8% in 2009 and up again to 78.6% in 2010 (GDE, 2018:69). In 2011, the average pass rate went again to 81.1%. This means that the average failure rate of learners increased from 23.7% in 2008 to 28.2% in 2009 and decreased to 21.4% in 2010 (GDE, 2018:69). Schools that performed poorly in the 2008 external examinations continued to perform poorly in 2009 and some performed poorly in 2010 as well, despite of the support provided by the GDE (GDE, 2018:69). Since 2016 the performance improved. In 2016 the average pass rate was 85.12% and in 2017 it was 85.1%. In 2018 the results reached a new record of 87.9% since 2013 when the pass rate was 87% (Dhaza, 2019:26). Although there was an improvement, poor performance in the lower grades has negative influence on Grade 12 results.

Based on the results of 2009 and 2010, the Minister of Basic Education, Mrs Angie Motshekga, appointed a Curriculum Implementation Review Committee (CIRC) to review the carrying out of the National Curriculum Statement (NCS). The CIRC conducted interviews with educators in different provinces to determine the challenges experienced

during the implementation process. The researcher had the privilege of attending the interviews that was held in Pretoria.

The main challenge experienced by educators was curriculum and administrative overload. Teachers were concerned about the vast amount of content expected to be covered in a year. They also had to do administration work which entailed three levels of planning: Work schedules that had learning outcomes and assessment standards, lesson plans and assessment plans. Teachers wanted the Department of Education to do away with the work schedules and reduce the content that should be covered annually (Republic of South Africa, 2010:1).

Subsequently, the Minister established the Ministerial Project Committee (MPC) to repackage the NCS Grades R – 12 to be more user-friendly to teachers. The DBE also appointed curriculum writers in various subjects to develop the curriculum under the supervision of the MPC. The researcher was responsible for writing the Sepedi Language curriculum. The team was responsible for developing a single, complete and concise Curriculum and Assessment Policy Statement (CAPS). The overall aims of the South African curriculum, the explicit aims of each subject, clearly defined topics to be covered per two-week cycle. The required number and type of assessments activities per term replaced the learning outcomes and assessment standards contained in the NCS. CAPS provides clear guidelines on what teachers must teach and assess per Grade and subject. The CAPS was implemented in schools in 2012 and it was phased in gradually until 2014 (Republic of South Africa, 2010:2).

The performance of learners was not measured only based on ANA or external examinations at the end of the year. The National Protocol for Assessment (Republic of South Africa, 2011: 17) alludes that the schools should provide learner progress reports at the end of each term. Thus, learners write informal and formal assessment activities throughout the year to track their progress. Only formal activities are used for reporting and promotion purposes. The effectiveness of teaching and learning is also attributed to the quality of exercises given to learners. Therefore, to ensure a good quality of assessment, instruction sheets and assessment tools should be moderated or quality assured. Hence, in South Africa, the internal and external assessment tasks in public schools are moderated for quality assurance. The effectiveness of a school is inter alia reliant on the quality of schools' assessments and the moderation thereof (UMALUSI, 2015:6).

Butt (2010: 49) submits that formative assessment is referred to as assessment for learning. The central determination of formative assessment is to build a bond between assessment and learning. It is used during teaching and learning to track the progress of educational experiences. In South African education, formative assessment consists of informal and formal assessment. Both informal and formal activities are written throughout the year; hence, they are called a continuous assessment. The informal assessment builds towards formal assessment. In South African education, all formal activities in the General Education and Training (GET) Band (Grades 1 – 9) and the Further Education and Training band (FET) are used for promoting learners to the next Grade (Republic of South Africa, 2011:3-5).

Furthermore, the GET band consists of the Foundation, Intermediate and Senior Phases. The division of the GET into phases is aimed at creating a platform for school effectiveness. In the Foundation Phase (Grades 1 – 3), there is no summative assessment, they use formative assessment which is also called School-Based Assessment (Republic of South Africa, 2011:3-5). Unlike in the Foundation Phase, in the Intermediate and Senior Phases, there are formative and summative assessments. Formative and summative assessments are used in the FET Band (Grades 10 - 12) for tracking the progress and for promotional purposes. The National Protocol for Assessment (Republic of South Africa, 2011:3) maintains that examples of formal assessment includes practical demonstrations, performances, projects, oral presentations, tests and examinations.

The National Protocol for Assessment (Republic of South Africa, 2011:5) further states School-Based Assessment and the examination component for promotion of learners in the following way:

Table 1.1: Percentages of School-Based Assessment and end-of-year examination per phase

Phase	School-Based Assessment components %	End-of-year examination %
Foundation Phase	100	0
Intermediate Phase	75	25
Senior Phase	40	60
Further Education and Training Phase	25	75

There was no improvement in the learners' reading skills after five years from the SACMEQ results. In 2013 the National Education Evaluation and Development Unit (NEEDU) conducted a survey titled NEEDU Reading Study. The survey tested 4 697 Grade 5 learners from 214 rural South African schools. One thousand, seven hundred and seventy two out of 4697 learners were selected for an Oral Reading Fluency (ORF) test. Only 6% of the learners attained comprehension scores above 60%. Forty one percent of the learners could not read with understanding and 11% of the sample were unable to read a simple English word from the passage (GDE, 2013:28). The survey mentioned nothing regarding the performance of 42% of learners. It was thus clear, that irrespective of the strategies implemented since 2005 to address poor reading skills of South African primary school learners, little contribution was made in improving the learners' reading skills.

South Africa joined international initiatives such as Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS) and SACMEQ to benchmark the performance of learners and improve the quality of education (Dhaza, 2019:45). The impact of these initiatives on school effectiveness should not be underestimated as learner achievement is one of the factors used to assess effectiveness in education. The results of the PIRLS survey is an indication that there is a need to conduct research to determine the management strategies that could be used to improve the performance of learners in all subjects. In 2016, South Africa participated in PIRLS and achieved the lowest score out of 50 countries. South Africa was at 320 score points which was below PIRLS centre point of 500. Grade 4 learners in South Africa were

unable to read as expected when compared to learners from other countries (Howie, Combrinck, Roux, Tshele, Mokoena, and Palane, 2016:2).

The researcher discusses quality education in the ensuing section.

1.3 QUALITY EDUCATION

Although South Africa had established a single system of education to eliminate different quality levels, there may still be some variations in the quality of education provided. For example, quality levels may be different between public and independent schools, city and township schools, urban and rural schools or quintiles 1 - 3 schools and 4 – 5 schools or any other classification (Shizha & Makuvaza, 2017:163-166). The variation in the quality of education is due to the differences in the development of infrastructure, availability of technology, resources, facilities and school conditions (Shizha & Makuvaza, 2017:164). These aspects should be included as contextual factors when measuring the quality of education. These contextual factors also affect the provisioning of effective school management and quality education. Thus, descriptions of school effectiveness in urban areas may differ from that of rural areas owing to the advancement of infrastructure, availability, technology, resources and facilities. The ensuing section explores the definition of quality education as it is linked to effective school management.

It is very difficult to define quality education. Many interrelated components form part of education and therefore, the quality of education will be discussed looking at various components. The definition of quality education is not static; it changes with times. Quality education means education that is desirable, better and of greater importance. It also means an education that is better than any education at a period (Sayed, Kanjee & Nkomo, 2013:39).

Other researchers believe that teachers that are of high quality can improve the quality of education (Zepeda, 2016:8). The aim of improving education cannot be achieved without improving the quality of teachers. In turn, the quality of teachers can be addressed during teacher training (Harber, 2017:93).

Cohen and Malin (2010:237) suggest that quality education includes high standards of literacy, numeracy and life skills and it is linked directly to the qualities of critical components

such as teachers, content, methodologies, curriculum and its implementation, examination systems, policy, planning, management, and administration.

Quality in education cannot be measured in one step or according to a single factor, it is a process that involves different factors. For example, recruitment processes should be able to identify effective teachers. The working conditions should support effective teaching and learning. These include the availability of resources and facilities. There should be several quality assurance measures utilised to ensure that informal and formal assessments are in line with the prescribed curriculum policy statements and that the management and administration of these assessments are done fairly and credibly (Dorans & Cook, 2016:33-34).

Another challenge is the discipline in primary schools. Discipline and order in every institution form the foundation on which success could be attained. When there is discipline and order in schools, teachers and learners can focus on teaching and learning without wasting time on disciplinary matters. Spending more time on teaching and learning may create quality time for learning to take place and the opportunity to realise the pre-determined outcomes. This could be a challenge with a teacher-pupil ratio of 1:40 in primary schools in Gauteng Province, especially in the township schools (Dhaza, 2019:12-13). Effective teaching and classroom management which allow learners to participate in the lesson and to discover their own most effective way of learning can take place where there is order (Terrell, 2015:11).

Additionally, most underperforming schools that the researcher often visits are in impoverished communities. Parents in these schools do not pay school fees owing to the level of poverty (Naidoo, 2019:9). These schools depend on funding from the government (Deacon, 2017:118-119), which is usually not sufficient to cover all the needs of the school, including learning and teaching support materials (LTSM). Consequently, most learners in these schools do not have textbooks. Some schools do not have computers and copiers to compile handouts for the learners. They do not have libraries, laboratories or enough classrooms which leads to overcrowding. Shortage of resources and facilities are contextual factors that prevent effective teaching and learning in schools (Harber, 2017:59). Lack of effective teaching and learning owing to lack of resources, facilities and overcrowding in classrooms contribute to the lack of school effectiveness. The communities in which these

schools are situated are characterised by poverty and that is the main reason for the parents not paying school fees (Chetty, 2019:1).

When discussing school effectiveness, the issue of the language should be considered. In most of the township schools in Gauteng, the language of teaching and learning is English. Unfortunately, English is a second language to most African teachers and learners. The Language in Education Policy (LiEP) allows learners to use the mother tongue as a medium of instruction from Grade 1 to Grade 3. From Grade 4 to 12, learners are taught either in English or Afrikaans. School Governing Bodies (SGBs) in township schools usually choose English as a medium of instruction (City press, 16 June 2019). Therefore, effective teaching and learning cannot take place because of language barriers. In that way, school effectiveness cannot be achieved because of a lack of proper communication between teacher and learner, which leads to ineffective teaching and learning.

Based on the above the researcher defines quality education as an effective way of managing a school to ensure effective teaching and learning that leads to excellent academic achievement and produces learners who become adults with good morals, and who effectively participate in and contribute meaningfully to socio-economic development.

The above definition contains some elements of school effectiveness such as effective teaching and learning and excellent academic achievement. Therefore, it helps in clarifying the concept of school effectiveness. A full discussion of concepts will be done in Chapter 2 (cf. 2.2). In the following section, the researcher discusses school effectiveness and school improvement.

1.4 SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT

The concepts of school effectiveness and school improvement are used frequently in this research study. Thus, it is necessary to explain the concepts of school effectiveness and school improvement as well as the relationship between them. School effectiveness (cf. 2.2.1) can be defined as the extent to which a school is successful in achieving a desired result (Ndou, 2015:10). It means that the school is in a way that works well and it produces the results that are intended. Effectiveness is concerned with doing what is right or doing what should be done. School effectiveness in management refers to the capability of

the school management to achieve the desired targets in the specified time (Ndou, 2015:10).

Furthermore, some researchers explain school effectiveness through the performance of learners in assessments (Lawn & Normand, 2015:83). Others determine school effectiveness in terms of the cohesiveness, goal-orientedness and transparent organisation of the school (Corner, 2015:311-312). A decade ago some researchers in UK focused on consistent performance of the school over a period with emphasis on quality and quantity (Brock, 2015:53). School effectiveness could indicate how well the school is managed by the principal and how well parents and the communities are involved. In simple terms, school effectiveness means the school accomplishes its objectives (Ndou, 2015:10). In Africa, there are researchers who also define school effectiveness based on the performance of learners. They use assessments as a yardstick to measure the performance of learners and consequently the school effectiveness (Dhaza, 2019:45).

Effectiveness of pedagogy could be described as those teaching and learning activities which make some observable change in students or have a measurable impact on student learning (Westbrook et al., 2013:8). Effectiveness of pedagogy can be defined as a measure of how well the teaching and learning activities achieve the stated objectives of that pedagogy. It implies that effectiveness could also be the power to produce the predetermined outcomes (Westbrook et al, 2013:8). Effectiveness is often measured as the quality of the desired result. Consequently, the quality of the outcomes cannot be better than the quality of the pedagogy and quality of pedagogy cannot be better than the quality of teachers who design the learning material and facilitate learning. Therefore, the quality of the outcomes could be improved by improving the quality of the teachers (Scheerens, 2015: 28). This brings about the link between effectiveness and improvement.

School effectiveness and school improvement relate to each other because improvement is a precondition for the school to become effective. In the context of a school the concept improvement is about bringing changes and strategies that pay attention on planning curriculum implementation, teaching and learning, school development and decision-making that includes relevant stakeholders (Ryan, 2011:85-87).

School improvement (cf. 2.2.2) is about executing the new plans and targets designed to improve teaching and learning and performance of the school in the formal assessments

(Day & Gurr, 2014:11). Consequently, school improvement is about improving learners' achievement by focusing on the process of teaching and learning and the conditions supporting it. It is linked to the leadership of an institution because leadership provide direction, vision and inspiration toward the attainment of the vision (Brock & Grady, 2012:57). School improvement is linked to capacity building and governance that enables improvement. It is about setting and utilising effective strategies for achieving change and improvement (Huber & Conway, 2015:57). School improvement is an ongoing process that depends on competent leaders who are skilful in adaptive leadership (Durand, Lawson, Wilcox, & Schiller, 2016:50).

Improvement is about making something or the process of teaching and learning and the condition of supporting it better. It is about goal setting and strategy development intended to move a school from one state to a desired state, usually through some coordinated leadership efforts (Bernhardt, 2015:56-57). School improvement may also refer to the collaborative and coordinated efforts from all the team members aimed at bringing about the achievement of pre-determined institutional goals through change, learning and innovation (Lahy & Found, 2015:4).

School effectiveness and school improvement have different roots but they are also linked to each other. School effectiveness is about sustaining best practices that yield best results. It is about school management and administration of teaching and learning (Sinay & Ryan, 2016:6). School improvement is about leadership and change (Huber & Conway, 2015:57). School effectiveness and school improvement can supplement each other in view of promoting effective school improvement (Sinay & Ryan, 2016:9-10). Thus, it is critical that the two concepts are discussed in this study in view of effective school improvement.

The use of the terms school effectiveness and effective school management may be confusing. Also, the concept of effective school management should be defined to determine its meaning so that it can be used correctly. Effective school management is the process of controlling or managing activities in a school with the intention of realising the predetermined outcomes (Westbrook et al, 2013:8). When the school management is effective it means that the school management can produce the outcomes that were intended. The quality of the school management may determine the quality of the teachers, pedagogy and outcomes (Westbrook et al, 2013:8). If the quality of the teachers is poor, it is likely to influence the quality of pedagogy which in turn influence the outcomes and effectiveness of the school.

Consequently, effective school management becomes essential to ensure the quality of the teachers.

School management teams may need management strategies to serve as road map to their goals. Management strategies refer to a sequence of techniques for controlling and directing operational activities of a school to achieve a set of predetermined goals. Strategy means a method for achieving the intended outcomes over a long period. It provides a clear direction to be followed by staff members towards the attainment of the vision. Strategy provide the staff members with the opportunity to see how their different activities fit into the school's vision. It involves management plan for monitoring progress in a short, medium and long term. It means that staff members implement strategy by carrying out the right activities in the right way to achieve the school's goals (Parker & Middlewood, 2013:5).

1.5 STATEMENT OF THE PROBLEM

As substantiated above in the introduction and the background information, some primary schools in the Gauteng Province are underperforming, despite the support and ongoing efforts by the GDE and the district offices. Underperforming schools are not only found in the township areas but also in the more affluent urban areas of the province. Thus, the nature of this problem and all the factors contributing to the state of affairs cannot be determined fully without conducting thorough research on the matter. It is obvious that there is a critical link between schools' effectiveness and the management practices within the schools. While there are various interrelated factors that may influence the effectiveness of teaching and learning, the researcher will focus on the management of the sampled primary schools in order to determine possible management strategies that underperforming schools could put in place to become effective in providing education. The investigation should cover the different demographic areas that represent the various socio-economic contexts, including schools in the urban areas and the townships. To direct this research, the problem statement is formulated in the form of a question and sub-questions. The researcher will employ these questions to provide a focus for this research study.

1.5.1 Main research question

From the above-mentioned background information on the problem in practice, the research question may be formulated as follows:

- What management strategies could be used to enhance the effectiveness of primary schools in Gauteng Province?

1.5.2 Sub-questions

To answer the above-mentioned research question, the following sub-questions should be answered:

- What is school effectiveness and what are the factors that contribute to school effectiveness in Gauteng?
- How should primary schools be managed effectively to provide quality education?
- Are the selected primary schools in the Gauteng Province providing effective, quality education?
- How should parents be involved in providing quality education?
- What management strategies should schools use to enhance school effectiveness?

1.6 AIM AND OBJECTIVES

From the above statement of the problem, the aim and objectives for the research have been formulated as written below:

1.6.1 Aim

To investigate management strategies through which effectiveness could be enhanced in primary schools of Gauteng Province.

1.6.2 Objectives

- To explore the concept of school effectiveness and the factors that contribute to effectiveness in education.
- To determine directions as to how primary schools could be managed to ensure effectiveness and quality education.
- To determine the effectiveness of the selected primary schools in the Gauteng Province and investigate their management practices given the requirements for effective school management.
- To explore various ways on how parents could be involved in providing quality education.
- To explore management strategies that could be used by schools to enhance effectiveness.

1.7 RESEARCH METHODS

This research study follows the interpretive paradigm. The full details on the research methodology, epistemology and ontology (cf. 4.2) are discussed in Chapter 4. This section introduces the qualitative approach, which is aligned with the interpretive paradigm, as the approach that was followed in gathering information on school effectiveness and school improvement. The approach is suitable for the study because it focuses on the research participants and their individual experiences of the process of teaching and learning and the good ways of managing it. The data collection methods used in this research include literature review, interviews and observation.

A literature study was conducted before the interviews were conducted to examine the knowledge, which already exists on school effectiveness including effective classroom management and effective teaching. The researcher used books and articles from the library of the University of South Africa (UNISA), newspapers, reports from the Gauteng Department of Education and policies from the DBE to determine the extant knowledge on the topic. Some materials were obtained online using the UNISA library catalogue. The librarian also secured and emailed the links of relevant articles to the researcher for downloading. The literature review enabled the researcher to synthesise multiple dimensions of school effectiveness and deepened his understanding of the contexts of his

research. After the literature review, the researcher conducted interviews to check the extent of school effectiveness in the selected primary schools.

The researcher conducted focus group interviews with teachers so that they could stimulate each other in exploring factors for school effectiveness to improve the performance of learners in a formal assessment. According to McMillan and Schumacher (2014:389), qualitative research uses small samples of people to get more information about the problem. Focus group interviews create the platform for teachers who hold different views on education to explore a problem together.

Individual interviews were conducted with principals and officials of the GDE at the district level as they are considered to have rich information, unique problems and experiences of school effectiveness that may eliminate poor performance in schools. Organising a group discussion between principals and officials of the GDE would probably have presented practical problems due to their busy schedules and was thus not possible.

The researcher had to ask for permission (cf. 4.6) from the Gauteng Department of Education (GDE) to conduct research in the selected primary schools before he could commence with the research study. A GDE Research Request Form, which consists of declaration forms for the researcher and promotor was completed and sent to the GDE Head office. The permission was then granted. The researcher had to submit a research proposal before being admitted to UNISA to enroll for a doctoral degree in education.

1.8 STATUS OF THE RESEARCHER

The researcher is a subject advisor for Sepedi Language in the GDE at the district level. He is actively involved in monitoring and supporting teaching and learning in the Intermediate Phase and Senior Phase. Teaching and learning are one of the core determinants of school effectiveness. He is, therefore, committed to school effectiveness and improvement. Givon and Court (2010:283) caution that the researcher who is involved in the topic under discussion may impose his opinion on the research. However, the researcher entered the field as a learner with inquisitorial mind and endeavoured not to impose his opinion on the research study. He encouraged participants to speak freely and share openly on the factors that could bring about school effectiveness and improvement. The participants were assured

of the confidentiality of their responses in line with the ethical clearance application. The researcher discusses ethical related matters in the ensuing section.

1.9 ETHICAL CONSIDERATIONS

To comply with the approved ethical clearance application, the researcher informed the participants in writing and verbally about the requirements for ethical compliance (cf. 4.6.2). This information was given to the participants before the interviews took place. The researcher informed the participants about the purpose of conducting the research and made them aware that participation in the interview was voluntary. The researcher made it clear to the participants that the use of the voice recorder was only to ensure that all information is captured and promised to keep the recorded information and identity of the participants confidential.

In summary, the methodologies used to achieve the aim and objectives of the research are an extensive literature review presented in Chapters 2 and 3 and various interviews as will be explained in Chapter 4. The first objective, that is, to explore the concept of school effectiveness and the factors that contribute to effectiveness in education, was achieved through interviews and observation. The second objective, that is, to determine directions as to how schools could be managed to ensure effectiveness and quality education, was achieved through literature review, interviews and observation. The third objective, that is, to determine the effectiveness of the selected primary schools in the Gauteng Province and investigate their management practices given the requirements for effective school management, was achieved through the literature review and interviews. The last objective, that is, to make recommendations regarding the school improvement strategies that could be followed to make primary schools in Gauteng effective in providing quality education, was achieved through interviews and observation.

In all the interviews, a digital voice recorder was used to record information. The data collected were analysed by a process of classifying, coding and sorting the crucial patterns as suggested by McMillan and Schumacher (2014:396). The motivation of why it is important to research school effectiveness is discussed in the ensuing section.

1.10 MOTIVATION FOR THIS STUDY

Educators, principals and officials of the GDE will have access to this research study on management strategies which could lead to the enhancement of school effectiveness of primary schools. The researcher seeks to encourage the sharing of good practices in schools and advance the discussion on school effectiveness. The research aims to determine the barriers to effective management behaviour, effective teaching and learning and to outline management strategies to improve teaching practice, management systems and behaviour in schools. Also, the researcher envisages improving the education system in terms of the alignment of relevant support with the needs of schools and the research base on which this investigation is grounded.

Furthermore, the study should broaden the knowledge and the expertise of the researcher as an official of the GDE and influence the decisions made to enhance the support rendered to the primary schools.

Poor school effectiveness seems to be a widespread challenge in South Africa. The demarcation applied to the research study will be discussed in the following section.

1.11 DEMARCATION OF THE PROBLEM

The problem was demarcated demographically in the following manner to make it manageable: the research focuses on school effectiveness and school improvement in four township primary schools and two former model C schools in Gauteng. Out of the four township schools, two will be from areas that are known as informal settlements. The research was limited to Gauteng primary schools because traveling to and from schools is cost effective and the researcher has easy access to the selected schools.

It is important to conduct research in the urban primary schools and township primary schools because the challenges experienced by the township primary schools differ from the ones that are experienced by the urban primary schools. The difference between urban schools and township schools is huge and has far reaching implications. Classes differ in size; that is they differ in the number of learners per class. Classes in township schools are big while in urban schools are small. The class size is a critical factor with respect to

academic performance of primary school learners because learners' achievement decreases as the class size increases (Deacon, 2017:118-119).

Class sizes are linked to teacher-learner ratio. In South Africa, the prescribed teacher-learner ratio in the primary schools is 1:40. However, most of the township primary schools find themselves with teacher learner-ratio of about 1:45 to 1:50. Unlike the township primary schools, teacher learner-ratio in the urban primary schools ranges from 1:15 to 1:30 because they have additional teaching staff paid by the School Governing Body (SGB) (Chetty, 2019:1).

Thus, township primary schools are characterised by a challenge of overcrowding in classrooms which is not a problem in the urban primary schools. Overcrowding in a classroom makes it difficult for teachers to manage everyone's attention, make use of various teaching and assessment methods and keep discipline in class. Learners who are unattended are likely to distract the attention of other learners during lessons (Weinstein & Romano, 2015:89-90). The teacher cannot move around in classroom to support individual learners due to a limited space. Thus, overcrowding in classrooms has negative impact on teaching and learning process and the performance of learners (Harber, 2017:59).

The socio-economic background of families from which learners come is different. Some families, especially in poor communities, have no means of earning an income. Thus, they cannot pay school fees which is used to buy teaching and learning materials (Chetty, 2019:1). Schools with parents who pay school fees can buy LTSM and pay the salaries of additional teachers to address overcrowding in classes. Consequently, learners in schools where parents pay school fees are exposed to a world with rich educative resources and recreational facilities which form part of prior knowledge in education (Deacon, 2017:118-119).

Urban and township primary schools differ in terms of the availability of resources, facilities and infrastructure. Township primary schools have poor infrastructure which limits their ability to use technology in teaching and learning. On the contrary, the urban primary schools have better infrastructure, facilities and adequate resources. Unlike in the township primary schools, the condition in the urban primary schools is supportive to teaching and learning. The presence or the absence of good facilities, infrastructure and resources has impact on the learners' performance (Shizha & Makuvaza, 2017:164).

Although challenges that prevent school effectiveness are also found in secondary schools, the research was conducted only in selected primary schools to make the investigation manageable. Some recommendations may be used in secondary schools where it is reasonably practicable. Limited resources, time and financial constraints, as well as personal commitments, limited the researcher to a study of selected schools in only one province. A small sample of schools and participants chosen for interviews is consistent with the principles of qualitative research, which will be further explored in Chapter 4 (cf. 4.7). For example, McMillan and Schumacher (2014:401) argue that qualitative research uses small samples of people nested in their context and a sample therefore, is studied in depth.

Scientifically, the researcher in this study focuses on the concept of school effectiveness and the conditions for developing and sustaining effectiveness in education. This involves defining school effectiveness within the context of primary schools in the Gauteng Province. The researcher also defines school improvement and discusses the factors that contribute to school improvement. Schools that are ineffective need to be improved to become effective. Thus, it is important to discuss school improvement.

Different research studies which were conducted on school effectiveness since around the mid-1960s were triggered by Coleman's report. During that time the argument centered on the extent of the impact of the school and resources as opposed to the impact of home environment on the learners' performance. Other researchers focused on the student socio-economic status and school resources to predict the outputs (Urban & Wagoner, 2014:285).

Most of the studies conducted by researchers such as Creemers, Kyriakides and Sammons (2010:34) and Taylor et al. (2013:5) were done in the western countries that have different context from that of South Africa and Gauteng Province. Other research studies were based on test scores following quantitative approaches to determine school effectiveness in schools.

In South Africa studies on school effectiveness are not focused on primary schools in the Gauteng Province. They are focused on secondary schools and in different provinces. Like the study conducted by Conrad Alexander Potberg titled "Factors contributing to school effectiveness in a disadvantaged community in the Western Cape: A case study", its focus is in secondary schools (Potberg, 2014:7-8).

The researcher discusses the structure of the thesis in the following section to highlight some topics that are covered in this research study.

1.12 STRUCTURE OF THE THESIS

The thesis is divided into six chapters. Chapter 1 presents an orientation to the problem, the problem formulation, the research aims, and the methodology that was followed to achieve the aims and objectives of the research study. The chapter further provides the demarcation of the problem and structure of the programme.

Chapter 2 provides information based on a review of the literature aiming at constituting a conceptual and theoretical framework for the study. The chapter covers the following objective of the research: to explore the concept of school effectiveness and the factors that contribute to effectiveness in education. This includes a review of concepts such as effective education, quality education, effective classroom management and effective teaching and learning.

Due to the extent of the topic of school effectiveness and improvement, the literature review has been divided into two chapters, each with a distinct objective to be achieved. Thus, Chapter 3 covers the following specific objective of the research, namely to determine directions as to how schools could be managed to ensure effectiveness and quality education.

Chapter 4 describes the design of the research and procedures followed in the study. It focuses on how information was collected. It describes the selection of participants and how the interviews were conducted. The chapter covers the following objective of the research: to determine the effectiveness of selected schools in the Gauteng Province and investigate their management practices given the requirements for effective school management.

Chapter 5 presents and discusses the findings of the research. The chapter represents a stage whereby the researcher comes to understand the case, teases out relationships between issues and participants, probes issues and look out for patterns, inconsistencies and consistencies within certain conditions. The reports and discussion of the findings focus on the aim and each of the objectives of the research.

Chapter 6 focuses on a synopsis of the findings arising from the study. The conclusion suggests how the quality of education can be improved. Finally, problematic areas of the study are discussed and recommendations for further research given. The following section is a summary that highlights key issues that were discussed in this chapter.

1.13 SUMMARY

The above sections explored the problem of school effectiveness and the challenges that hamper effective school management. The sections also provided the background on lack of school effectiveness and the intervention by the DBE to revive effectiveness in schools. The DBE introduced the Foundations for Learning Campaign to improve the performance of learners in Literacy/Languages and Numeracy/Mathematics. Along with the Foundations for Learning Campaign, the ANA was introduced to track the improvement progress of the campaign. Furthermore, the DBE developed and introduced CAPS to address the challenges of curriculum and administrative overload experienced by educators. The DBE reduced the teachers' load of work paving a way for effective teaching and learning and effective classroom management. Unfortunately, learners, especially in the township schools, are still performing poorly in the external assessment. The researcher concludes that poor learner performance in the external assessment is because of the lack of school effectiveness. Therefore, the proposed research is an attempt to provide strategies that can be used to bring about effectiveness and improve ineffective schools in Gauteng Province.

The concept of school effectiveness and the conditions for developing and sustaining effectiveness in education will be explored in the next chapter.

CHAPTER 2

THE CONCEPT OF SCHOOL EFFECTIVENESS

2.1 INTRODUCTION

This chapter, based on an extensive literature review, explores the link between school effectiveness research and school improvement interventions and provides definitions of the key concepts. The research findings related to school effectiveness can provide valuable insights and knowledge to be used in school improvement strategies. Further, school improvement practices can be used as a very powerful tool for a testing theory about school effectiveness. This chapter covers the following objective of the research, namely, to explore the concept of school effectiveness and the factors that contribute to effectiveness in education (cf.1.7.2). The discussions will inter alia focus on important concepts such as effective education, quality education, effective classroom management, and effective teaching and learning. The chapter also discusses the factors that contribute to school effectiveness in the Gauteng Province of South Africa as they may differ from factors revealed in other research studies.

2.2 DEFINITION OF CONCEPTS

Research on school effectiveness was conducted in various parts of the world and the results were used for school improvement projects. The current research study on school effectiveness is not an attempt to duplicate the research work elsewhere; it is relevant because the context and challenges in school effectiveness differ from country to country and from one cultural group to another. However, the findings and recommendations of other research studies on school effectiveness and its success in improving primary schools are crucial to this study as most of the information, despite different contextual factors, can shed light on the lack of school effectiveness in some primary schools in Gauteng Province.

Because clarity about the concepts used are crucial for this research the following discussions will focus on the conceptual framework within which this research was conducted.

2.2.1 School effectiveness

The definition of school effectiveness is complex owing to different factors considered to be impacting on the effectiveness of schools by various researchers. Effectiveness depends upon several internal and external factors. These factors influence learner or student achievement. Learner achievement is one of the criteria used to measure school effectiveness (Dhaza, 2019:45). Hence, a school cannot be said to be effective while most learners are not achieving.

Internal factors such as the principal's leadership style and his/her involvement in the school activity, teachers' involvement in school activities and their performance, the learners' involvement in school activities and the quality of their performance, the availability and utilisation of resources and public acceptance of the primary school are all factors influencing school effectiveness (Panigrahi, 2012:26).

Skinner (2010:5) differentiates between effectiveness and efficiency in the following way: he views effectiveness as doing the right things and efficiency as doing the right things right. Therefore, the two concepts are used to complement each other because school effectiveness cannot take place if the school is not doing the right things right. School effectiveness can be defined as going all-out to realise objectives by doing the right things in the right way and using resources economically and efficiently (Skinner, 2010:5).

The effectiveness of a school is regarded more closely connected with learners' achievement than the socio-economic status of the learners. This means that the impact of school leadership, the instructional focus, teacher effectiveness, a climate conducive to learning, high expectations and consistent measurement of learner achievement should be considered paramount when defining school effectiveness. This emphasises the fact that factors external to the primary school have less impact on learners' achievement than the mentioned factors (Taylor et al., 2013:5).

School effectiveness means excellence in leadership and management of the education system and public schools. School effectiveness means the extent to which a school can achieve its objectives within a given timeframe using human and material resources (Ndou, 2015:10).

Panigrahi (2012:26) defines school effectiveness in terms of combining the existing infrastructure (including physical facilities) in and outside the school, the headmaster and teachers' performance that adds value to the quality of teaching and learning (including qualifications, experience, outstanding performance etc.) and students' performance (including curricular and co-curricular activities) in the school. Panigrahi (2012:26) later adapted his definition by including infrastructure to develop a better understanding of the processes that operate within disadvantaged educational contexts.

Some authors also define effectiveness as the quality of being effective. It is essentially about finding the best way to meet a goal of a school. Therefore, school effectiveness is the degree to which the school's system and capabilities enable it to meet its goals (Ndou, 2015:10).

Considering the discussion of the different descriptions above, the researcher, for this study, defines school effectiveness:

School effectiveness encompasses the availability and positive impact of the use of resources, facilities and infrastructure, the correct application of national and school policies, disciplined staff and learners who are dedicated to effective teaching and learning resulting in a positive influence on learner achievement.

This definition implicates the need to improve or to make the relevant resources and infrastructure available in all schools, including the schools of disadvantaged and poor communities in low socio-economic status areas and elsewhere to bring about school effectiveness. Infrastructure is also considered as an effective factor or key variable in bringing about school effectiveness.

School effectiveness cannot be successfully explained or implemented without touching on school improvement because improvement is a prerequisite to school effectiveness. This will be discussed in the ensuing section.

2.2.2 School improvement

There is a strong link between school effectiveness and school improvement because improvement is a precondition for the school to become effective. The principal as a manager should focus on effectiveness and as a leader he should focus on change and improvement. Thus, primary schools that are not effective in realising their goals need improvement. Improvement of the quality of the school management team and teachers may lay a firm foundation towards the improvement of the quality of the outcomes. Improving the quality of the outcomes may lead to school effectiveness (Scheerens, 2015:28). Hence, the researcher in this section focuses on defining school improvement.

It is not so simple to define school improvement because primary schools are not the same. What may be regarded as an improvement factor in one primary school may not be so in the other. Consequently, the researcher in this section wants to define school improvement by first determining the factors that may contribute to school improvement. The researcher considered the key elements that were identified by Day and Gurr (2014:10). Day and Gurr indicate that the principal and staff members should make sure that the key elements are in place to turn around the performance of the school.

To turn the school around the principal and staff members should make sure that high expectations held by all. The principal can tap into everyone's desire to be successful.

There should be an orderly environment in which learners and staff members are well disciplined and their attention is on the schoolwork. Common goals are clear and understood by everyone. Everyone in the school are working towards the attainment of the goals. Also, the principal should make sure that there is a strong professional development programme so that staff members are continuously engaged in professional development activities (Day & Gurr, 2014:10).

School improvement needs purposeful planning that includes all stakeholders looking at the performance of the school to ascertain what might have gone wrong. It requires ongoing communication among the staff and parents to allow a buy in from everyone. School improvement may involve the willingness of staff members and parents to try new strategies and the suggestions of their colleagues. It is about implementing the new plans and targets

aimed at improving the general condition and performance of the school, including learners' performance (Day & Gurr, 2014:11).

Improvements in the school performance will also mean improvements in teachers' performance. The primary school should be able to create a culture of professionalism that is evident in planning, sharing of ideas, teaching and learning. There should be an intensive teacher development programme so that teachers can offer high-quality learning experiences and enable learners to perform well academically and in other spheres of life in general. School improvement is about changes and strategies that focus on curriculum planning, teaching and learning, institutional development and decision-making that includes relevant stakeholders (Ryan, 2011:85-87).

School improvement is connected to the spirit of adventure which derives its energy from school ethos and leadership of the school. It is about leadership, vision, change and motivation of staff members towards the realisation of the organisational goals. Improvement is also closely linked to the principal who is eagerly looking for the next challenge and influences staff members through his/her enthusiastic personality (Parker & Middlewood, 2013:129).

School improvement is about reviving the teachers' moral purpose and igniting change that is implicit in what effective teaching and supervision of teaching and learning is all about. It is about reviving the teachers' belief that they can make a meaningful contribution that can directly benefit learners. Thus, school improvement entails improving learners' success by focusing on the curriculum implementation process and the conditions supporting it (Brock & Grady, 2012:57).

School improvement may be defined as coordinated efforts from all stakeholders aimed at expediting the achievement of determined organisational goals through change, learning and innovation (Lahy & Found, 2015:4). A wide-ranging analysis of extremely successful school improvement programmes demonstrates several shared principles or features of those schools. The extremely successful school improvement programmes concentrate on classroom innovation and they utilise separate instructional strategies. For example, they are clear in the models of teaching they recommend. Also, they put pressure at the implementation step to ensure adherence to the programme. They collect methodical evaluative proof of the impact on schools and classrooms. They organise change at different

levels in a school by creating cultural and structural modification. They engage teachers in professional discussion and growth and they offer external intervention and support (Sammons & Bakkum, 2011:18). Therefore, school improvement denotes deliberate educational change that boosts learners' learning outcomes and the school's ability for managing change.

Based on the above discussion, the researcher in this research study defines school improvement as a systematic, continuous efforts of all stakeholders intended at a change in teaching and learning and the conditions that support teaching and learning with the aim of achieving educational goals.

In conclusion, lessons from school effectiveness research can assist in providing the essential knowledge base to update and inspire the development of policies and practical inventiveness to sustain the effectiveness of schools and the quality of learners' educational experiences. Improvement in some primary schools may need external support or intervention from the DBE and even the private sector. The support should include an explicit and direct focus on a limited number of the basic curriculum and organisational matters to boost confidence. Some primary schools may not need external intervention. These primary schools can initiate their own internal improvement programmes and implement them to realise school effectiveness.

Effective education management is believed to be one of the foundations of school effectiveness. This will be discussed in the following section.

2.3 EFFECTIVE EDUCATION MANAGEMENT

Perhaps, it is important to start by explaining the link between management and effectiveness. Effectiveness is about producing the results that were predetermined. Management is the process of controlling or managing activities with the intention of realising the predetermined outcomes (Ndou, 2015:10). When the management is effective it means that the it can produce the outcomes that were intended. Effectiveness is also about quality. The quality of the management in a school may determine the quality of the teachers, pedagogy and outcomes (Westbrook et al, 2013:8). Thus, all schools need effective management. The education system needs effective management that can have a positive impact on all levels of operation within the education system.

The effectiveness studies conducted in some countries indicate that the factors that affect learners' success are multilevel: national, provincial, district and school (Creemers, Kyriakides & Antoniou, 2013:57). This means that at the school and district levels managers are monitoring and providing guidance for the implementation of policies. Policies are determined at the national level and are further clarified at the provincial level. Effective education management creates implementation management plans, stability in the present and tools to track progress and compliance in different areas of work within the institutions. Effective management focuses on staff development to ensure that activities will be carried out with a high degree of professionalism (Ashu, 2014: 17-18).

It should be noted that the head of the school, together with members of the school management team, is responsible for the internal organisation, management, discipline of both learners and staff members, teaching and learning, administration and general work performed by general workers within the school (Harling, 2018:206).

Education management at provincial level clarifies the national policies and laws for the districts and schools to ensure that national laws can be implemented correctly. The provincial education management provides, among other things, physical resources, human and material resources to ensure that effective teaching and learning can take place. The officials at this level conduct oversight visits to the districts and schools to ensure policy compliance. The provincial education management receives data from schools via the districts, analyses it, identifies areas of weaknesses and strengths, makes recommendations and intervention plans and monitors the implementation of these plans (Ndou, 2015:36).

Education management at national level focuses on determining national policies and laws for education. National education management concentrates on the role of medium and long-term planning of the education system. It determines the goals and objectives of policies and their resource implications. National education management determines the budget for different provincial departments, creates frameworks within which policies can be implemented and puts in place the reporting tools to track progress and policy compliances (Harling, 2018:79).

Effective education management is a collective action of managers at different levels of carrying out the activities using human and material resources to attain the goals of the department of education (Ndou, 2015:67).

Based on the above discussion, the researcher defines effective education management as an effective way of managing the education system, including schools, to ensure that there is effective teaching and learning that leads to excellent academic achievement and produces learners who can become adults with good morals and effectively participate and contribute meaningfully to socioeconomic development.

In conclusion, the management of education is the key to effective education. Management of education leads to effective teaching and learning and excellent academic achievement, which are some key features of school effectiveness. The effectiveness of education should be considered at each level of the education system from national, provincial, district and down to schools to ensure that school effectiveness takes place.

Effective education and quality education go together and they are like two sides of the same coin. Quality education cannot exist if there is no effective management and effective teaching and learning. Conversely, education cannot be regarded as effective if it does not produce quality education.

The researcher opines that effective education and quality education are different concepts in that quality education is the product of effective education.

The ensuing section will, therefore, shed more light on the meaning of quality education.

2.3.1 Quality Education

Before definitions of this concept are presented, it is essential to note that although there has not been any well-known established movement or initiative that deals with the improvement of quality education in Africa until 2014, African countries participate in initiatives such as SACMEQ to measure the quality of their education. SACMEQ has been an attempt by southern and east African countries to monitor and evaluate the quality of education (Harber, 2017:5).

Originally, SACMEQ's mission was to assist educational planners and researchers in southern and east Africa to understand the dynamics of quality. In the same vein, the PIRLS and the TIMSS are intended to measure quality in education (UNESCO, 2013/2014:101). However, these initiatives aimed at improving the quality of education originated and are based outside the African continent. This research reviews quality education as it relates to school effectiveness.

It is very difficult to define quality education. Many interrelated components form part of education and therefore, the quality of education depends on all these components. Unlike the quality of products or services, education deals with issues and ideas that are ephemeral (Cohen & Malin, 2010:237). In defining quality education, the research conducted by Cohen and Malin (2010:237) pays attention to the process of teaching and learning including assessment, resources and other components that contribute to the process. For example, the teacher determines the process of teaching and learning while the availability of resources is the responsibility of the SGBs and the government.

The definition of quality education is not static. It changes with times. Quality education includes high standards of literacy, numeracy and life skills and it is linked directly to the qualities of critical components such as teachers, content, methodologies, curriculum, examination systems, policy, planning, management, and administration (Cohen & Malin, 2010:237).

Consequently, educational quality is directly related to the quality of the teachers. Darling-Hammond (2012:1) indicates that teacher quality means effective teaching that enables learners with different cognitive levels to learn. High-quality teachers can improve the quality of education (Zepeda, 2016:8). The aim of educational reform cannot be realised unless the quality of teachers is improved. In turn, the quality of teachers hinges to some extent on the quality of teacher education (Harber, 2017:93).

Teacher education is one of the integral components of the education system, being intimately connected with society and conditioned by ethos, culture and character of a nation (Giroux, 2012:1). Also, quality syllabi, quality management, quality teaching and evaluation, quality of research, and quality character are the five quality prerequisites for imparting quality education. Quality education depends on conversations and human relationship. School management teams should be involved in classroom observations and have a

supportive conversation with teachers to improve the quality of teaching and learning (Zepeda, 2016:10).

Researchers in China were concerned that quality education is measured only in terms of examination results. How the government in China (as in South Africa) treats Grade 12 results, including learner performance incentives for teachers in various subjects, suggests that in practice the education system remains mainly focused on examination results (Ryan, 2011:86-87).

Researchers in China argue that quality education should not just be about academic knowledge and achievements, it should inculcate in learners the universal values of peace and equality and lay the foundations of a better world. Hence, quality education should be defined in terms of learners' cognitive development and its role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development (Ryan, 2011:86). Based on the foregoing, quality education could be seen as the product of an effective way of managing the education system, including schools, to ensure effective teaching and learning that leads to excellent academic achievement and produces learners who will become responsible adults.

In conclusion, the above discussion clarifies the meaning of quality education as a product of effective education, and by extension, it is the results of school effectiveness with the emphasis on effective teaching and learning and excellent academic achievement. Like effective education, quality education should be seen at each level of the education system from national, provincial, district and down to schools. There should be quality in policies, quality in national assessment, quality in monitoring and support from province and district to schools, quality in teaching and learning and quality in schools' internal monitoring/evaluation/ assessment. Quality education should produce learners who will strive for a better world that is characterised by equality, peace and prosperity.

To understand the current debate about school effectiveness and improvement, it is necessary to explore the way research in this regard has developed over the years in some continents.

2.4 HISTORICAL DEVELOPMENT OF SCHOOL EFFECTIVENESS RESEARCH

2.4.1 School Effectiveness Research in the USA

School Effectiveness Research (SER) originated in the USA in the mid-1960s. From the mid-1960s up until the early 1970s, SER included the initial input and output paradigm, which concentrated on inputs such as school resource variables (e.g., per-student expenditures) and student background characteristics (e.g., student socioeconomic status) to foresee school outcomes which were restricted to student achievement in common or national examinations. The student socioeconomic status and school resources were used to predict the outputs (Urban & Wagoner, 2014:285). This period (1966-1975) which was the beginning of the so-called school effects research was dominated by the controversial report of Coleman, which indicated that differences in children's attainment were more strongly related to societally determined socioeconomic status than with potentially malleable school resource variables (Urban & Wagoner, 2014:285).

The Coleman report used regression analysis that mixed levels of data analysis, for example, school and individual students and arrived at a conclusion that schools have little impact on a child's attainment that is free from his/her background and overall social context. Many of the Coleman factors were related to school resources such as the number of books in the library, school facilities and per-student expenditure. These factors were not very strongly correlated to student achievement. Consequently, the study was criticised by other researchers as it excluded sufficient measures of school social-psychological climate and other classroom process factors (Urban & Wagoner, 2014:285).

The Coleman report caused a great deal of public and professional interest partly because it went sharply against what most people believed about the school in the USA. To them, the school was the major contributor towards student achievement. That is why parents take their children to school, make sure that they get their children into the most reputable schools and support principals and teachers to make sure that their learners get the best education (Day & Gurr, 2014:15).

The next stage of development in SER in the USA took place from the early 1970s to the late 1970s. This period was the beginning of the so-called effective school studies, which added a wide range of school processes for study and looked at a much wider range of

school outcomes than the input and output studies conducted in the early 1970s. The results from the effective school studies resulted in descriptions of effective school characteristics across a variety of contexts (Urban & Wagoner, 2014:285).

Some studies conducted in countries such as the United Kingdom (UK) also refuted the results of the Coleman research. Researchers studied schools that were doing exceptionally well in educating learners from impoverished communities with the hope that success stories from these schools would assist to improve students' achievement in schools that were underperforming. The results from these studies emphasised the important contribution of school variables towards learner achievements (Brock, 2015:53).

The researchers also found that qualities associated with human resources (such as student sense of control of their environment, principal's evaluations of teachers, quality of teacher education, teachers' high expectations for students) confirmed a significantly positive relationship to learners' accomplishment. It was concluded that the most important resources reliably related to student success were teachers, leadership and other students. School leadership is also recognised as having an influence on learners' achievement because of its role in planning, managing the implementation of and evaluating teaching and learning (Magno, 2013:4-5).

In 1965 the federal government (USA) passed the Elementary and Secondary Education Act (ESEA). The main objective of this act was to improve the education of learners from low socioeconomic status. The schools were given library resources, textbooks and other materials for teaching and learning. Other objectives of the act were to establish supplementary education centres, to stimulate educational research and training and to strengthen state departments of education (Fife, 2013:103-104).

The period between the late 1970s to mid-1980s was characterised by the creation of effective schools for the urban poor. The creation of effective schools was focused on the strong instructional leadership from the school principal, a pervasive and broadly understood instructional focus, high expectations for achievement from all students, the use of students' achievement test data for evaluating the programme and school success, and the creation of a safe and orderly school learning environment or climate (Fife, 2013:108-112).

Unfortunately, the SER activities in the USA declined in the late 1980s for a variety of reasons. Some proponents left SER because they were attracted by the school reform efforts while others could not stand the continued criticism in the field of SER. Criticism was based on methodological and political factors. Methodological criticism originated from the time of the Coleman report while political criticism was based on the belief that the effective school researchers were liberals mainly interested in improving the education of children from a low SES background (Urban & Wagoner, 2014:315-316).

Based on the above discussion in this section, the SER in the USA was already in place in the early 1970s. It gave birth to SER initiatives in other countries and it set the agenda for discussion not only in the USA, but also throughout the world. The difference of opinions among researchers in terms of the influence of the family background of the learners and the factors within the school on school effectiveness highlights the fact that both these factors are the essential determinants of school effectiveness. To understand school effectiveness fully the researcher explores the development of school effectiveness research in Europe.

2.4.2 School Effectiveness Research in Europe

The SER that originated in the USA spread to other countries both in Europe and throughout the world. In the Netherlands, the research in school effectiveness that started in the mid-1980s found evidence for the degree of different effects of school characteristics on the secondary school careers of learners from impoverished communities and high SES. Low and high SES learners benefit similarly- from the type of school that appeared to be performing well, especially when considering the cohesiveness, goal-orientedness and transparent organisation of the school (Corner, 2015:311-312).

The school effectiveness drive in Europe was advanced through the debate about accountability at the international level where assessments such as TIMSS and PISA were used for benchmarking. Education was standardised and put under the control of the government for the realisation of the commonly pre-determined objectives. Schools could gauge their performance, identify areas of need and implement the corrections to improve their performance (Lawn & Normand, 2015:83).

Several studies investigated the relationship between variables (e.g., school boards) and factors of effectiveness at the school and classroom levels, even at the contextual level in relation to student outcomes. The empirical evidence for the importance of some factors like the evaluation of students, classroom climate and school boards was found. Other studies investigated the relationship between curriculum planning and students' results. Moreover, the results revealed that educational planning at the school level has a slightly positive effect on student results (Corner, 2015:311-312).

The major challenge in the Netherlands was that school effectiveness factors failed to be replicated within the country because most of them were derived from other countries such as the USA. However, the Netherlands showed continued progress in conceptualising and linking the instructional and school levels theoretically and recognition of the need to engage more in the international trends that benchmark their performance (Corner, 2015:319-321).

The first 15 years of SER in the UK was focused on quality and quantity, trying to uncover why some schools were better than others in promoting good results. More attention was paid to whether schools performed consistently over a period, to outcomes and areas and the features associated with better outcomes. It was found that indeed schools made a difference (Brock, 2015:53).

A good example of a study that demonstrated the impact of schools on students' outcomes was the Fifteen Thousand Hours study of 12 secondary schools in inner London. The study investigated the reasons for differences between schools in terms of various measures of learners' behaviour and accomplishments. The researchers decided that variances between the schools' outcomes were systematically related, partially, to their features as social institutions, and that association between school processes and outcomes reflected partially a causal process. The study emphasises that the people in schools can take decisive steps to boost the progress, attainment and social development of learners. In a way, it also negates the findings of the Coleman Report, which indicated that schools bring little influence to bear on child's achievement. However, this does mean that the background variables of the children do not impact school performance and young people's subsequent life chances. Also, it recognised the impact of external social influences to less an extent than school factors (Brock, 2015:53).

In view of the above, it can be concluded that the school effectiveness movement is gaining momentum in Europe and is assisting in terms of advancing the discussion on the factors that impact on learners' achievement and school effectiveness. The main point that is emphasised in this section is that school-level factors have more influence on learners' achievements and school effectiveness than the school external factors such as SES of learners.

The researcher discusses the historical development of school effectiveness research in Australia in the ensuing section as the experiences and approach to school effectiveness differ from one continent to the other.

2.4.3 School Effectiveness Research in Australia

The wave of school effectiveness research moved from western countries to eastern countries until it eventually reached Australia. Over three decades (the early 1970s to early 2000s), school effectiveness research in Australia appeared to have reached its maturity. There was a broad consensus among the researchers on the features of an effective school. There was also convincing evidence from empirical research and case studies on how an ineffective school can become an effective school (Campbell & Proctor, 2014:226-227).

Many public schools were challenged by lack of resources including materials for teaching and learning. The state still played its central role in terms of ensuring that resources are distributed equitably to the schools. More planning had to be done to ensure that systems and resources were in place. The report of the Interim Committee led to the establishment of the Australian School Commission that was later known as Commonwealth Schools Commission in charge of a programme of grants to government and non-government schools. The intention of the devolution of power and the creation of the Australian School Commission was to increase access to education, reduce inconsistencies in funding, inspire diversity, improve special educational needs, build capacity in the profession, and instil the spirit of community participation in decision-making (Campbell & Proctor, 2014:212).

Funding was a challenge and ended up frustrating the intention of the Australian School Commission of encouraging diversity and equality in schooling. Different programmes were put into place ranging from the Innovations Program and the Education Research and Development Committee to Disadvantaged Schools Program to inspire diversity and

equality in education. However, these programs had little impact on the state of education in Australia (Campbell & Proctor, 2014:212).

The gap between the schools in rich communities and poor communities was increased as the government was unable to fund schools. Schools where parents were paying high fees, could provide a better education compared to schools where fees were extremely low, to nothing. So, some schools became exclusive in terms of the socioeconomic status because discrimination was practised based on the affordability and entrance tests favouring academic potential (Campbell & Proctor, 2014:215).

Like the Chinese, values became increasingly important in the Australian endeavours to ensure that all schools were effective. Values included equal opportunity, tolerance of other people's cultures and, public and private schooling, community participation, moral and citizenship purposes of schooling, lifelong learning, devolution of power to schools, love and respect for teachers, parents and every person. These values that were part of 'back to tradition' movements both in Australia and China were criticised for being too prescriptive, top-down from the national level to schools, isolated from children's lives, encouraged moralisation and memorisation practice and were politically controlled (Ryan, 2011:194-196).

Consequently, the next Australian government repealed the so-called 'back to tradition' policies and replaced them with school-based values programmes. The government encouraged schools to develop their values in consultation with all school community members including parents, teachers and learners. Schools developed the values that they could implement as most people in the community supported them (Ryan, 2011:196).

School effectiveness gained momentum through the Project of National Importance funded by the Commonwealth School Commission in Australia. The project assisted the federal governments in producing national curriculum frameworks. The goals of the frameworks were to develop students' talents, create equal opportunity for all students, set high educational standards and focus on literacy, numeracy, problem-solving, civics and physical fitness (Campbell & Proctor, 2014:226).

The evolution of school effectiveness research in Australia was further scaffolded by a shift in the balance of centralisation and decentralisation. The focus was on school-based

management. Schools were given the power and responsibility to make decisions within a centrally determined framework of policies, standards and accountabilities. Schools could determine their new targets, market themselves and recruit well-qualified teachers who would take the schools to new heights (Crossley, Hancock & Sprague, 2015:26).

At this stage, more robust methodologies were employed to study the link between self-managing schools and learning outcomes. The study had a purposeful link between what happens in the classroom and self-management and teaching and learning and the support of learning and teaching. The reform that took place in 1983 in Victoria advanced decentralisation in the Schools of the Future Programme. About 90% of the state's education budget was decentralised to schools for local decision-making within a centrally determined framework of curriculum, standards and accountabilities. The objectives and purposes of the Schools of the Future Programme ranged from enhancing student learning outcomes, recognising teachers as true professionals, allowing principals to be true leaders, empowering communities in determining the destiny, character and ethos of the schools and schools to take accountability of their progress and the achievement of their students (Campbell & Proctor, 2014:226-227).

School effectiveness in Australia reached new heights when teaching practice was reformed. The Disadvantaged School Program and other projects played a crucial role in bringing changes in the teaching fraternity. Teachers could take time off for professional development. Groups of learners experimented together with the use of resource centres for projects, team teaching, community interactions, student peer-group teaching, hands-on practical work in a laboratory and classes, exploring a wider range of teaching methods and the use of drama across the curriculum. The reform happened at the right time when technology was introduced in teaching. The use of computers, overhead projectors and photocopiers made things simple for teachers. Teachers could produce curriculum materials such as study guides, worksheets and tests (Campbell & Proctor, 2014:238).

In conclusion, Australian school effectiveness and school improvement showed some impressive gains as reflected in the decentralisation of authority and responsibility and a successful transfer of some powers of decision-making to schools. The SER work in Australia made a great impact on the advancement of school effectiveness and school improvement worldwide as many countries adopted and adapted the system of self-managing schools. The remaining challenge is to ensure that policy and practice are

determined by evidence-based research findings. Hence, efforts to align the work of researchers, policy makers and practitioners should be renewed.

The researcher explores school effectiveness research in Africa in the ensuing section.

2.4.4 School Effectiveness Research in Africa

Unlike in the USA, Europe and Australia where the school effectiveness movements are well established and flourishing, in Africa there has been no home-grown movement engaged in school effectiveness activities since the mid-1960s until 2015 (Cloete, Bunting & Van Schalkwyk, 2018:4). However, this does not mean that there were no SER activities at all conducted in Africa. Africa has been part of the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Studies (PIRLS) and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ) since the early 1990s (Harber, 2017:5).

The emergence of the school effectiveness movement in Africa took time to be realised because of colonisation and the civil wars that broke out, in some African countries, immediately after colonisation ended. Also, the colonial authorities had been opposed to the creation of a well-educated African elite who would spearhead the demand for equality and freedom (Cloete, Bunting & Van Schalkwyk, 2018:4). The focus in Africa was more on the preservation of national independence and territorial integrity, promotion of African unity, solidarity, and the preservation and strengthening of positive African morals, values and cultures (Harber, 2017:6).

The end of colonisation in South Africa gave birth to the apartheid system whereby South Africa was governed by the white minority. There was little time to focus on school effectiveness while the Africans were intensifying the fight against apartheid. The focus in education was on funding to secure the basic needs, which were often diverted, to schools for white learners (Shizha & Makuvaza, 2017, 162-163).

Nevertheless, school effectiveness studies were conducted on the African continent with the help of the foreign-based movements. Organisations such as UNESCO, Organisation for Economic Cooperation and Development (OECD) and SACMEQ played a crucial role in

bringing about improvements in Sub-Saharan education. African countries could benchmark the performance of their learners against internationally standardised tests and programmes such as PISA, TIMSS, PIRLS and SACMEQ (Harber, 2017:232-233).

Although there were complexities of institutional reform, the North American and European researchers and donor agencies in school effectiveness and improvement played an important role in sustaining and improving the research in school effectiveness through a series of initiatives sponsored by the Aga Khan Foundation, UNESCO, OECD and the Open University in the UK. These organisations assisted in introducing many teacher development projects such as Multi-Site Teacher Education Research (MUSTER) and Teacher Education and Training in Sub-Saharan Africa (TESSA) that gradually grew into a whole-school reform model. The findings of these projects were important in the field of school effectiveness research because they were undertaken in a range of countries such as Tanzania, Uganda and Kenya; Ghana, Lesotho, Malawi and South Africa at every level and over an extended period (Harber, 2017:85-88).

The establishment of the Association for the Development of Education in Africa (ADEA) in the late 1990s reinforced the efforts of scholars in school effectiveness. Initially, ADEA was established as a group of donors for research conducted in Africa. Africans took the opportunity of its existence and used it as a platform for sharing good practices between various African structures within and without education including research and development agencies. Other initiatives such as Quality Education Project (QEP) followed as a way of taking school effectiveness forward in countries such as Ethiopia, Zambia, Mozambique and Zimbabwe. QEP was focused on the capacity building of teachers to equip them with the skills of critical reflection, problem-solving, the child-centred approach of teaching and planning (Harber, 2017:93).

The establishment of SACMEQ in the 1990s was another effort that took the school effectiveness debate to the centre stage. The initial intention of SACMEQ was to assist education planners in Southern and East Africa to comprehend the underlying forces of quality. Subsequently, it gradually became an important platform for accountability within education departments and for sharing knowledge about education policies. Through SACMEQ and PIRLS South Africa was informed of the many learners in Grades 4, 5 and 6 who could not read with comprehension (Dhaza, 2019:45).

Other initiatives that took place on the African continent, especially in South Africa, in the 1990s focused more on school improvement than school effectiveness. The initiatives such as the Joint Education Trust (JET) in collaboration with university academics, the Primary Education Upgrading Programme (PEUP) initiated in one of the homeland governments and the Thousand School Project formed by NGOs and academics and funded by the government focused on school improvements. Although the contribution of these initiatives was small owing to political issues of the time, they indicated the willingness of the Africans to have a fully-fledged movement to spearhead school effectiveness and school improvement and improve the quality of education (Sayed et al., 2013:47).

Given the above discussion, the school effectiveness factors that were identified over a period included internal school factors such as medium of instruction, discipline and climate, curriculum planning, and relevance, resources (material and human), infrastructure, classroom factors such as teacher and student behaviour, evaluation of students' school programmes, school organisation such as cohesiveness, goal-orientation and transparent, strong instructional leadership. External school factors would include socio-economic status of individual learners and social and economic structures, support from the government, infrastructure, democratic values, safety and non-violence, cultural and gendered expectations (especially in Africa) and geographic isolation in case of rural schools.

In conclusion, it is obvious from the above discussion that SER has evolved and improved in many ways over the last 40 years. In the USA, the focus of SER shifted from upon input and output analysis to more recent contextualised specific formulations that are carried out within mixed methods of practice. SER in the USA shows extensive progress in explaining and analysing both school and teacher effects together. Researchers from the USA continuously contribute to the further improvement of multilevel modelling in SER. Furthermore, SER in the USA was and may still be regarded as the source of the knowledge base derived from an extensive and well-substantiated corps of literature on SER throughout the world. Criticism of SER in the USA was political and methodologically based. However, SER studies that originated in the USA in the mid-1960s had far-reaching implications for the development of school effectiveness studies throughout the world and that is why the American contribution is regarded as the seminal knowledge base.

The Netherlands shows a quantitatively sophisticated research base in which the researchers actively controlled treatments and positive results were produced.

Unfortunately, school effectiveness factors failed to be replicated within the country. Attempts were made by the researchers to extend knowledge of the school effectiveness factors in the Dutch context so that they could be applied in teaching practice within the country.

Although there is no home-grown movement in the fields of school effectiveness and school improvement on the African continent, foreign-based organisations played and are still playing a significant role in these fields. Through the assistance of foreign-based school effectiveness movements, more African educators and researchers are becoming involved in these school effectiveness studies. The debate on what constitutes school effectiveness is gaining momentum through initiatives such as ADEA and SACMEQ. The periodic highlights on low-quality education made by these foreign movements have enabled the debate on education on the continent to shift from low levels of enrolment, gender imbalances, lack of basic infrastructure, safety, and non-violence to the way resources are used in schools, the language of instruction and curriculum relevance.

The most important conclusion drawn by SER researchers from all over the world is that factors within a school play a more important role in school effectiveness than factors external to the school. Therefore, educators in schools can take important action to enhance the progress, achievement and social development of children. The characteristics of effective schools and ineffective schools are important for this investigation. This will be pursued in the following section.

2.5 CHARACTERISTICS OF EFFECTIVE AND INEFFECTIVE PRIMARY SCHOOLS

The discussion on school effectiveness is done to identify good practice in successful schools so that underperforming schools can develop and adapt on a sound research basis to improve their schools to provide for quality education. Similarly, it will also serve a purpose to investigate the characteristics of ineffective schools so that these schools can recognise indicators of ineffectiveness in their situation.

Characteristics of effective primary schools may differ in many ways from one school to another based on what they do and how they do it. They may also differ within schools because schools and offerings of various subject fields might be differentially effective. Other

characteristics may be common since all schools exist for teaching and learning and aspire to achieve excellent academic results.

The researcher in this study discusses the following main characteristics of effective primary schools mentioned by different scholars (Scheerens, 2013:7-10; Sammons et al., 2011: 97):

- Staff members are highly qualified and dedicated to their work. They model good behaviour to the learners and they produce excellent results (Zepeda, 2016:8).
- Effective schools formulate a persuasive vision and articulate the mission to inspire staff members (Amanchukwu, Stanley & Ololube, 2015:12).
- There are high expectations for teachers and learners' performance. They all work hard to meet their targets (Creemers et al., 2013:4).
- Staff members spend more time on task to ensure syllabus coverage.
- Effective primary schools analyse learner performance data to identify weaknesses and provide support where it is needed (Harber, 2017:93).
- The school environment is well arranged and safe. Staff members and learners abide by the school rules and there is common understanding of the consequences of disruptive behaviour.
- There is a supportive class climate, maximum use of time for teaching and learning and effective class management which makes learners more excited and willing to learn (Sammons et al., 2011: 97).
- They focus on teaching and learning because they are the core business of the school (Shava & Heysteck, 2018:11).
- Effective primary schools have sufficient facilities and resources that enhance the process of teaching and learning (Shizha & Makuvaza, 2017:164).

Effective primary schools have success-oriented teachers who are well-qualified and effective in facilitating teaching and learning. The teachers can develop a curriculum that is exciting to learners and relevant to current life. The quality of teachers has an influence on the quality of the instruction and outcomes (Zepeda, 2016:8). The teachers and the school management, especially in a primary school, make sure that the classrooms and school environment are print rich with visuals to provide an ample opportunity to learn and to create an exciting environment for the young children (Deacon, 2017:118-119).

Effective primary schools have effective school management teams that instil unity among staff members. The school management teams enjoy maximum teacher and parent participation in school activities and the school decision-making process which has a positive impact on the learners' school performance (Setlhodi, 2018:2-3).

Effective primary schools conduct extensive evaluations based on findings from data analysis of teaching and learning and school systems. The findings of data analysis are used to plan for teacher development and intervention for learners who are at risk of not achieving pass requirements at the end of the year. Teacher development is continuous to equip teachers with content knowledge which ensures the quality of the instruction and outcomes (Harber, 2017:93).

Effective primary schools make sure that the school has adequate facilities and resources that strengthen the quality of teaching and learning. Pupil-teacher ratio is reasonable and allows the teachers to offer a differentiated instruction per the learners' cognitive levels and give positive feedback on learners' work. There is a supportive class climate, maximum use of time for teaching and learning and effective class management which makes learners more excited and willing to learn (Shizha & Makuvaza, 2017:164).

Ozgan and Toprak (2012:102-103) indicate that effective primary schools have a clear school policy that is understood and accepted by everyone in the school. The policy lays the foundation for an environment that is peaceful and conducive for success. Teachers in primary schools are more controlling to ensure focus on the activity and adherence to the rules than teachers in secondary schools. The school environment is safe and orderly: staff members and learners are well disciplined and they have a common understanding of the school rules and the consequences of antisocial behaviour (Harber, 2017:93).

The effective primary school focuses on the curriculum implementation because the core function of the school is teaching and learning. The principal together with school management team monitor the teachers' work and provide support where there is a need. There are high expectations for everyone's performance. Everyone makes sure that they meet their targets without compromising quality. The school management and teachers monitor students' progress and provide support where it is needed (Shava & Heystek, 2018:11)

The leadership of the effective primary school applies positive motivational strategies that inspire both teachers and learners. The school creates many opportunities for student involvement. Learners are performing certain tasks appropriate to their age and Grade that assist in the administration of the school. The involvement of learners in certain tasks make learners to focus on their schoolwork and eventually produce good results (Bernhardt, 2015:56-57). There is a collaborative and coordinated efforts from all the team members aimed at bringing about the achievement of pre-determined institutional goals (Lahy & Found, 2015:4).

The leadership of the effective primary school and the teachers have exceptional communication skills that have a positive influence on student achievement as it relates to how well a teacher conveys concepts and skills to learners. All the stakeholders value communication as a vital tool to bring about shared vision, values and common understanding of policies and procedures (Johnson & Sessions, 2015,156-157).

Effective primary schools have principals who formulate a persuasive vision by involving staff members in the formulation of a vision. Thus, staff members feel inspired to work towards the actualisation of the vision knowing that it is their own initiative. Principals in the effective primary schools create meaning and constantly remind staff members of what is important. They clarify the mission and priorities of the school and model the behaviour required to achieve the goals. During monitoring and support they articulate the goals of the school in a manner that is inspiring teachers to work towards the attainment of the goal. Principals are meticulous in aligning what they do and say with their vision (Amanchukwu, Stanley & Ololube, 2015:12).

Furthermore, effective principals can generate and sustain trust. They do not feel threatened by people who disagree with them and they are willing to engage in robust discussions and settle on the best idea. In addition, effective principals are optimistic and inspire staff members to succeed. They handle errors in such a way that they become meaningful lessons. Principals in the effective primary schools empower staff members to inspire commitment. They make staff members feel confident and competent in what they do and feel that they are at the centre of the activities in the school (Amanchukwu et al, 2015:12).

The characteristics of effective schools as identified by different researchers overlap, which means that researchers agree on many characteristics. Characteristics such as a positive

climate, effective parent involvement, purposeful leadership, and the involvement of teachers in decision-making are common in almost all studies highlighted in this section. Furthermore, research shows that school leaders improve teaching and learning indirectly and most powerfully by inspiring staff through commitment and leading by example. A recent study shows the importance of effective management practice that promotes obedience, good behaviour and commitment on the part of learners and staff. Also, it shows a learning culture that inspires positive changes in learners' behaviour and attendance that contribute to improvement in learner attainment (Sammons et al., 2011: 97).

It is common sense in the SER arena that ineffective primary schools are not simply lacking the key features of effective schools, they are likely to share some features and challenges that are associated with culture and staffing (Sammons & Bakkum, 2011:14). A review of studies on the characteristics of ineffective primary schools uncovers four aspects of ineffective schools: lack of vision; unfocussed leadership; lack of unity among staff members; and ineffective classroom practices due to lack of commitment among teachers (Msila, 2013:447-478).

Some of the key characteristics of ineffective primary schools are as follows ((Sammons & Bakkum, 2011:14; Louw, Bayat & Eigelaar-Meets, 2011:54-86):

- Monitoring of teaching and learning by the management team is seldom done.
- There is no focus on learners' achievement. No analysis of the learners' performance to improve teaching and learning.
- Classes are generally overcrowded which make it difficult for teachers to teach effectively.
- The school community has low expectations for learners' achievement.
- There is no teamwork and team spirit; teachers are always in conflict with each other.
- Negative culture influences the performance of teachers and learners. Teachers are divided into groups and the principal has less control over them (Naidoo, 2019:9).
- Learners are ill-disciplined and teachers do not know how to discipline them.

The above characteristics emphasise the point that school effectiveness cannot happen accidentally. Appropriate plans and policies should be in place to serve as guidelines. Regular meetings are necessary to discuss policies and the way forward to bring about a

common understanding of policies and the way they should be implemented, shared vision and cooperation among the staff. All the people in the school should be prepared to work as much as they can to reach their potential. Motivational sessions should be conducted to instil a sense of purpose, willingness, confidence, and team spirit (Msila, 2013:447-478).

The University of the Western Cape conducted research in secondary schools to ascertain the reasons for poor performance and make suggestions for improvement. The report indicates weaknesses that form part of the characteristics of the ineffective schools. The report indicates that monitoring of teaching and learning by the SMTs was seldom done. So, the SMTs were not always aware of what was happening in their schools as far as teaching and learning was concerned. It also reveals that leadership in the underperforming schools was weak. There was no motivation for teachers and learners to put more effort in their work. There were no decisive actions taken against those who were not doing as they should. The leadership of the school did not focus on learners' achievement. They did not analyse the learners' performance and set new targets for improvement (Louw et al., 2011:54-86).

Other characteristics of ineffective schools are due to the challenges that are external to the school because the report indicates that classes were generally overcrowded which made it difficult for teachers to teach effectively. Teacher: learner ratio was higher than expected (1:35). Ventilation of classrooms was inadequate and the school environment was not inviting (Louw et al, 2011:54-86). If there is one primary school in a community surely parents will bring their children to that school because they do not have a choice. The community and government should assist schools by building additional classrooms.

Some of these weaknesses were triggered by lack of effective management in schools. Learners in effective primary schools go up and down during school hours instead of focusing on learning. The SMT and teachers do not emphasis discipline to maintain order in the school and classrooms. Teachers give learners less written activities in the classrooms and do not mark the learners' workbooks immediately which leads to ineffective teaching and learning. Furthermore, principals do not supervise teachers to ensure that they prepare for teaching and learning and they have functional timetables (Naidoo, 2019:9). These are weaknesses that could be picked up by the school management teams because it is their daily responsibility to monitor and support teachers and learners.

Other characteristics of underperforming schools are associated with poverty because the report reveals that socioeconomic background of the learners was poor, characterised by chronic household poverty. The school community has low expectations for learners' achievement and parent involvement is poor. Parents cannot play their role for the education of their children by working hand in hand with the teachers and take care of the schools' property. Some of the teachers in the ineffective schools regard the principals as not fit to lead and manage the schools. Thus, their schools frequently report incidents of vandalism, theft, intimidation or lack of discipline among learners and educators (Naidoo, 2019:9).

It should be clarified that one weakness may not necessarily make the school ineffective. It depends on the kind of weakness and its influence on the operation of the school. What is discovered from the characteristics of ineffective schools is that these schools possess some characteristics of effective schools but they possess more features that impact negatively and cause their failure. They lack certain characteristics of effective schools, while they have additional features that contribute to failure, for example, poor infrastructure, overcrowding in classrooms (Naidoo, 2019:9).

In conclusion, some above features of effective primary schools identified by different authors are in common. Features such as principal leadership and effective teaching and learning are dominant. This does not mean that other features are less important; they are equally important. The impact of each characteristic on learner achievement and school effectiveness may be influenced by the socioeconomic status of individual learners and socioeconomic structures. For example, effective parent involvement may be more challenging in communities in which most parents do not have a professional career and means to earn a living like in the township schools than in the urban schools. One may argue that the uniqueness of each primary school is dependent on factors such as resources, size, location, learner intake and, most importantly, the quality of its staff. Hence, schools should be complex institutions composed of interdependent parts and all these parts should be in good condition for the school to run effectively. Therefore, the school should exhibit more positive characteristics to influence learner achievement and be regarded as an effective school.

Most factors that differentiate between effective and ineffective schools already exist in many middle SES schools. Ineffective schools associated with the more positive factors should concentrate more heavily on instructional issues. On the contrary, lower SES schools

must first establish or make available the basic components of school effectiveness such as resources and facilities before they can concentrate on instructional characteristics.

Also, a school that needs to improve may have to establish a clear and unifying focus. It could collect data on its performance as a precursor to initiating an improvement strategy. It could create a school improvement committee at an early stage to carry forward the school's development agenda and lastly, emphasise staff development to ensure that every staff member knows his/her role in the improvement project.

Furthermore, the school should also encourage support from parents and commitment from learners for the goals of the school. To realise this, the school should include a commitment to high levels of learner attendance and support and expectation for the academic success of all learners as one of their core goals. This goal should be coupled with the understanding that learners learn best when they consistently attend a school that expects the learners' best efforts academically. Moreover, monitoring of classroom practice should be done more frequently than it is done in the ineffective schools to keep the teachers and learners at their toes. The reward for good performance should become part of the school culture.

Identifying the factors that contribute to school effectiveness is essential for this study. This will be done in the following section.

2.6 FACTORS CONTRIBUTING TO SCHOOL EFFECTIVENESS

The factors contributing to a school's effectiveness also constitute important aspects to be considered for developing effective schools. There is a wide range of school effectiveness factors that were mentioned in the previous sections and these factors and the context may differ from one country to the other depending on the political situation and SES of each country or continent. For example, the USA and Europe may cite strong instructional leadership, effective discipline, parent involvement, teacher effectiveness with a clear instructional focus and on-going professional development of teachers as critical factors towards the effectiveness of schools, (Sammons & Bakkum, 2011:13). In contrast, African countries may cite the availability of basic infrastructure and resources (Harber, 2017:59), the language of teaching and learning (Shizha & Makuvaza, 2017:131), safety and a non-violent environment (Dhaza, 2019:12-13) and parent involvement (Ngwenya & Pretorius, 2013:143) as key contributors to success.

Effective instructional leadership of the principal and members of the SMT contribute to school effectiveness. These people manage the process of teaching and learning in school. They play a crucial role in curriculum planning, monitoring and reflecting on their management tasks and teachers' progress on syllabus coverage. They monitor the teachers' work and provide support to teachers to ensure that teaching and learning is effective (Taylor, Van der Berg & Mataboge, 2013:65). The SMT is responsible for the internal discipline of teachers and learners and all operations of the school (Harling, 2018:206).

Teacher effectiveness is also a school effectiveness factor. Teachers manage teaching and learning in classrooms, teaching expertise, professional physical appearance and climate in the classrooms. They have direct influence on the learners' achievement as they are the ones who conduct the process of teaching and learning. Their subject knowledge and knowledge of methods of teaching in the process of learning is important in creating an unforgettable learning experience for the learners (Skinner, 2010:21).

Order, discipline and safety of learners and staff members have an impact on school effectiveness. Teachers and learners can focus on teaching and learning where there is order. Antisocial behaviour, bullying and violence including the murder of teachers and learners in schools or on the way to or from school harm teaching and learning. Learners and teachers will focus more on their safety than on of teaching and learning. Safety, security and maintenance of discipline in schools will take priority on the school agenda at the expense of curriculum implementation (Dhaza, 2019:12-13).

In the context of South Africa and other African countries, a language may have a negative influence on school effectiveness. English is the language of teaching and learning from Grade 4 and it is not the home language to most learners and teachers. In most cases, learners do not fully understand the subject matter because of the language barrier. The change from one medium of instruction to another affects the effectiveness of teaching and learning (Shizha & Makuvaza, 2017:131).

Other factors that are external to the school such as learners' socio-economic status and contribution from state and businesses also play a crucial role in school effectiveness. Many researchers agree that the contribution of the external factors towards school effectiveness has less impact on learners' achievement compared to schools' internal factors (Urban &

Wagoner, 2014:285). They continue to refute the controversial report of Coleman, which indicates that the socio-economic status of learners has more impact on school effectiveness than school resource variables. Although the contributions of internal school factors have more influence on school effectiveness than external factors, they complement each other (Urban & Wagoner, 2014:285).

In conclusion, the factors that contribute to school effectiveness may differ from one region to the other depending on the development of the infrastructure and technology. The context and the relevant factors are crucial for the improvement of learners' achievement and the general improvement of the school. The discussion in this section covers most of the contextual factors that contribute to school effectiveness. There is a need to focus on factors prevalent in South African schools. Consequently, the following sections will further explore effective teaching and classroom management, training needed to become an effective teacher, essential aspects of an on-going professional development programmes for teachers, the language of teaching and learning, effective discipline, parent involvement, and the availability of resources and infrastructure.

2.6.1 Effective teaching and classroom management

Effective teaching and classroom management fall under teacher effectiveness, which is at the centre of school effectiveness. Teacher effectiveness is the main important factor in school effectiveness because all the evidence generated in the SER community shows that teacher effectiveness determines how children perform at school and teachers have a huge impact on learners' learning (Heineke & Ryan, 2019: xvi).

Some researchers support the idea that "effective teaching is not a mystery. Effectiveness is identifiable, teachable and implementable" (Pretorius, 2013: 312). There is no single factor that can make the teacher effective, but a combination of factors such as teacher expertise in the subject, pedagogy and the language used for instructions, qualifications and the teachers' willingness to go an extra mile in what they do, the interaction between the teacher and learners and the learners' performance (Pretorius, 2013: 312).

Teachers should be able to envision themselves accomplishing something great in their teaching practice. This accomplishment could be carrying out a lesson that successfully integrates methods of teaching in a manner that accommodates every learner in a

classroom (Terrel, 2015:2). In that way, they will become effective teachers as they work towards the attainment of their vision.

Effective teachers know that learning can be enjoyable and fulfilling even when it requires work. They make sure that learners are engaged and yet have fun. They give learners experiments and let them learn by doing. They let learners hear, speak, see, and touch to enhance learning. They have skills to teach learners through play because they know that play leads to improved academic achievement (Johnson & Sessions, 2015:102-103).

Effective teachers are caring. They approach learners in such a way that learners feel that a school is a place where people care about them. They make learners feel free around the teachers and develop the resilience they need to cope with challenging circumstances. Effective teachers establish positive relationships with their learners and inculcate the love of learning in their classrooms. They embrace intrinsic motivation and care. They can reflect on their relationship with learners, the value of what they teach and moral and social purposes (Luke & Gourd, 2018:26).

Effective teachers assist individuals or a group of learners to allow them to internalise their learning. An effective teacher is flexible and takes advantage of organisational opportunities to exploit the full range of teaching approaches and methods. Furthermore, effective teachers know where and how to apply teaching method. They have knowledge of applying teaching approaches and methods in different primary school contexts such as urban and township schools (Joubert & Prinsloo, 2013:150-151).

Effective teachers take every opportunity to bring real-life and meaningful situations into the classroom to capture the learners' imagination. Bringing real-life situations in teaching and learning strengthens the quality of learning and prepares learners for the real world. Effective teachers teach learners teamwork, problem-solving skills, resilience, responsibility and communication skills (Johnson & Sessions, 2015:181-182).

Highly effective teachers have well-managed and well-organised classrooms. In a well-managed classroom, there will be a classroom management plan that outlines the procedures, routines and expectations for all the learners in the class. Learners and parents are made aware of the rules and procedures so that learners can comply with them. In addition to the rules and procedures, effective teachers can develop an environment

conducive for learning and teaching. Effective teaching depends on knowledge of teaching methods, skills and strategies, subject content knowledge and the ability to create a supportive environment for learning (Heineke & Ryan, 2019: xvi).

Although teaching methods, strategies and behaviours are essential in bringing about effective teaching and learning, the teacher should be motivated and have the interest of learners at heart. The most important characteristic of a highly effective teacher is what is known as a 'calling' to the profession. An effective teacher is vision-driven, feeling a call to teach and committed to help learners learn and grow. They are driven and passionate about teaching. Without this calling, teaching is just another job. Effective teachers have a positive attitude towards their work. They know that teaching is demanding (Sanger & Osguthorpe, 2011:570). Being a zealous teacher is to be somewhat in love with a field of knowledge, profoundly motivated by issues and ideas that challenge our world and drawn to the tight spot by the potential of the learners who come into class each day (Luke & Gourd, 2018:25-26). This suggest that effective teachers can teach in different context such as urban schools with adequate resources and township schools with less resources.

Effective teachers spend all their periods on teaching and learning activities rather than socialising. Pupils learn more in classes when teachers spend most of their time teaching and discussing with them, rather than working on their own. Therefore, effective teachers play a leading role rather than just making sure that learning is taking place. To attract learners' attention during a lesson, effective teachers ask different questions that accommodate different cognitive levels to vary the intellectual input required and arouse mental alertness (Sanger & Osguthorpe, 2011:570).

Teachers need knowledge about the content they are teaching as well as the curriculum, materials, programme and moral purpose for teaching the content. This knowledge needs to be supplemented with knowledge about the broad principles and strategies that constitute classroom management and organisation. There is also a necessity for knowing about the student population, the educational context in which they are teaching, and broad knowledge about educational aims and values (Luke & Gourd, 2018:25-26).

Every teacher who possesses the requisite qualifications and years of teaching experience should be a good teacher. However, some teachers who have good credentials and vast experience are not good. Knowledge of the content area and being able to deliver effective

lessons matter. Teachers care deeply about learners and their accomplishment (Zepeda, 2019:34-35).

The impact of personality factors on teacher effectiveness has been the topic of numerous empirical studies. Personal qualities like establishing and maintaining a good rapport with learners and mutual respect among teacher and learners were also found to be important (Day, 2017:157).

Effective teachers in primary schools are excellent in creating an optimal classroom climate. They are always on top of things, tuned into the teaching/learning environment and in control of different activities in the classroom. They can keep order and discipline in the classroom, interact with learners in the lesson, and keep up a fast-paced momentum. They can create a supportive classroom environment in which primary school learners feel supported and respected by teachers (Joubert & Prinsloo, 2013:150-151).

Highly effective teachers ought to be exceptional communicators, as they are required to articulate ideas and explain concepts and values about teaching. Effective communication can assist to reduce misunderstanding among people and it can improve the quality of life. Research shows that exceptional communication skills of the teacher have a positive influence on student achievement as it relates to how well a teacher conveys concepts and skills to students (Johnson & Sessions, 2015,156-157).

Excellent teachers have a resolute persistence and they believe in their ability to make a difference in their learners' lives. Their expectations of their learners are always high. Also, they display a willingness to inspire and encourage their learners through example (Day, 2017:65).

Lifelong learning is one of the most important competencies that teachers must-have. Current educational demands require that effective teachers be continuous, lifelong learners. Effective teachers are always engaged in self and professional development to better their teaching practice. They often reflect on what they do in their classrooms (Yang & Valdés-Cotera, 2011: V).

A plethora of sources in the professional and self-help literature cite the importance of being less consumed by the job. Research also shows that people who take time out from work and hang around with friends outside of their profession suffer less stress. Research

indicates that less stress increases an individual's productivity at work. Therefore, teachers should have leisure time and enjoy with their friends outside of the work environment (Westbrook et al., 2013:8).

Over his college teaching career, Walker (2010:1) reports that he engaged college students in discussions about the outstanding features of an effective teacher. They defined an effective teacher as that one who has a positive influence on learners' lives. Students identified similar qualities among highly effective teachers. Throughout the 15 years, Walker (2010:1) listened to students during class discussions share stories about teachers who had made a good impression on them. He was convinced that if teachers must properly educate children, they must first build a good relationship with them. Children learn best from teachers who love and care about them.

The essays students wrote regarding their most effective teacher demonstrated several personality traits prevalent in their favourite and most memorable teacher. They indicated that effective teachers love teaching and care about the future of the learners. They are at all the times ready for the lesson and they display good creativity in teaching. Furthermore, they are fair and consistent in assessing and promoting learners. Additionally, they are approachable to the school community and their conduct encourages mutual respect (Walker, 2010:3).

One of the qualities mentioned in the study conducted by Pretorius (2013:240) is that effective teachers should have high ethical and moral values and a personality suitable for being a teacher. This quality of a teacher is so important that it may not be acquired through initial teacher training alone. The family and the community should contribute to instilling good moral values. That is why it is so important that all stakeholders should play their role in the upbringing of the child.

After a thorough review of teacher effectiveness literature, Pretorius (2013:243-244) presents a comprehensive summary as a definitive statement of the knowledge, skills, attitudes, and behaviours required of teachers to be truly effective at performing their professional task. He indicates, among other things, that effective teachers have a deep knowledge and understanding of the subject they teach and methods of teaching to convey their knowledge. They have knowledge of involving learners in lessons in many ways. They ask frequent questions that accommodate all cognitive levels, making sure that the

questions are well-planned and thought provoking; and they always monitor learners' understanding. They know how to assess learning. They use different assessment strategies in line with relevant assessment policy to assess learners. They analyse learners' achievement scores to determine strengths and weaknesses and address the weaknesses.

Effective teachers can reflect on their teaching practice to identify shortfalls and adjust their teaching strategies for improvement. This means that they can analyse their performance and performance of the learners. They have the knowledge and skills to keep abreast of technological developments and internet sources that could enhance their teaching. They seek assistance on areas that they cannot correct. Also, effective teachers have the knowledge and skills to keep abreast of technological developments and internet resources that could enhance their teaching (Pretorius, 2013:243-244).

The above definitive statements focus more on the skills required than the qualities of effective teachers. Thus, a teacher may learn and develop these skills if she/he is determined to do so.

Given the above discussion, getting the teacher with most of the qualities needed for effective teaching is a challenging task. There should be a way that can help to identify someone who is a born teacher. Hence, the researcher supports the findings of the research conducted by Pretorius (2013: 240) which revealed that participants emphasised the importance of pre-selection of candidates for a teaching career. The purpose of the pre-selection of candidate teachers is to ensure that only those with a genuinely suitable character and personality enter the teaching profession. The pre-selection process will help to eliminate candidates who already have a record of criminality, substance abuse, dishonesty, laziness and so on from been allowed into teacher training courses. While the suggestion of pre-selection of candidates sounds good, it may not be free of flaws. Individual members of the pre-selection panels may abuse it for personal gains. It may also not be so easy to find a suitable pre-selection model that is fair, reliable and valid (Pretorius, 2013: 240). Nonetheless, the suggestion of a pre-selection process should not be thrown out of the window without being tested.

In conclusion, it becomes clear from the above discussion that it is not easy to put forward a teacher effectiveness model that can help to determine teacher effectiveness in different areas and contexts. Dimensions of differential teacher effectiveness, especially looking at

the differences in learners' background factors, differences in learners' personal characteristics, and differences in the cultural and organisational context, need to be explored thoroughly to understand the impact they have on teacher effectiveness.

Based on the above literature review, teacher behaviours may be regarded as more important in determining teacher effectiveness than some classroom factors. Although the behaviourist teacher-effectiveness strand has been challenged by the 'connectionist' or 'constructivist' paradigm, it seems to be the most significant predictor of student progress over time. Teachers possessing most of these behaviours are scarce in the teaching profession because of the lack of an effective and efficient screening mechanism that would help to select suitable candidates for teacher training. In most cases, the selection of student teachers is based on good academic results. Obtaining good academic results in the Grade 12 final examination does not mean that the person will be an effective teacher. Nevertheless, the chances of being an effective teacher are high if a person performed exceptionally well in Grade 12.

A well-established project should conduct research on teacher effectiveness in South Africa. Such a project may help in designing a teacher effectiveness model based on the South African context. It may also contribute to identifying qualities or characteristics of effective teachers looking at the current teachers in practice. It may not be easy for teachers to be effective if their initial teacher training was not effective. Therefore, the researcher discusses the training needed for teachers to become effective in their teaching in the ensuing section.

2.6.2 Training needed to become an effective teacher

Training of teachers in some Sub-Saharan countries is a challenge that results in a shortage of teachers who are well qualified to facilitate effective teaching and learning in schools. Consequently, Heads of States, at their 6th ordinary session of the assembly of Heads of States and Government of the African Union, adopted new goals of which one of them was aimed at addressing the challenge of the shortage of educators and the quality of teacher training to produce effective teachers (Mwamwenda & Lukhele-Olorunju, 2013:84-85).

Research on school effectiveness indicates that teacher effectiveness is the single most important factor in learners' success. Hence, it becomes crucial to discuss the training needed for teachers to ensure that they can provide effective teaching. The training of

teachers surely contributes to the effectiveness of teachers. Teachers' success is undoubtedly attributed to effective teacher training. The quality of the curriculum for teacher training influences the effectiveness of teacher training (Pretorius, 2013:311).

The curriculum for effective teacher training may include the development of different kinds of knowledge and skills. The latter entails subject knowledge, knowledge about the school system (how it works, the curricula and examination requirements the school imposes, knowledge of the national education system) teaching, learning and leading (Heineke & Ryan, 2019:17).

Furthermore, the curriculum may include knowledge about learners of different kinds and knowledge of different ideas about learning. The curriculum should include more time for practicals in schools to acquire knowledge of the contexts in which different sections of society live and different developmental stages and phases that may assist teachers in determining the phase at which they want to teach (Heineke & Ryan, 2019:17).

A teacher education curriculum focused on practice offers the opportunity to conceive of teachers' learning in terms of progression and competence. One cannot prescribe what should constitute a practice-focused curriculum. A practice-focused curriculum should be worked through in specific contexts with the relevant stakeholders, especially teachers. The emphasis here is on practice-focused learning so that teachers can acquire skills and competence for teaching. A module or unit for a teacher education course should be defined in terms of practice and competence. Such modules or units could be assessed through a teacher individual record or portfolio (Moon, 2013:207). Students need critical thinking, communication, collaboration and creativity (the four Cs) to be successful in their teaching career (Foltos, 2013:2).

The curriculum should enable student teachers to obtain comprehensive classroom know-how, which will allow them to qualify as teachers and to do exceptional work in their first teaching posts. It must prepare student teachers for a situation in which they will need to go on learning, primarily on their initiative and based on the challenges experienced in the classroom. Student teachers should have the opportunity to observe and work together with an experienced teacher so that she/he can learn through participation in an authentic situation (Heineke & Ryan, 2019:16).

Given the above discussion, the researcher may conclude that the training needed to make the teacher effective is one that enables the teacher to adapt to the changing situations or allow the teacher to change with time. The era of manual teaching and learning using chalk, chalkboard and exercise books and pens is passing away and giving the way to teaching and learning based on technology: interactive white boards, tablets, laptops, and televisions. The use of electronic equipment in teaching and learning should be part of the curriculum for teacher training. The teacher should be on the cutting edge in terms of the knowledge of the usage of the electronic equipment in teaching and learning to be effective. The use of electronic equipment in teaching and learning should be coupled with the need to equip student teachers with critical thinking, communication, collaboration, and creativity skills (four Cs) to be successful in their teaching career.

In the ensuing section, the researcher discusses the essential aspects of an ongoing professional development programme for teachers who are already in the teaching practice because they are also expected to be effective teachers.

2.6.3 Continuous professional development programme for teachers

Continuous professional development is considered as an indispensable mechanism for deepening teachers' content knowledge and refining their teaching practice. The need to raise learners' learning standards depends on the creation of effective teacher professional development programmes that promote change in classroom practice (Creemers et al., 2013:4).

Continuous professional development may be in the form of peer coaching. In this case, the school chooses one knowledgeable and experienced practising teacher to become a coach. The coach, principal and all teachers create a coaching plan as the first step toward creating and implementing an effective professional development plan. The coaching plan should have dates and times for coaching because full-time teachers serving as coaches have a limited time for coaching; Ways or methods to be used to measure the success of the coaching programme should be outlined in the coaching plan (Foltos, 2013:58).

The critical issue after creating a coaching plan, is the implementation. The roles and responsibilities of the coach and teachers receiving coaching should be clearly explained for common understanding. Resources that are essential for successful coaching should be

made available and accessible to both the coach and the teacher. Coaching should be aligned with school goals to enable the teacher to work towards the attainment of goals. It should be relevant to the targeted teachers to address their challenges and improve their performance (Foltos, 2013:59).

A well-thought-out coaching plan can also ensure the school provides the institutional structure necessary to support coaching. The coach, principal and collaborating teachers define the responsibilities of the coach and the collaborating teachers. These responsibilities include co-planning learning activities, modelling or team teaching, observing peers, and reflecting afterwards. Teachers should accept the responsibility for their own development. Both the coach and teachers must understand and act on their individual and collective responsibilities for coaching to be successful (Foltos, 2013:65). Indeed, the process of coaching will not be adequate without novice teachers observing experienced teachers and experienced teachers observing novice teachers, giving feedback on their own teaching and going over lesson plans.

Continuous professional development may be in the form of professional learning groups or professional learning communities or communities of teaching practice (cf. 5.3.5). Professional teachers from different schools form these communities or teachers in the same school can form a professional learning community based on a challenge that they want to investigate and solve. The members of the professional learning community meet regularly to track progress and share information towards resolving the challenge (RSA, 2015:3-7). The focus of the professional learning communities should be on the teaching content, teaching approaches and methods and assessment practices (Bantwini, 2019: 214-215).

Continuous professional development may be in the form of in-service training. In Rwanda, there is a wide range of programmes for in-service opportunities for teachers while they are already in full-time employment (Nzabalarwa, 2014: 314-315). In-service training involves observing experienced teachers, novice teachers demonstrating what they have learned and giving feedback on their performance in teaching. The model of in-service training used by Ghana since 1997 is expensive. The government pays for all fees and accommodation allowances. It gives teachers study leave with full pay to study full-time for degrees in universities. (Essuman, 2015:193).

Like the experienced teachers, novice teachers need many kinds of knowledge. Hence, it is always necessary to be selective, to prioritise and go for the most essential. The target situation here is the classroom. In-service training must focus on classroom teaching expertise and enable teachers to develop classroom teaching expertise. It must produce competent, confident teachers who have the knowledge and commitment necessary to become expert classroom teachers (Harber, 2017:84)

The curriculum for teacher education should be structured in such a way that it has a clear progression from pre-service training to in-service training as a way of upgrading qualifications. Institutions of higher learning should not apply a one-size-fits-all approach. Prior knowledge for practicing teachers should be recognised so that they do not start afresh like the newly enrolled students (Moon, 2013:208).

In conclusion, continuous professional development may be the answer to many teachers' challenges in the dysfunctional schools, especially for the underqualified teachers who received inferior training from institutions of higher learning. The challenge is to find the approach that can be used to implement sustainable continuous professional development. Sending teachers back to the training during school sessions may not be economically viable. Sending teachers to the training during each school holiday also may pose challenges economically and it will need all stakeholders, especially teacher unions, to agree to it.

Peer coaching is economical, suitable and appropriate as it can be done on-site between the more experienced teacher and the less experienced one. The use of peer coaching may run parallel with periodical teacher training. Similarly, professional communities of practice are economical because they are formed within a school to discuss and observe teaching practice.

The researcher is of the view that continuous professional development may also be in the form of support provided by the district through subject advisors. During the monitoring process, subject advisors identify areas of need and provide onsite support. Onsite support is provided to the teacher who is being monitored and support is given immediately after monitoring. Follow-up visits may take place to monitor the improvement made by the teacher and ensure that all weak areas are addressed. Intervention workshops conducted regularly with teachers experiencing challenges with content knowledge, teaching methodology or

discipline during lesson presentation may also serve as continuous professional development. The effective discipline of learners is discussed in the following section.

2.6.4 Effective discipline

School effectiveness can only be realised if there is an orderly climate and discipline in the school. Since the abolition of corporal punishment in schools in South Africa, discipline became a serious challenge, especially in classrooms. The abolition of corporal punishment called for a new way of doing things in schools and classrooms to maintain order and discipline. The lack of discipline in classrooms may suggest that something is wrong. The manifestations of antisocial behaviour range from increasing student violence to too many disruptions in classrooms (cf. 5.3.7). There appears to be a crisis in character, the indicators of which include an increase in youth violence, deceitfulness and disregard for traditional authority (Dhaza, 2019:12-13).

The developmental needs of learners, the teacher and school culture; learners' SES; school and classroom composition and structure; instructional demands; and learners' and teachers' role expectations and capacity to meet the institutionally established expectations for their roles mediate the interactions that lead to disciplined behaviour or indiscipline behaviour. These interactions can involve issues of student–school fit, bonding to school, academic demands, school support for at-risk youth, differential beliefs, and responses of adults to challenging behaviours. Furthermore, interactions can involve issues of race, gender, and cultural factors (David, George, Jeffrey, & Walter, 2010:48).

Furthermore, if learners are left alone in the classroom, they will make noise, tease each other and fight with each other. When the teacher comes in, he/she must first sort out the differences between those who were fighting. In that way, learning time is lost. Similarly, if learners are not engaged meaningfully (cf. 5.3.7), they may start to engage in other activities that disrupt learning and teaching (David et al., 2010: 48). The discipline or behaviour management is a component of the overall classroom management plan and is devoted to how problem behaviour is prevented as well as the approach one will use in addressing problem behaviour (Joubert & Prinsloo, 2013:68-69).

Effective teachers see classroom rules as an indispensable component for managing a smooth-running learning environment. Classroom rules serve to convey high expectations, mutual respect and acknowledgement of the learning community. However, the application

of rules alone may not instil a sense of discipline or prevent misbehaviour in classrooms. It is the meaningful engagement with and the application of rules that may reduce learners' misbehaviour in classrooms (cf. 5.3.7). Furthermore, discipline problems are sometimes the direct results of a perception that the teacher is unprofessional and offers substandard instruction. Teachers can address this perception by, among others, ensuring that they have excellent professional and instructional skills (Joubert & Prinsloo, 2013:62-63).

Furthermore, the teacher should have basic rules that the class agrees to follow and the logical consequences when learners choose to violate those rules. However, some learners still misbehave despite the existence of the rules in schools and classrooms. Therefore, the rules cannot deter learners from misbehaving; the consequences of breaking the rules also cannot deter learners from breaking the rules. Thus, teachers should look for other ways of reducing learners' misbehaviour in the classroom and school. Otherwise, effective teaching and learning cannot take place if learners continue to be ill-disciplined in classrooms (Pretoria News, 13 August 2019b:4).

What should happen to learners who are disruptive, bullying, and violent or sexually harassing other learners in schools? Is there a suitable punishment other than suspending and ultimately expelling them from school? The problem may be that people expect children to be different people at school when they come from a world that is violent, brutal and rife with abuse (The Star, 27 November 2018:3).

Some schools are still characterised by learners who cannot read and write. In other words, they have many learners who cannot cope with academic demands. Unfortunately, these learners are virtually excluded from most teaching and learning activities. For example, exercises such as creative writing, transactional writing, written comprehension tests, reading exercises exclude learners who cannot read from participating in the teaching and learning process. These examples of exercises are meaningless to learners who cannot read and write. Therefore, the learners who cannot read and write may not be able to pay attention to a lesson that is meaningless to them. Inevitably, these learners are likely to disrupt learning and teaching if the teaching approach does not cater for different cognitive levels (Joubert & Prinsloo, 2013:71-72).

David et al. (2010:50) explain two approaches that are normally used in the management of discipline in classrooms: School-wide positive behavioural supports (SWPBS), which refer to whole school systems to communicate and instil a sense of obedience in learners. Also,

social-emotional learning (SEL), which incorporates approaches that emphasise self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making and build on the interaction between learners and staff.

The aims of these two approaches differ: in terms of creating systems to manage learners' behaviour versus creating learner assets that foster self-discipline; and in the ways and means used to realise each aim. These differences are in accordance with the distinction generally made between teacher-centred and learner-centred approaches to learning and classroom management. Concerning discipline, in teacher-centred approaches, the attention is on external school rules and the way adults use positive reinforcement and punishment to manage learner behaviour. In learner-centred approaches, the attention is on developing learners' capacities to regulate their behaviour in caring, engaging, and trusting relationships (David et al., 2010:50).

In conclusion, ill-discipline in schools is so rife to the extent that it looks like teachers do not have legally accepted means to discipline learners. Any action teachers take to enforce the classroom or school rules is likely to violate one of the learners' rights. Moreover, the learners' rights that were introduced to protect learners and create a peaceful environment in which effective learning and teaching can take place seem to undermine the legitimacy of a school's moral authority. Consequently, learners are becoming less willing to accept school authority. Lack of authority and discipline in schools will prevent effective teaching and learning, which is one of the key factors that contribute to school effectiveness.

The two approaches to learner discipline, namely, SEL and SWPBS should be used together or interchangeably to supplement each other to enforce discipline in schools. The SEL adds in approaches that emphasise self-awareness, self-management, social awareness, relationship skills, and responsible decision-making and builds on the connectedness of students and staff; SWPBS fosters self-discipline and often uses certain methods used to achieve each aim. The attention is on developing learners' capacities to regulate their behaviour and in building caring, engaging, and trusting relationships. Research should be conducted to determine the best possible ways of maintaining discipline in schools. Discipline may need communication using a language that is understood by all participants, that is, the language of teaching and learning. If learners do not understand the language of teaching and learning, they may pose disciplinary challenges that go against the implementation of effective teaching and learning.

In the following section, the researcher discusses the impact of the language of teaching and learning on effective teaching and learning and school effectiveness.

2.6.5 Language of teaching and learning

South Africa, like other African countries such as Zimbabwe, Zambia, Malawi, and Kenya, found it appropriate to retain the colonial masters' languages as official languages after the attainment of independence for functional purposes in official circles. In South Africa, the language of learning and teaching for most learners from Grade 4 to 12 is English. Although most schools in South Africa are characterised by multicultural classrooms with multilingual approaches, the language of learning and teaching remains either English or Afrikaans. Other official languages are mainly taught as subjects (Harber, 2017:275).

One of the most important goals of the language policy in South Africa has been to support the status of African languages by using them in the spheres of education, the media, and government administration. However, the policy has not achieved its objectives. On the contrary, English and Afrikaans continue to be crucial to the administration of the state and its institutions, including education, much as they were before 1994. English has gained more momentum in every sphere of life including education. Although the literature emphasises the role of mother-tongue instruction for excellent educational achievement, this is not always possible for countries such as South Africa, Botswana and Zimbabwe (Harber, 2017:275). Therefore, the challenge of learning in a second language continues to stand in the way toward school effectiveness.

Like South Africa, the clear majority of bilingual or multilingual school programmes in developing countries use the home language only as a medium of instruction for the first two or three years of schooling, attempting to transition learners to instruction in the dominant language rather abruptly (Shizha & Makuvaza, 2017:131). This approach is not likely to enhance strong language and literacy skills as learners start to learn in the dominant language before they acquire sufficient understanding of the spoken dominant language. This situation is like the one in Zimbabwe and South Africa. Mother tongue as medium of instruction is used up to Grade 3 (except for English and Afrikaans). The difference between the two countries is that Zimbabwe follows an additive bilingual approach whereas South Africa adopts an additive multilingual approach. It is not clear as to whether learners in Zimbabwe experience language challenges in terms of phonics and sounds to the same

extent as learners in South Africa as this may be influenced by the teachers' knowledge about the transfer of skills between languages (Shizha & Makuvaza, 2017:131).

Furthermore, plurilingualism, translanguaging and code-switching during classroom practice are not allowed because they may impede the development of the language of teaching and learning. Hélot and Laoire (2011: xii) underscore that the envisaged creative potential of multilingual classrooms clash with reality where educators tend to see learners from linguistically diverse backgrounds bringing their home language to school as a burden rather than as a learning resource. Thus, language remains a barrier to effective teaching and school effectiveness.

Plurilingualism is a situation wherein a person who has competence in more than one language can switch between languages – from one language to another and vice versa – per the circumstances at hand to cope with a social matter. Conversely, multilingualism is connected to situations wherein multiple languages exist side-by-side in a society but are utilised separately. Plurilingualism is derived from bilingualism. A consequence of plurilingualism is pluricultural competence (Vallejo & Dooly, 2020: 3-5).

Honigsfeld and Giouroukakis (2011:8) indicate that the use of other languages alongside the language of teaching and learning during classroom practice cannot be implemented without demanding endeavours such as the development of learning material in various languages and the training and appointment of plurilingual teachers who are conversant with various languages within geographical areas. Migration of people from rural areas or other countries to the cities brings home languages that are not known to many teachers and therefore cannot be used as learning resources.

Nevertheless, the use of African languages as languages of learning and teaching from Grade R to Grade 12 with English as a subject should also be explored. According to this approach, most learners will receive education in their home languages, which in turn will increase the opportunities for effective teaching and learning. The advantage of this approach is that learners will be able to communicate in English as an international language. A good example is the use of Afrikaans as a medium of instruction by Afrikaans speaking children from Grade R to university level. They learn English as a subject and eventually, learners can communicate in English (Shizha & Makuvaza, 2017:131-133).

Comparatively, in South Africa, the developmental stage of Afrikaans and English languages is on a higher level than the African languages because they were developed and used in practice as the only two official languages over a long period. Thus, the standard of African languages and the shortage of well-qualified teachers in African languages may pose serious challenges (City Press, 16 June 2019).

Another option is that the language of learning and teaching be the same across all developmental phases of schooling. The language of learning and teaching should start from Grade R to Grade 12. If parents choose an African language as the language of teaching and learning from Grade R to 12, so be it. Then, from Grade 3 onwards, learners should be offered at least one additional approved language as a subject. The proposal is beyond the general understanding that learning in the mother tongue enhances the learners' acquisition of the second language. The proposal may need learners to learn to speak the language used as a medium of instruction long before Grade R so that by the time they do enter Grade R, they are already proficient in the spoken language to be used as the medium of instruction because this is a prerequisite for successful learning (Shizha & Makuvaza, 2017:131-133).

Another important initiative that may strongly support multilingualism in South Africa is the introduction of the Incremental Introduction of African Languages (IIAL) (GDE: Meeting on IIAL, 20 March 2013). Most importantly, this would reduce the fear that African languages will diminish in importance. Every learner will do at least one African language. The IIAL has been phased in gradually from Grades R and 1 since 2015. Each learner will do three official languages: one language at the home language level and two languages at first additional level (GDE: Meeting on IIAL, 20 March 2013). The purpose of the IIAL is to promote social cohesion and cross-cultural communication. However, the introduction of IIAL may not help in solving language problems in teaching and learning practice. Therefore, the challenge of the language barrier may continue to prevent the attainment of school effectiveness (GDE, 2019:23).

In South Africa, no law prevents an official African language to be used as a medium of instruction from Grade R to Grade 12. However, many parents, especially black South Africans, prefer their children to learn in the medium of English because they want their children to become English proficient. Parents perceive English as more relevant than African languages because it is used in the labour market. Thus, South African black parents

send their children to schools where English is the language of teaching and learning from Grade R to 12 (Gumbo & Msila, 2017:338-339).

In conclusion, South African language policies do not mention which language or languages should be taken as the home language or first additional language. Any official language can be taken as a home language or first additional language or second additional language. This approach is based on a multilingual approach. The multilingual approach will further be strengthened by the introduction of IIAL in South Africa. English and Afrikaans speaking learners have fewer challenges of language as a barrier to learning because while their languages may be taken at home language level; they are also used as languages of teaching and learning. However, learners who are learning in a second language will still experience challenges owing to the lack of foundational literacy skills. That means effectiveness in many schools may not be realised owing to the language barrier. A long-term solution may call for research to be conducted to determine a suitable language policy that will enable effective teaching and learning to take place. The research should produce a policy that will eradicate language barriers in all schools of South Africa. The challenge of the language barrier is exacerbated by inadequate resources and infrastructure. Resources and infrastructure are discussed in the ensuing section because they are essential towards effective teaching and learning.

2.6.6 Availability of resources and infrastructure

The availability of appropriate resources and infrastructure in schools and at home lays a foundation for school effectiveness. We cannot speak about school effectiveness and expect school principals and teachers to perform miracles in schools while they do not have enough resources. Resources are some key factors in the discussion about school effectiveness. They form part of the working condition of teachers. The number of teachers compared to the number of learners, availability of teaching and learning materials, equipment and facilities affect teachers' effectiveness and professionalism (Harber, 2017:59).

Shortage of resources in schools is a serious challenge as it affects many schools in South Africa. This challenge is rife in schools that are servicing learners from low socio-economic backgrounds, where most parents are unemployed or do not have a means of earning a living. They depend on the government to do everything for the school and their children. The government can only afford to buy the minimum resources per school so that teaching

and learning can take place. The process of teaching and learning cannot take place as effectively as it would have been if the school had all the relevant resources (Sayed et al., 2013:186-191).

Shortages of resources and facilities have far-reaching implications because many teachers who are well qualified and effective in what they do, prefer not to work in a school that is under-resourced because they will not be able to expose learners to a variety of learning experiences. Shortage of resources will adversely affect their effectiveness. Parents who want the best education for their children and who can afford to pay will take their children to schools that have resources because they stand a chance of getting a better quality of education. Therefore, the shortage of resources can render the school ineffective whereas the availability of resources contributes to school effectiveness (Chetty, 2019:1).

Schools should be well resourced with enough classrooms to avoid overcrowding. Every classroom should be equipped with appropriate teaching and support materials. Facilities such as science laboratories, halls, computer laboratories and sports grounds must be available and be in good condition. These facilities enable teachers to expose learners to a wide range of experience and knowledge of different subjects. In addition, the school should have electricity for both curriculum delivery in the classroom and administration (Harber, 2017:59).

Group Special Mobile Association (2014:4) emphasises the need for Sub-Saharan countries, including South Africa, to take advantage of the digital age and make sure that the infrastructure is supportive for the use of computers and cell phones in teaching and learning. This will enable teachers and learners to use a variety of teaching and learning approaches to improve learners' academic performance and bring about school effectiveness. However, the use of electronic gadgets in teaching and learning is not practical and applicable to schools that do not have computers and electrical infrastructure. Therefore, lack of resources and infrastructure stand in the way to school effectiveness.

More recent results from a five-year study of leadership and learning in the USA point out that student poverty (lack of educational resources at home and school), diversity and school phase (primary or secondary) can meaningfully influence the positive effects of school leadership on learner achievement. This means that an effective principal will not be able to bring about school effectiveness if the school does not have resources and facilities for

effective teaching and learning to take place. Therefore, the lack of resources will always undermine the principal's competence and teachers' efforts to produce excellent results and make the school effective (Sammons & Bakkum, 2011:18).

In conclusion, lack of resources and poverty may have a negative impact on teaching and learning at school and the learning environment at home. It is important to discuss resources because their availability creates an environment that is conducive for the realisation of school effectiveness. For example, lack of electricity, food and other basic human requirements may have far-reaching implications for the learning environment at home and school. Parents living in poverty may not see the education of their children as one of their priorities because their priority may be to get the next meal for their families. In some of these families, no one cares about whether children were given homework or are making good progress at school or not. Therefore, in poverty-stricken families, the home environment may not contribute towards effective learning owing to the lack of educational resources.

The schools in the impoverished communities suffer from a lack of resources and proper infrastructure. In most cases, attempts to bring about school effectiveness in the impoverished communities do not bear fruit. The use of electronic educational games and computers in education can improve learner academic performance and bring about school effectiveness but need proper infrastructure, facilities and strong security for sustainability. The government together with business people should secure resources for the schools in the impoverished communities as a short-term plan. Research should be conducted to determine the best ways of securing facilities and teaching and learning resources for the schools, especially schools in the impoverished communities as a long-term plan.

The researcher discusses the roles that parents can play to assist school principals and staff in achieving school effectiveness.

2.6.7 Parent involvement

Parent involvement influences school effectiveness. Teachers and parents must work together as they share the common goal of wanting children to develop their full potential. Teachers need to involve parents in schools because they seek ways to address their central agenda of enhancing learners' achievement (Marsh & Vorbeck, 2010:9). Parents

have a strong influence upon their children indirectly by helping to shape their levels of self-esteem, self-confidence and positive attitude toward learning. It is against this background that parents and teachers should work together. Research substantiates that when families and schools work together in the joint interest of the child, children fare better in school (Lines, Miller & Stanley, 2011:21). The researcher does not want to overemphasise the importance of parent involvement or parent engagement or family-school partnering, but he wants to explore various ways by which parents (especially from poor communities) could be involved or engaged in the education of their children.

Communication between the school and home is important. Communication can include information such as school programmes and reports on children's progress. It can take place in the form of meetings, parents' evenings and conferences, school newsletters, gathering parents' views as part of school self-evaluation and it may be done telephonically (Ellis, Nicola, Morgan & Reid, 2013:4).

To bring about school effectiveness, teachers should make sure that parents understand their parenting tasks by arranging workshops on discipline, developmental stages of the child, safety, nutrition, home conditions that support education and how to help or support children learn at home. Some successful teachers routinely keep the parents abreast of the things they can do at home to support their children with their schoolwork. This will not only motivate the parents to read to help children at home, but their assistance will be effective and efficient (Whitaker & Flore, 2016:160-161).

Schools should allow parents to volunteer in activities that meet the needs of the school (Kreider & Westmoreland, 2011:23). There is a positive impact on a child's development when parents are actively engaged in simple educational activities such as visiting classrooms to tell about their careers or hobbies, teaching songs, nursery rhymes, sports and field's trips (Ellis et al., 2013:10). Parents should be involved in decision-making within and without the SGB. All parents should be consulted on matters affecting their children to strengthen the relationship between school and parents (Kreider & Westmoreland, 2011:22). The involvement of parents and the local communities as partners in education may improve the provision of educational resources immensely, culminating in the improvement of the academic performance of schools as they move towards achieving efficiency and effectiveness (Ngwenya & Pretorius, 2013:143).

Furthermore, parents should assist and supervise their children in completing homework. When homework and other out of school learning reinforce the work of the school, complementary learning occurs and best supports a child's development (Kreider & Westmoreland, 2011:84-85). Homework serves communicative functions and it may require parent-teacher communication, parent-child or peer interactions. In this way, learner performance may improve. Improvement of learner performance is one of the conditions of school effectiveness.

Parents can also help in ensuring safety in schools. This will help to prevent incidents of stabbing other children in schools like the one that occurred at Thuto-Tiro Secondary school in Sebokeng (Daily Sun, 9 October 2019:10). Parents should constitute the institutional environment around the schools and community actions should be conducive for school disciplinary practices. Community or societal influence affects school discipline either positively or negatively. Order and discipline in a school may pave the way to school effectiveness.

Parents can also raise concerns with the DBE when the education of their children is threatened by bullying and violence. They should support and play an active role in campaigns that aimed at tackling bullying and violence in schools. Parents could organise themselves into groups that monitor areas around the schools because most of the bullying happens outside the school where children are not supervised. This could contribute to eliminating gang mentality that makes children to group and form ideas that lead to violence (Pretoria News. 2 October 2019:2).

Marsh and Vorbeck (2010:9) maintain that parent engagement enables us to acknowledge the part that parents play in their child's education within and without the school. Much of what parents do to support their children's education may not be visible to teachers. For example, teachers should acknowledge parents for telling stories of success or failure to their children, instilling values, buying clothes that enable their children to fit in at school, working an extra job to have the money for school fees and attending parents' evenings as they contribute towards school effectiveness. In addition, parents may participate in activities (e.g., telling stories) in a classroom situation so that they also serve as role models for learners

On the contrary, most parents who live below the bread line are obstacles toward school effectiveness. Whitaker (2016:146) indicates that some parents feel intimidated to confront a teacher and discuss the challenges of their children. Impoverished parents may not believe that they have the knowledge, power and insight to influence the system in ways that redefine their role within the school setting. For them, what happened at school during the day ends there. They cannot discuss it at home. Therefore, children are not encouraged and supported by family members to do their best at school. Thus, it becomes increasingly difficult to bring about school effectiveness in poor communities. The reality is that learners stand a good chance of being successful in a school that encourages cooperation between school personnel and parents (Whitaker, 2016:149).

Furthermore, impoverished parents are in most cases not educated and unaware of their rights, roles and responsibilities in the school. Consequently, they cannot render effective assistance to the principal and staff in the smooth running of the school. Some dysfunctional schools in poor communities have problems with financial management because members of the SGB would sign cheques without ascertaining whether the money will be used for the best interest of the education of the children. This shows unequal knowledge and power-sharing between the school principal and the SGB. There is no one single solution to this challenge. The school and the Department of Education should find different ways of engaging parents on parent involvement (Goodall, 2017:81 & 115).

Marsh and Vorbeck (2010:13) suggest the Meet the Family Night where teachers meet parents and relatives of the child. Instead of calling the parents of the child only, they call also relatives of the child who care about their education. The relatives of the child may work together with parents in ensuring that the child and teachers receive appropriate assistance (Latunde, 2017:8-9). Invitations are sent to families multiple times and in multiple ways to make sure that parents and relatives receive the invitation. Principal, teachers and senior learners work together in ensuring that parents feel at home and have a desire to come again soon. Even impoverished parents develop the need not only to assist teachers, but also to assist their children to learn and help teachers in any way even if it means just hearing what teachers must say (Goodall, 2017:81). Thus, the teachers enjoy the opportunity to guide parents on how they should help their children in schoolwork and parents can inform the teachers about their experience of their children. The cooperation and collaboration between teachers and parents (especially poor parents) is important in bringing about school effectiveness.

When parents are engaged and involved, everyone benefits, and schools become increasingly rich and positive places to teach, learn, socialise and grow. The school should take the lead in creating communication bridges that are effective for the family and the school. The school and the parents together should find the best mix of communication media that will enhance the partnership and the involvement of parents in assisting their children to learn (Dillon & Nixon, 2019:16-17).

In view of the above discussion, parents from different SES should be encouraged to participate in the education of their children. Participation on one hand, may be strengthened by communication and understanding of what the school needs to deliver effective education and the challenges facing the parents and children at home on the other hand. The school and the parents should work together to find the best combination of communication media that will serve the partnership effectively. Furthermore, parents should be encouraged to volunteer to help in different school activities such as fund-raising, sports, gardening, cultural activities and classroom. They should participate in different committees to influence decisions and proclaim ownership of the school and its operations.

In conclusion, the cooperation and collaboration between teachers and parents as partners in education is important in bringing about school effectiveness. The discussion on school effectiveness would not be complete without this discussion on parent involvement. When parents are involved, learner behaviour improves which in turn increases the opportunity of effective teaching and learning.

Some parents are business people who can help in securing educational resources so that schools can be effective and meet their educational obligation of providing quality education to the learners. Government alone cannot afford to provide adequate educational resources to all schools in South Africa. Schools in rural areas and farms are adversely affected by a lack of resources because they are situated in impoverished communities. The main important thing is that awareness campaigns should be conducted in all communities through various means to make the parents aware of their parental roles and responsibilities and the legal framework under which they operate in supporting schools to function effectively. An ongoing awareness can be a solution so that parents are empowered with the knowledge necessary to participate as equal partners in the governance and extra-curricular activities of the school. The campaign will help parents to have confidence that their participation makes a meaningful contribution toward school effectiveness.

2.7 SUMMARY

The chapter focused on the concept of school effectiveness and the factors that contribute to effectiveness in schools. The discussion revealed that schools are affected by various factors that contribute to school effectiveness in different ways. The challenges of a lack of resources and the multilingual situation impact more negatively on the township schools than city schools. Many learners in South Africa learn through the medium of English, which is not their mother tongue. The idea of mother-tongue instruction for all learners across all phases should be explored. However, there is the obstacle of insufficient terminology in the African languages. The introduction of IIAL may not be a solution to the challenge of language of teaching and learning but to social cohesion and integration. Therefore, there is no easy solution to the challenge of language barriers in a school that uses a second language as a medium of instruction. It would be better if the language of teaching and learning is the same across all phases so that learners from Grade R are exposed to the terminology that is used in the higher grades throughout the phases. In that way, it may contribute meaningfully to effective teaching and learning. Schools in poor communities face serious challenges of poor infrastructure, lack of resources and lack of meaningful contribution from parents. Poor infrastructure, shortage of resources and inadequate parent involvement impede the realisation of school effectiveness.

Effective teaching and learning coupled with disciplined teachers and learners are critical toward the realisation of school effectiveness and this was also discussed. It was clear that there is a need to find ways in which learners can be disciplined in class without violating their rights to education and teachers getting into trouble with the law. There should be clear and legally accepted disciplinary measures that the teacher may take to restore order and discipline in the classroom. The discipline of teachers remains one of the challenging factors on the road towards school effectiveness. Most principals, especially in the townships, struggle to keep order and discipline in schools. Seemingly, learners and teachers have a way of manipulating the existing laws to undermine the legitimacy of a school's moral authority. Hence, the continuous professional development of teachers remains one of the strategies that can be used to address weaknesses on the part of teachers in classroom practice.

The researcher explores effective school improvement in the ensuing chapter to provide light on how schools be improved.

CHAPTER 3

TURNING DYSFUNCTIONAL SCHOOLS INTO EFFECTIVE SCHOOLS

3.1 INTRODUCTION

This chapter focuses on school improvement intervention as it should be implemented to turn around dysfunctional schools to become effective. Strategies to improve under performing schools will be investigated as possible solutions to realise school effectiveness. An investigation in this regard will enable the researcher to test the practicality of the theory emanating from the literature review and compare the views with the findings from the interviews with the participants. The characteristics of effective school principals are also discussed in the chapter. Furthermore, the researcher discusses the factors that contribute to school improvement that have been already identified in other parts of the world to determine the theories and trends and consider the results and applicability thereof for the local circumstances under investigation. Management strategies needed to improve performance in primary schools are also discussed in this chapter. They involve stages in strategic planning. The discussion on management strategies addresses one of the objectives of this study (cf. 1.8.2), which is to determine the direction as to how schools could be managed to ensure effectiveness and quality education.

Firstly, an attempt will be made to define some concepts such as leadership, administration and management which are key elements in school effectiveness and improvement endeavours.

3.2 DEFINITION OF CONCEPTS

3.2.1 Administration, leadership and management

Effective school management plays a crucial role in securing school effectiveness. Therefore, in the context of this study, there is a need to define and explain the concept of effective management alongside other related concepts such as leadership and administration. The duties of the school principal revolve around management, administration and leadership. The three concepts are interrelated but different in meaning and application.

Some researchers may argue that administrators concentrate on stability and efficiency while on the contrary, leaders may focus on familiarising people with change and influence them positively. Administration is associated with office work or activities that are carried out to support the general functioning of the school (Parker & Middlewood, 2013:6). In the context of the school, the principal is assisted by a clerk to execute the administrative duties such as typing, scheduling, filling, receiving official communication and dispatching it, attending to visitors and taking or directing them to the right places, and so on. Teachers also, to a less extent, can play this role in their classrooms to support the principal, especially in small schools.

Some researchers argue that management is about the daily administration of the school, but the leader simultaneously provides direction to the school within a time limit of a few months. He sees leadership as an umbrella term under which management and administration fall. Leadership encompasses the vision and long-term direction of the school, within the next three to five or even ten years, therefore providing strategic orientation to the school (Parker & Middlewood, 2013:6-7).

In South African context leadership is based on the concept of Ubuntu, an IsiZulu word meaning “I am, because you are”. Also, Ubuntu means that a person is a human through other human beings (Setlhodi, 2018:3). Ubuntu leadership in primary schools inspires collegiality, team spirit and voluntarism. It is about focusing on people, exerting influence, inspiring trust, innovativeness, creativeness, cooperation, working together as a team, respecting one another, taking care of each other, determining directions in institutions (Setlhodi, 2018:2-3). Ubuntu leadership influences the management of activities in a primary school. Consequently, leadership and management are two distinctive and complementary activities. Both are required for success in an increasingly complex and unstable school environment. Some researchers assert that leadership and management cannot be separated. Effective leaders need to excel in both leadership and management (Parker & Middlewood, 2013:7).

Some participants in the survey conducted by Kolodziejczyk (2015:5) defined management in the following paragraph:

Management is the most rational and efficient use of resources remaining at the school's disposal. Some participants of this survey, in defining

management, they stress the importance of the function of planning supported by analyses of the available data, the environment, needs, and legal regulations. They emphasise the role of planning in the near and remote future, which results from the objectives of the educational system. For example, they indicate, "Management means empowering, delegating, providing support to others and supervising activities without too much interference, but also drawing conclusions and introducing possible changes. It means running the school in line with the applicable legislation and guidelines." In addition, they emphasise a proper planning process, which means analysis of all data, the environment and needs followed by implementation activities, all in compliance with the law and regulations.

In this definition, the participants stress the fact that the fulfilment of the managerial functions should comply with the applicable legal regulations. This means that principals as managers should have knowledge of the law and run the school based on the legal regulations.

Unlike management, a person in the position of leadership is available to staff members to help critique new trends. Therefore, effective principals critique teaching practices and determine their applicability to the classroom. Leaders can persuade others to change their ways and to follow their example. They possess a vision and need to actualise such a vision in some way. Leaders possess certain qualities that enable them to inspire people toward the attainment of the vision (Joubert and Prinsloo, 2013:112).

Some researchers argue that leadership has a broader scope of activities and responsibilities while management has a narrower scope of activities and responsibilities. They see a leader as productive person (creates a vision, encourages people to work) and a manager as reproductive one (routine, bureaucratic activities). They argue that human personality is the source of leadership while one can learn management skills (Kolodziejczyk (2015:7).

Leadership is showing the way and helping or inducing others to pursue it. This means envisioning a desirable future, promoting a clear mission, supportive values and intelligent strategies, and empowering and engaging all those concerned. It is about vision and having the courage to do the right thing. Furthermore, leadership is a process of changing and

shaping the views of fellow workers in an organisation and proposing new direction for the future (Parker & Middlewood, 2013:5).

Therefore, differentiation between management and leadership should be flexible since the two overlaps with one another. The main distinguishing feature between management and leadership is the ability of the leader to create a vision and influence other people to work towards the attainment of the vision. Manager monitors and supports staff members to ensure compliance, quality of teaching and learning, quality of the outcomes and the realisation of the vision. Other functions overlap between them. A leader can do things effectively and efficiently and so is the manager. It is expected of every school principal to do things effectively and efficiently irrespective of the fact that he or she may not have the leadership qualities. Both the manager and leader engage in planning, organising, leading, and controlling. Gill (2011:16) and Kolodziejczyk (2015:7-11) emphasise the differences between management and leadership over the similarities.

Managers set aims and objectives for the school in consultation or together with staff members. They plan how a goal shall be achieved and develop strategies for implementation and monitoring. Their work is to organise available resources, allocate and delegate duties to the staff members. Subsequently, they implement, monitor and control the process for corrections and improvement (Parker & Middlewood, 2013:5). In South African context and in the spirit of Ubuntu, managers achieve organisational goals through cooperation, coordination and collaboration with all stakeholders following the footsteps of their leaders (Setlhodi, 2018:2-3).

Based on the discussion above, management and leadership are not the same. A manager is not a leader. However, a manager has leadership responsibilities to carry out. When these leadership responsibilities are neglected, the manager becomes ineffective. Similarly, a leader has management functions to carry out to ensure that his/her followers remain on the course until the vision is realised. A person with leadership qualities can perform management functions and be an effective manager because management can be learned, but one must be born with leadership qualities that are all well-established to be an effective leader. All people are born with leadership qualities. However, some qualities are impaired and can only be developed up to a certain extent as compared to the well-established leadership qualities. A manager may not be an effective leader, but can perform some leadership responsibilities in terms of policy compliance and motivating other colleagues.

Indeed, leadership and management are not the same but they are interrelated and one will not succeed without the other. They are equally important. For any project to be successful, the two concepts should be applied as they complement one another.

In this research study, leadership can be defined as the ability to create vision, influence and energise other people to work towards the realisation of the vision. It is the ability to impress the will of the leader on those led and encourage respect, loyalty, obedience, and cooperation which are the attributes of Ubuntu in the African context. The leader has a personality, commitment and attitude that enables him/her to convince others to change their ways and to follow his/her example.

Management means supervising and empowering staff members to get the work done in the spirit of Ubuntu and in line with the guidelines and the law using available resources. The members of the SMT supervise and manage the work, action and change across school's boundaries with special attention on teaching and learning to realise maximum performance. Nevertheless, management cannot be the work of the principal alone; it needs cooperation from the SMT and the entire staff.

The definition of management paves a way for the definition of an effective school management. Once an effective leader determined the vision for the primary school, effective management becomes essential to manage the activities and realise the vision. People who work in concert toward a common goal make up effective management. This may include the principal, deputy principal, heads of departments and teachers and everyone exercising management at their level and in line with the powers given to their position.

Effective management entails management that is provided by effective managers and it is about excellent achievements while management as such refers to any management regardless of its effectiveness. Hence, every school, including poor-performing schools, must have management in place.

Effective managers with excellent instructional leadership provide effective management. These managers recognise the fact that they need to reflect continually on their skills and attributes to improve and develop those skills that are essential for effective management and leadership. Their ability to influence fellow workers derives from the legitimate power invested in their position (Atsebeha, 2016:47).

Effective management plans for a safe and orderly school environment in which effective learning can take place without disruption. In the effectively managed schools, people intentionally develop a positive school discipline policy and align their actions to bring about positive school discipline. Rules from school policy are meaningful, clear and applied consistently by all staff members (Spiro, 2013:29).

Effective management values continuous professional development. Staff appraisal, as an internal process, is viewed as essential for identifying staff development needs. Monitoring tools are developed, mediated and shared for common understanding. Feedback meetings with staff members are scheduled as soon as possible to discuss the outcomes of the class visit or class observation for developmental purposes. Some development needs are effectively addressed internally by the SMT and other challenges may need external intervention to be addressed. The management encourages staff members to participate in continuous professional development activities such as professional learning community meetings, in-service training, seminars, workshops, and meetings organised by the district officials (Hourani & Stringer, 2015:784).

Effective management includes parent involvement as a crucial tool for smooth running of the school. Nevertheless, effective management does not only see parents as clients but as partners who should be engaged in a meaningful in the education of their children. They encourage parents to participate in school activities and parents feel motivated and welcome to participate in school activities and give suggestions for the running and improvement of the school (Whitaker & Flore, 2016:160-161).

Effective management is transparent management that puts systems in place for monitoring, evaluation and reporting. This includes regular monitoring of teachers' work and learner progress by members of the SMT led by the principal as an instructional leader. An effective principal knows the strengths and challenges in every subject and he/she works positively to eradicate the challenges (Spiro, 2013:30).

Based on the above discussion, effective management means supervising, empowering and motivating staff members to get the work done effectively in line with the guidelines and educational legislation through the efficient use of available resources. This kind of management is an intentional effort of all members of the SMT at all levels of the school

system to support, guide or direct teachers as they seek to increase their repertoire of skills, improve professional knowledge, and ultimately improve their students' achievement.

In conclusion, management and leadership are like two sides of the same coin. One cannot exist without the other. It is also important to indicate that these two concepts are not the same. Leaders are focused on change and looking for new solutions, understanding people's beliefs or views and safeguarding their commitment, while managers are concentrated on maintaining stability, performing management functions and achieving established goals.

However, the difference between management and leadership does not mean that they do not have anything in common. Differences should not be overemphasised against the similarities because the main difference between the two concepts is the ability of the leader to create a vision and influence other people to work towards the attainment of the vision. Other functions overlap between leadership and management. Both processes are essential for school effectiveness. A leader can do things effectively and efficiently and so fulfils managerial functions. It is expected of every school principal to fulfil management and leadership functions irrespective of whether he is born with well-established leadership qualities or not. Both the manager and the leader engage in supervisory work such as motivating, planning, organising, leading, and controlling. Effective managers motivate their staff to put more effort into their work and so act as leaders. The difference between the two concepts may be reinforced by the position one holds in the school. The principal is in the management and leadership position of the school irrespective of the fact that he/she may not possess leadership qualities or skills.

There may be principals who are neither managers nor leaders. Hence, the researcher discusses an effective principal also referred to as an effective manager in the following section to bring to light the skills and knowledge that should be possessed by an effective principal.

3.3 AN EFFECTIVE PRINCIPAL

It is important to look at the principal's effectiveness and provide a definition for it because it contributes to school improvement and school effectiveness. The 2010 survey involving school and district administrators, policy advisors and others in the education system was

conducted with a view of determining the importance of factors that contribute to school effectiveness. Principals' leadership came second only to teacher quality when the participants ranked, in order of importance, 21 education issues ranging from special education and English language learning to bullying and reducing dropout rates (Simkin, Charner & Suss, 2010: 9).

Other researchers confirmed the importance of the principal's leadership which is second only to classroom instruction as an influence on student learning (Louis, Leithwood, Wahlstrom & Anderson, 2010: 9). In general, principal leadership has an indirect impact on student achievement as the principal is supporting the teachers in doing their work. The principal's leadership may also have a direct impact on student learning in cases where a principal is offering a subject to learners (Louis et al., 2010: 9).

The definition of the effective principal becomes more important than ever before looking at the need for a principal who can lead and manage school improvement. There is always a need for a principal who can turn around a dysfunctional school into an effective school. Also, there is always a need for a principal who can create and manage the future in a way that has never been imagined. This section explores the criteria to measure principal effectiveness and definitions of effective principals by various authors and researchers and develops a new definition that suits the effective principal of today (Brock & Grady, 2012:121).

There is no way in which a principal can be regarded as effective when teachers are not doing their work, learners not achieving and there is no action from the principal to remedy the situation. Thus, the principal's effectiveness can be assessed through teacher effectiveness, learners' achievements and leadership actions. The first important criterion of principal effectiveness is the improvement of learner achievement in academic work. However, this is not to undermine achievements in other spheres of the school work; it is because teaching and learning are the core business of schools (Brock & Grady, 2012:121). The second criterion of principal effectiveness is teacher effectiveness. The quality of teachers in the school is the most important factor relating to learner achievement. The principal leads and manages effectiveness in the school (Brock & Grady, 2012:62-63). This includes recommendations (as part of the SGB) for hiring and dismissal of teachers in public schools, monitoring, evaluation, professional development, and providing instructional leadership. The principal's actions contribute to teacher effectiveness, which ultimately

increases learner achievement. Principals should be evaluated by their ability to drive increases in the number of teachers rated as effective (Brock & Grady, 2012:62-63).

The third important criterion of principal effectiveness is the principal's leadership actions. The effective principal should take leadership actions to realise the outcomes of learner achievement and teacher effectiveness. He should develop a school improvement programme and ensure that teachers and learners are implementing the programme to turn around the low performing school. He should also be able to inspire teachers and instil a culture of commitment towards the attainment of goals (Fleming, 2014: xi).

Grissom, Kalgorides and Loeb (2012:16) propose three basic approaches to measure principal effectiveness. The first approach suggests that principal effectiveness can be determined by estimating school effectiveness. If the school, in general, is continually improving or not improving constitutes a measure of the effectiveness of the principal. The second approach assumes that principal effectiveness can be determined through student achievement. The third approach assumes that the only accurate approach to determine principal effectiveness is to examine school improvement relative to prior achievement levels at the same school during the principal's tenure. This approach may also have a challenge in the sense that the new principal may come at a time when the school is starting to go in the right direction (Grissom et al., 2012: 16).

Other researchers assert that the common approach to determine principal effectiveness is to simply equate principal effectiveness with school effectiveness. This means that if the school is effective by a criterion, then the principal of the school must be considered effective. This claim suggests that the principal is the only determinant of school effectiveness and it ignores teacher effectiveness and learner achievement. At times, the school effectiveness level may be above the principal effectiveness level, especially when almost all teachers in the school are effective. Consequently, school effectiveness cannot be equated with principal effectiveness (Fuller & Hollingworth, 2013:474).

After describing the criteria to measure principal effectiveness, it would be appropriate to look at definitions of an effective principal. It is not easy to develop the definition of an effective principal because principals perform different management functions such as planning, organising, leading, and controlling in different management areas. The definition should capture these management functions and areas or the outcomes from the execution

of these functions. Some researchers choose to define effective principals in terms of their characteristics (Peterson, 2013:205).

Effective principals encourage and enable others to do more in their fields of work by setting good example through their good conduct. They create an environment and climate that is conducive for cooperation among teachers and effective teaching and learning. They are responsible for the quality of teachers, quality of teaching and learning and learners' achievement. They work well with their teachers and they create a culture hospitable to excellent performance at all levels (Shava, & Heystek, 2018:2).

Effective principals provide direction and develop meaningful environments for collective identity. They can communicate a clear direction, implementation process and targets that need to be achieved. Effective principals have strong personal qualities that include trustworthiness and credibility. They maintain good human relations with staff members and make them feel safe, valued and inspired to do more. Effective principals reward excellent performance (Peterson, 2013:205).

Effective principals pay more attention to the ideas of teachers for improving education. They pay attention to the core values, philosophy and vision that inspire teachers to act. They know that teachers are the people who should implement any change that is required to improve the quality of education. They know that if they want to improve schools and learning, they should start with teachers because if teachers are motivated, the change will happen. Teachers develop negative attitudes and start to drag their feet in executing their duties if little attention is paid to their ideas about improving teaching and learning (Brock & Grady, 2012:55).

Effective school leaders build a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail. They instil sense of leadership in others so that teachers and other adults accept and play their part in realising the school vision. Effective school leaders raise the motivation of staff members and enhance sustainable improvement through distributed leadership. They increase participation of teachers in decision making by giving them leading positions and responsibilities in school structures (Shava & Heystek, 2018:10 - 12).

Spiro (2013:27) discuss the characteristics of effective principals through what they do in their schools. He indicates that effective principals as leaders they manage to create a vision of success for teachers and all learners. They always try to give instruction in a manner that inspires their followers. He also supports the fact that effective principals create climate that is conducive for teaching and learning and that they cultivate leadership skills in staff members and learners by giving them leadership roles to perform.

In addition to the characteristics indicated by Spiro, effective principals have strong beliefs in what they do. They have principles that guide the way they approach and do things. The researchers quote a teacher at a school where the vision has been securely planted: "My principal is very firm in what she believes", the teacher told the researchers (Louis et al., 2010:84).

The effective principals pay attention to instructional leadership, which focuses on the processes of teaching and learning and its effectiveness. An effective principal inspires also through setting good example in teaching and learning because they know this influences students and colleagues alike. They monitor the teachers' work based on the analysis of learners' performance to provide relevant support. Additionally, effective principals hold supportive conversations with teachers and learners about teaching and learning to track progress and offer support. They pay attention to students' learning progress to identify challenges as early as possible and address them (Brock & Grady, 2012:125).

Effective principals use different models of leadership to suit different contextual factors as they have a bearing on its success. There is no single model of leadership that could be easily implemented across diverse school contexts (Brauckmann & Pashiardis, 2012:27). The principal's work is to create conditions under which all school variables can combine to have a greater impact on students' learning than when they are considered separately. This suggests the link between an effective principal and improved student achievement. The principal's effectiveness is all about school improvement. More specifically, it is about establishing agreed-upon and worthwhile directions for the school and doing whatever it takes to nudge and support teachers and learners to move in those directions (Fleming, 2014: xi).

Leithwood, Patern and Jantzi (2010: 681-682) allude to the attributes of progressive and successful principals by indicating that successful principals develop staff members through

delegation and workshops. They instil a new culture of commitment in the school. Also, they set a clear, succinct and achievable school mission. They conduct an analysis of classroom instruction regularly.

These categories are in line with the key practices of effective principals. They form the foundation on which effective principals base their practice. Furthermore, these categories agree with the characteristics of effective principals. Together they form an image of an effective principal, thereby making it less difficult to define an effective principal. They are also consistent with the model of leadership discussed in this section (Leithwood, Patern and Jantzi, 2010: 681-682).

Effective management of the principal is essential to school effectiveness, especially when the principal possesses excellent people management skills. He/she will be able to motivate both teachers and learners and instil a culture of a working school community that is essential for the realisation of the school's goals (Fleming, 2014: xi).

There should be ways to prepare and support new school principals in to enable them to acquire knowledge that will keep pace with the evolving role of the principal. The provision of support and continuous professional development may help ineffective principals, who became principals through the loopholes in the process of appointing principals, to become effective. Ineffective principals can only become effective if they participate in sustained professional development programmes that are intended to build leadership and management capacities of an effective principal (Ludeke, 2013:1).

The challenge may be to find a suitable model of professional development for principals. Although professional development has been around a long time, in some cases there is no evidence of improvement in learner achievement. The traditional professional development practices seemingly do not lead to the change necessary to affect learner achievement. Consequently, Louis et al. (2010:37) recommend the creation of professional learning communities (PLCs) for principals in which principals engage in focused, repeated cycles of instruction, assessment, adjustment of instruction and share good practices in various management functions and areas. Principals from schools that are in the neighbourhood or cluster can form the professional learning communities for principals. They can determine the frequency of their meetings for information sharing focusing on instructional leadership. Learning from each other and emphasising best practice as a basic principle should be

supported by every education department in every education system as a way of professional development (Gulamhussein, 2013:34).

Practice-oriented leadership development is significant and vital in developing effective principals. Practical tasks performed by principals may be learned by observing how other principals accomplish similar tasks, from sharing experiences with colleagues or, as in a local project, by collectively discussing and analysing video clips of teaching practices. Practice-oriented leadership development can easily be infused in the programme and activities of the PLCs (Jensen & Møller, 2013:108).

Practice-oriented leadership development is emphasised with the understanding that principals are responsible for qualifying the conditions for students' learning as well as for their results. Data in the form of video clips of the principals performing their tasks are analysed because there is no single formula or method for producing good results. This may include analysing the learning situation to qualify to teach and make sure the school offers good conditions for learning. Moreover, practice-oriented leadership has the potential to enhance the principals' capabilities as educational leaders and fulfil their educational leadership function of supervising and supporting teachers (Jensen & Møller, 2013:108).

Practice-oriented leadership by using video clips from best-performing principals can be incorporated in on-going workshops and meetings conducted by officials from the DBE. Workshops and meetings organised by the DBE cannot be ruled out as one of the forms of professional development for principals. These forms of interventions provided by the district may have maximum efficacy and impact on the development of principals if principals buy into these interventions because personal development starts with an individual (Ludeke, 2013:46).

The support from the district on instructional leadership may play a crucial role in the professional development of principals. The most important thing is the focus of support. The district should align its support with the instructional challenges of most schools in a cluster or contextualise the support so that principals can initiate and maintain a culture that supports a high quality of teaching and learning and student achievement (Ludeke, 2013:57).

Literature (The Wallace Foundation, 2012:2) suggests that there are lessons that should be considered when choosing candidates for training to prepare them to become possible candidates for future principals. These lessons could help propel many more districts toward the objective of appointing capable principals in every primary school. Some of the lessons entail having a more intensive selection process for choosing candidates for training is the essential first step in creating a more capable and diverse corps of future principals. Also, people who want to be principals need pre-service training that make them ready to lead improved instruction and school change (The Wallace Foundation, 2012:2).

Additionally, districts should do more to exercise their power to raise the quality of principal training so that graduates better meet their needs. Another important lesson is that states could make better use of their power to influence the quality of leadership training through standard-setting, programme accreditation, principal certification and financial support for highly qualified candidates. Furthermore, in their first years on the job, principals need high-quality mentoring and professional development tailored to individual and district needs (The Wallace Foundation, 2012:2).

These suggestions from the literature imply that the DBE through its districts should intensify the process of recruitment of principals, the quality of the induction of principals and provide mentorship to make sure that principals can perform their duties effectively and to the best of their abilities.

There should be collaboration between the institutions of higher learning and districts of the Department of Education that intensify pre-service principal training activities by bringing in real-world problems faced by principals in primary schools, making appropriate structures available for support and ensuring that there is quality guidance for principals. During pre-service principal training, there should be provision of school-based assignments intended to provide opportunities for the application of knowledge, skills and ways of thinking that are necessary to perform the core duties of a primary school manager as prescribed by the relevant department of education (The Wallace Foundation, 2012:16).

A high quality pre-service principal internship becomes necessary owing to the lack of clear requirements for teachers to be considered for appointment in a principal post. The lack of clear requirements in the appointment of principals is a challenge because it leads to the appointment of ineffective principals (Ibara, 2014: 686).

The proposal to consider appropriate skills and training in school management in promoting teachers to the rank of principals is not an attempt to nullify the practical experience gained over a period as a teacher, but experience should be coupled with training in school management. Teaching experience also should not be confused with years of service in which a teacher has been doing the same thing over and over without improving or changing even when it is no longer producing good results (Ibara, 2014: 686). The teacher should produce a certificate as a proof of having gone through instructional leadership training before appointment as a principal. The certificate may also serve as proof that the teacher has upgraded his/her knowledge in instructional leadership. In countries, such as the USA, UK, Hong Kong, and Singapore, apart from teaching experience, the requirements would include a certificate of school management issued by the Department of Education (Ibara, 2014: 686).

Another important factor that needs to be discussed is the focus of the professional development training of principals. The training should focus on key responsibility areas of the principals' job to empower principals with the knowledge relevant to their job such as instructional leadership in primary schools so that the principal can model the process of teaching (Ludeke, 2013:58-59). It should focus on Ubuntu leadership to inspire collegiality, team spirit and voluntarism. It should focus on communication so that the principal can be able to create and open the channels of communication to clear any misunderstanding and to provide clear guidelines on different matters. Also, it should focus on professional development to equip the principal with the knowledge of organising and coordinating the ongoing professional development of staff members in line with their relevant job descriptions. Additionally, it should focus on the management of daily operations so that the principal can manage and improve the daily routines to meet the diverse needs of the school community (Setlhodi, 2018:2-3).

Based on the above discussion, continuous professional development is essential to every principal. It can be in the form of in-service training, professional learning communities, conferences, seminars and on-going workshops and meetings organised by the DBE at the district level.

In-service training should be compulsory for the newly appointed principals and it should take three years. A non-governmental organisation (NGO) or university can offer the training. The development of the in-service training programme for principals should be done

in consultation with the DBE. The programme should focus, among others, on the instructional leadership role as the main task of the principal, data analysis, school management, managing finances and physical resources, managing people and leadership, and education law and policy and practical observation.

The training should be theoretical and practical to ensure that the principal is ready to manage a school effectively. The practical observation may include monitoring teachers in practice, feedback sessions and motivational speeches. The training may also have incorporated practice-oriented leadership by using video clips from best-performing principals. An official from the district should act as a mentor during and after the training to ensure that the principal can deal with real school problems effectively. The official can also conduct practical observation, write a report with ratings and submit it to the institution that provides training.

Continuous professional development of principals can be in the form of PLC meetings. Principals from schools within the cluster can meet regularly to discuss challenges encountered daily in their schools. The PLC can create the opportunity for effective principals to share good practices with ineffective principals or newly appointed principals. Most importantly, the agenda, as in the case of workshops, conferences and seminars, should always be biased towards instructional leadership to equip principals with knowledge and skills to monitor and provide feedback on teaching and learning as the core business of the school.

In conclusion, teacher effectiveness is the second measure of principal effectiveness. More teachers who were previously ineffective and who become effective under the same principal contribute to the effectiveness of the principal. Teacher effectiveness has a direct impact on learner achievement. However, teachers are not only effective due to the principal's support and intervention because teachers may be effective even if the principal is ineffective.

The third measure of principal effectiveness is learner achievement. Learner achievement can also be used to evaluate teacher effectiveness. The principal's actions have an indirect impact on learner attainment. This is an important component of a measure of the principal's effectiveness because if learners are not achieving, the principal cannot be declared to be effective. Learners should achieve well over several years under the same principal for a

principal to be declared effective. That is why the principal's actions become more important in evaluating principal effectiveness.

Principal effectiveness can be measured by estimating school effectiveness. If the school in general is continually improving over several years, under the same principal, that can mean that the principal is effective. Similarly, when the school is not improving over a period, the principal will be regarded as ineffective.

The existence of dysfunctional schools means that some principals do not have the qualities and skills required to orchestrate instructional leadership and management functions. Ideally, a principal should be excellent in teaching and mentoring so that he/she can provide instructional leadership to other teachers and be a symbol of inspiration. Unfortunately, that is not always the case. Since there are ineffective principals in schools, there is a need for continuous professional development of principals to equip them with knowledge and skills required to be effective.

The professional development of principals should promote continuous improvement embedded in the daily life of schools. That is why the researcher proposes in-service training that is both theoretical and practical for the newly appointed principals to ensure that it is a holistic training on instructional leadership and school management in general. It should also include evaluation strategies that are grounded in the impact of development activities on principal effectiveness, teacher effectiveness and student learning. There should be clear tools that can be used to measure or evaluate the success of the development programmes to guide the subsequent professional development efforts.

The importance of continuous professional development necessitates the need to keep on looking for better ways of providing training and support to the principals without compromising their time to carry out their responsibilities. The quality of the training determines the effectiveness of the principal in bringing about school improvement.

Further to the achievement of the research objective of this chapter, the ensuing section will explore the factors that influence school improvement to establish whether they can shed light on the advancement of relevant strategies for the selected research area.

3.4 FACTORS INFLUENCING SCHOOL IMPROVEMENT

Discussion on school improvement may not be complete without discussing the factors that have an impact on school improvement. These factors are unavoidable, but they can be managed to the advantage of the school.

Effective teaching and learning have a direct impact on school improvement because they are the purpose for which the school exists. Effective teaching can only happen if the teacher has a thorough knowledge of the subject matter and methods of teaching relevant to deliver the content (Zepeda, 2019:35). Teacher effectiveness influences how children perform at school and it impacts on learners' learning (Heineke & Ryan, 2019: xvi). Effective teachers manage the climate in the classroom, teaching expertise and professional physiognomies (Skinner, 2010:21).

The principal's leadership and management influence school improvement. Effective principals provide clear direction, motivate staff members and create an environment that is conducive for effective teaching and learning to take place. They recognise excellent performance to motivate staff members to be excellent in all spheres of their work (Peterson, 2013:205). They supervise the work of the staff members and provide support where it is needed. The management initiates staff development and encourages teachers to be involved in continuous professional development activities in the form of seminars, workshops, meetings and in-service training organised by the district officials (Hourani & Stringer, 2015:784).

School improvement is realised in a school where there are discipline and safety. Where there is no discipline, there may not be progress. More time is spent on dealing with antisocial behaviour and disruptions in classrooms than on carrying out the activities such as teaching and learning for improving learners' achievement. Disruption of classes prevents effective teaching and learning from taking place which ultimately has an impact on school improvement (Dhaza, 2019:12-13).

Language may be regarded as one of the factors that influence school improvement especially in the context of South Africa where the language of teaching and learning is largely unfamiliar to many learners and teachers. Most schools that are underperforming encounter language barriers. Most learners use their mother tongue as a medium of

instruction for the first three years of schooling. In Grade 4 they transit abruptly to the medium of instruction in the dominant language, English (Shizha & Makuvaza, 2017:131). The transition from mother tongue as medium of instruction to English may affect the effectiveness of teaching and learning.

Analysis of data about the whole school including the learners' performance may also contribute to school improvement. The analysis of data can reveal areas of weakness and strength in various spheres of work within a school. This process will entail a cycle of collecting and interpreting data, reporting to all stakeholders, constructing ideas on possible solutions, adjusting to improve, implementing, monitoring and evaluating to track progress (Hough, Byun & Mulfinger, 2018:2-4).

The context in which the school exists influence school improvement. The community around the school and the parents of the learners enrolled in the school form part of the context in which the school exists. The community's expectations of the school and their participation in school improvement activities impact on school improvement. The socio-economic background of the learners has an equal influence on their educational achievement compared with other variables (Urban & Wagoner, 2014:297). The availability of human and materials resources as well as equipment and facilities impact school improvement (Harber, 2017:59).

The discussion on the factors influencing school improvement will not be complete without summarising the theories that help to identify these factors. The important theories that further clarify the factors influencing school improvement are improvement theories, curriculum theories, behavioural theories, and organisational theories. The following are the important points emanating from improvement theories:

According to the improvement theories the capacity of schools and teachers' pedagogical knowledge should be enhanced to provide a thought-provoking curriculum for every learner, and to inspire more learners to succeed academically and in other extra-curricular activities. Hence, the goals of improvement must be expressed in terms of student outcomes or the school and classroom influencing student outcomes (Connolly & Seymour, 2015:2-13).

School improvement theory is defined as an approach to change a school by improving learner achievement and strengthening the capacity of the school to manage change.

Change is manageable by reducing or dividing the problems to be solved into small sections and developing solutions for each section of the problem. The school community should identify the problem that make them not to perform as they should and develop goals and strategies to overcome the challenge (Connolly & Seymour, 2015:2-13).

Improvement theorists state that schools need to demonstrate a certain level of readiness for change before they embark on school improvement programmes. A school culture should be supportive of the proposed changes. Primary schools need leadership; every school must have a principal who is capable of leading change processes. The principal of a primary school should be able to inspire commitment towards the realisation of the school's goal. For innovation to succeed, schools must go through a cycle of needs assessment, planning, implementation, and evaluation. The internal community of the schools must have a sense of ownership of the change processes by being actively involved (Day & Gurr, 2014:10).

The main message of the school improvement theory is that all schools can improve irrespective of the degree or size of improvement. The improvement in primary schools targets key factors such as leadership, the ethos of the school, quality of teaching and learning, change to the curriculum, staff development, diagnostic analysis of the school performance and development planning, monitoring implementation, evaluation and review, support from the school governing body and the Department of Education. (Duke et al., 2013:18).

Like improvement theories, organisational theories emphasise the fact that change in schools needs effective leadership. Staff members need a shared vision and shared goals that they want to achieve. The primary school leadership should motivate everyone towards the attainment of the vision. It is the leadership that must instil sense of unity. Teachers must work together, be committed to change and participate in management and decision-making (Bush, 2015:37-42).

Furthermore, changes require perfect planning and evaluation by all staff members in a primary school. That includes an analysis of external and internal forces to change, action plans with clear priorities, suitable strategies and a problem-centred orientation and evaluation of the improvement processes. The school culture and climate must be favourable (social cohesion, collegiality), for changes to succeed. Primary schools must be

prepared to become a learning organisation. There should be external support (of parents, counsellors, educational networks) and resources (Bush, 2015:37-42).

The curriculum is one of the school level factors and it serves as a programme for teaching and learning. The concept of curriculum is important in the classroom and community. In the classroom, it sets a conversational domain in the form of a subject, fosters relevant conversation within the subject and represents what the community believes is worthwhile. Curriculum implementation serves as a feedback system: goal setting and evaluation of goal attainment. It plays the dormant role as a regulator of power and knowledge (Pinar, 2012:196-197). The curriculum has an important meaning for lifelong learning because it is based on a knowledge that is dynamic and changing (Barret, Hoadley & Morgan, 2018:68). Cohesion between the curriculum and the organisation of the primary school is important for the attainment of goals (Ravitch, 2010: 230).

The discussion of theories for this research cannot be concluded without discussing behavioural theories because they are about creating positive school culture. The school culture (rules, values, manners of behaviour) has an impact on achievement. Positive reinforcement may lead to positive results. Previous school involvement with teachers has an impact on attainment, especially if such involvements were positive. Vigorous behaviour of teachers and the use of appraisal are essential for improving learner performance and schools. Teachers are central in school improvement processes because teachers are responsible for teaching and learning which are the purpose of the existence of the school (Sayed et al, 2013:53-54).

The role and power relations and the system for communicating results and evaluations also determine the change process. The structure of goals and rewards determines change processes in primary schools. Effective school improvement should be data-driven. Hence, research should be conducted before the improvement process starts. (Sayed et al, 2013:53-54).

Based on the above discussion, the factors that influence school improvements are the context (including the education system), school and classroom level factors. The education system factors are important because schools operate within the laws and policies from the education department. The significance of the education system toward school improvement should not be underestimated. In some cases, the laws and policies from the education

department regulate partnerships and relationships of department employees within the communities. The laws and policies are made to enable the smooth running of improvements. However, if the laws are not carefully planned, they can have unintended consequences. A theoretical framework serves as a foundation on which school improvement discussions can take place. It provides more light on the discussion of factors influencing school improvement. The four theories summarised above (improvement theories, curriculum theories, behavioural theories, and organisational theories) are the backbone of the school improvement processes.

In conclusion, the classroom level factors are important because school improvement should be able to improve learners' results. Furthermore, teaching and learning take place in the classroom where a teacher is in charge. The absence of classroom factors can hinder school improvement. Classroom level factors combined with school-level factors constitute the delivery point of curriculum, that is, teaching and learning. The goals for effective school improvement should be expressed in terms of school and teacher factors that are crucial influencers of student outcomes. Hence, the shortage of teaching and learning material and absence of infrastructure make the idea of school improvement far-fetched and close to impossible.

The contextual factors should include, inter alia, Socio-economic and political factors. Social factors involve culture and values while political factors refer to gender, racial issues and political groups. Moreover, economic factors play a crucial role in school improvement. The availability of school resources and infrastructure has a positive impact on school improvement. It is also indisputable that contextual factors such as the economy and politics have an impact on school improvement. Possibly some schools in Gauteng are underperforming because of political and economic factors more than any other factor. All the factors influencing school improvement are embedded in the concepts of school improvement theories, curriculum theories, behavioural theories, theories of organisation, and organisational learning.

School improvement should provide for various stages in its development and implementation. The researcher investigates the developmental stages of school improvement in the ensuing section to provide guidelines for those who want to improve their schools, especially underperforming schools.

3.5 MANAGEMENT STRATEGIES TO IMPROVE PERFORMANCE

The overall objective of embarking on management strategies is an enhanced level of student achievement. To achieve this, tactical planning at school level is needed. Learner performance improves when teachers use curriculum-delivery strategies that explicitly address learners' needs, when the school environment is positive and when parents are involved in their children's education. (Gosse & Hansel, 2014:19).

The researcher in this section discusses the important stages in the development of management strategies as these can shape guidelines for schools that may need to embark on improving the quality of learner performance. For the underperforming schools to become effective schools, they should develop school management strategies and implement them. The focus of the strategies may differ from school to school depending on the problems they are facing. The researcher explored and weighed different management strategies against each other to give direction to the development of strategies in future.

The first step in developing management strategies is to select the members who will work as a team to develop and drive the management strategies. Their responsibilities involve establishing priorities and gathering and making available to all members of the team the information required for effective planning. Principals should be part of the structure and play a leading role in the facilitation of the formation of a planning team. The strategic management team should carry out certain functions to realise measurable improvements, including in learner results (Ethiopian Ministry of Education, 2010:4).

In South African context, the manager of underperforming primary schools should first pay attention on improving schools' culture by making sure that everyone understands the concepts of Ubuntu. The application of Ubuntu principles helps to instil a sense of respect, cooperation and volunteerism among the committee members and staff members for the success of the management strategies (Setlhodi, 2018:2-3). The main role of the team should be to develop and assist in the implementation of a three-year strategic plan, and annual reviews towards the attainment of the plan. They should also raise resources from parents and the community to implement the one-year School Management Plan and assess the progress annually. Generally, they should assist the school to reach its measurable targets of achievement in learner results (Ethiopian Ministry of Education, 2010:4).

Roles of the team members may differ from school-to-school based on the nature of the challenges encountered by a school. The important thing is that the roles of the team members should be able to bring harmony among different components of the schools and lead to the achievement of the goals (Ethiopian Ministry of Education, 2010:4). This research agrees that the objective and target setting should be **SMART**, that is: it should be specific, measurable, achievable, relevant and time-bound (Macquarie Grammar School, 2015:5).

Duke, Marsha and William (2013:16-17) present stages that lead to good school management planning. The use of terminology or conceptualisation in their presentation is easy to understand. The stages include information gathering, diagnosing challenges and strengths, assessing context, constraints and capacity, focusing, determining strategies, developing management and implementation plans, and managing and monitoring the plans.

Data gathering: In this stage, a wide range of data is collected paving the way for an accurate diagnosis. The wide range of data increases the possibilities of an acceptable outcome of the research. Data gathering approaches depend on the mission and vision of the school. Hence, data gathering should focus on determining what is required to accomplish the school mission. The accomplishment of the mission will lead to the realisation of vision (Duke et al., 2013:18).

Diagnosing: In the diagnosing stage data analysis takes place to diagnose the problem. The primary purpose of diagnosing is the identification of the root cause of school performance. It is important to be clear about what should be diagnosed when doing data analysis. The focus may be on the entire school, just one learner sub-group, slow period of decline in some learners' achievement or a drastic drop from one year to the next (Van der Voort & Wood, 2014: 3).

Most data analysis in improving learner performance involves quantitative data such as scores on standardised tests, retention and graduation rates and attendance figures. Qualitative data can also be used to offer insight into the cause of the school problem. One good example of an approach to analysing qualitative data is content analysis, focusing on curriculum topics that receive the most and the least attention from teachers or content that

is not covered in the instruction, also known as null analysis (Sammons & Bakkum, 2011: 9).

Assessing context, constraints and capacity: The third stage in strategic planning includes assessing the variety of factors that can affect teachers' efforts to address the causes of performance problems. Constraints represent the laws, regulations, court decisions and policies that affect how teachers plan and carry out their duties, school staffing and school calendars, standardised testing, and promotion requirements. The degree to which a school is prepared to implement the management strategies is determined by its capacity for change (Duke et al., 2013:23).

Focusing: Focusing is the fourth stage of formulating the actual management strategies that will guide activities to realise improvement in learner achievements. Goals, objectives and targets for the improvement are set in this step. Improvement targets for every content area and aspects of school operations are set. The identified goals should be prioritised to enable the school to address two or three of them per year (Kaufman, Grimm & Miller, 2012:166).

Determining strategies: After choosing and prioritising goals for improvement, the planning team needs to concentrate on each goal and decide on a series of specific objectives that must be accomplished to realise the goal. When developing the objectives, the team should give attention to the difficulty of the objectives. The easy ones should be prioritised for the implementation as they can be accomplished quickly to build confidence and momentum. It is also important to consider the sequencing of objectives as some objectives constitute a prerequisite for other objectives. All the objectives should be measurable and the team should develop strategies for each objective (Parker & Middlewood, 2013:5).

Developing the plan: In this stage, the members of the team, in consultation with all stakeholders, should develop broad goals that can be accomplished in two to three years. They should also develop measurable objectives for each goal. These objectives should be achievable in one year. They should also formulate strategies and activities to achieve the objectives. Furthermore, they should indicate the resources required to achieve each strategy and allocate people responsible for managing activities for each objective and or strategies. Importantly, they should set a time-line and benchmarks for tracking progress on each objective and strategy. The team should develop the monitoring tools for every activity

to track the progress and offer support. Members of the team should communicate widely and openly to ensure that all staff members understand the strategies and operational activities to achieve the targets (Thessin, 2016:71).

Managing and monitoring the implementation of the plan: After the allocation of operational activities and managerial responsibilities, everyone carry out their activities in line with the applicable legislation and policies. Regular meetings with all staff members and sectional meetings are held to report on progress, share challenges encountered during the implementation and provide support to each other. The principal together with members of the planning team are ready to manage and monitor the implementation of the plan. They allow members of the community with expertise to assist them. The planning team should meet regularly (approximately twice a month) to share reports and plan the way forward. Managing and monitoring should go alongside with the planning process to create a culture of continuous improvement (Duke et al., 2013:36).

Evaluate the impact on student achievement: Evaluation should be incorporated in the initial planning for improvement as one of the stages. In this stage, the planning team conducts an annual self-assessment and report to all stakeholders. Based on the outcome and discussion of the report, some strategies may be adjusted as a way of intervention or acceleration. After three years, an external evaluation may be conducted as a way of validating the achieved performance of the school. The external evaluation has a series of activities including reporting and strategic planning. It is a chance to measure effectiveness and determine if practices are institutionalised, and to start the process again. The team gathers and analyses data from assessments and other measures to determine if the goals were met and if the action plans were successful in improving student achievement (Sammons & Bakkum, 2011:13).

In conclusion, the management team should make sure that every staff member has relevant knowledge and skills to perform their duties. The team should promote team spirit to enable staff members to share knowledge and assist each other. Teachers should hold subject meetings to share content knowledge and knowledge of pedagogy. The school management team should supervise teaching and learning and moderate formal assessment for quality assurance. Schools should initiate their own improvement, determine the period of improvement and rally support from other stakeholders.

3.6 SUMMARY

The management strategies that were explored in this chapter give the impression that effective school improvement requires school-level processes. It appears that the most important work takes place within the school community itself. The management strategies assist in realising goals when principals, teachers, school councils, parents, and other community members work as a team to establish priorities, set goals for improvement, implement strategies to achieve those goals, and evaluate progress. Teachers become an important component because there is generally an agreement among researchers that the focus of improvement should be on student outcomes as the primary goal. For improvement to be effective there must always be a link with student outcomes irrespective of how they are defined. The most important process of attaining the outcomes is in teaching and learning which happens mostly in classrooms. Hence, the classroom factors such as teacher behaviour, motivation, collaboration and involvement, are important in improving learner performance. In the following chapter, the researcher explores the research methodology used in the inquiry into school effectiveness in selected primary schools in the Gauteng Province.

CHAPTER 4

THE RESEARCH METHODOLOGY

4.1 INTRODUCTION

The literature review in the previous two chapters provided a theoretical and conceptual foundation for this study on school effectiveness and school improvement. It provided the basis for how schools could be effectively managed to provide quality education and improved to become effective in providing education of high quality. Following on this review process, an empirical investigation was conducted to probe practitioners' views on school effectiveness (cf. 4.7.2) and how schools could be improved. Therefore, this chapter provides an account of why and how the researcher designed and conducted a qualitative investigation to gather information to put forward a solution to the problem in practice.

The chapter highlights the methods of investigation that are linked with methodology, epistemology and ontology (cf. 4.2), the data gathering techniques and the design of the research. It addresses how the information was collected to realise one of the objectives (cf. 1.7.2) of the research, which was to determine the effectiveness of selected schools in the Gauteng Province and investigate their management practices in view of the requirements for effective school management and improvement. The methodological approach includes focus group interviews and individual interviews with principals and officials from the GDE at the district level.

Further discussions include the selection of the informants, transcription of data, trustworthiness and triangulation. The chapter further provides the context in which the investigation happened to give background to the strengths and weaknesses found in different primary schools. It was stated in Chapter 1 (cf. 1.8) that a qualitative research approach is suitable for this kind of research. In the ensuing section, the researcher discusses the research design to be followed in this research study.

4.2 INTERPRETIVE PARADIGM

The paradigm of this research study is interpretive. A paradigm consists of ontology, epistemology, methodology and methods (cf. 1.8). Epistemology is about nature and the forms of knowledge. Epistemological assumptions explain how to construct, acquire and

communicate knowledge. It addresses the question of “what do you know?” and “how do you know it?” (Scotland, 2012:9). Ontology is the study of being, in other words it is the study of what exists. It addresses the question of “what is there?” Ontological assumptions explain what constitutes reality. Ontology allows the researcher to take a position regarding his perceptions of how things are and how things work (Scotland, 2012:9). The researcher in this study believes that the social world is approached through the understanding of human behaviour and that reality can be seen through the participants’ beliefs and perceptions.

The ontological position of interpretivism is relativism. Relativism is the view that reality is subjective and differs from person to person because it is mediated by human senses. There are as many realities as individuals because reality is individually constructed (Scotland, 2012:11).

The interpretive epistemology is one of subjectivism, which is based on real-world phenomena. Meaning is constructed through the interaction between consciousness and the world. Human beings experience the world through participating in it, at the same time shaping and encountering it. Different people may construct meaning about the same phenomena in different ways, but the truth is a consensus formed by the people constructing the meaning together (Ormston, Spencer, Barnard & Snape, 2014: 1-25).

Interpretive methodology aimed at understanding the phenomenon from the participants’ point of view and investigates interaction among individuals. It is also aimed at investigating the historical and cultural contexts, which people inhabit. A good example is a phenomenology (cf. 4.6.1) as it is used in this study (Scotland, 2012:12).

Interpretive methods yield insight and understandings of behaviour and explain actions from the participant’s perspective. The interpretive methods allow the participants to dominate because knowledge is produced by exploring and understanding the social world of the people being studying (Ormston et al., 2014:1-25). Examples of these methods include focus group and open-ended interviews. These methods primarily produce qualitative data. The researchers should make their value systems clear from the beginning because they interpret the data (Scotland, 2012:12).

The researcher discusses the research design that is in line with interpretive paradigm in the ensuing section.

4.3 THE RESEARCH DESIGN

This research was conducted within the confines of phenomenology as one of the interpretive methodologies. Phenomenology is associated with lived experience. Lived experience implies that there is interest in how a person's experience comes to be entrenched in consciousness and what meaning that conveys. In phenomenology, attention is paid to the essence of an experience. In other words, the researcher wants to know the simple structure of that experience and to interpret the meaning it has for a person (Suter, 2012: 366).

The design is intended to deliver the most valid, accurate answers possible to the research questions. The research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from whom and under what conditions the data will be obtained. The design refers to the researcher's plan on how to proceed in the research. In other words, design specifies how the research is structured, what happens to the subjects and what methods of data collection are used (Suter, 2012:284).

Qualitative research involves an explanatory, realistic approach to the world. This research is qualitative and it is conducted in a natural setting, trying to make sense of the phenomena in accordance with the meaning people bring to the researcher. There is no manipulation of variables, simulation or externally imposed structure on the situation. Against this background, the research began with a planning phase in which general research questions, the kind of the site and types of participants needed were identified (Conrad & Serlin, 2011:148).

Interviews were conducted with individual principals and officials from the DBE at district level (cf. 4.7.2.1). In addition, focus group interviews were conducted with educators to capture their perspectives of the school effectiveness and school improvement within the confines of phenomenology as the approach for this research design. In addition, the questions asked were unstructured to provide the participants with every opportunity to describe and explain their perceptions, feelings, motivations, concerns, and thoughts about the effectiveness of schools and their management practices in view of the requirements for effective school management. The researcher explores qualitative research in full detail in the next section.

4.4 WHY A QUALITATIVE APPROACH FOR THIS STUDY?

A qualitative approach was deemed the most suitable approach for this study because it is effective in obtaining specific information about the values, opinions, behaviours, and social contexts of populations (cf. 1.8). Furthermore, qualitative researchers use narratives to describe their observation (Suter, 2012:55). The researcher wanted to probe the opinions of teachers and principals on whether the schools in Gauteng are effective and effectively managed in providing quality education or not. The teachers' opinions ultimately shed light on the possible strategies that could be used to enhance school effectiveness and improvement in primary schools.

Qualitative research was used in this research study because it is a type of scientific investigation that pursues critical answers to a question. It analytically uses a predetermined set of procedures to answer the research question, collects evidence and produces findings that were not determined in advance. Also, it seeks to understand a research problem or topic under investigation from the perspectives of the local population it involves, which is in line with the intention of this research (Moorefield-Lang, 2010:1).

Qualitative research is a general term that includes a variety of styles of social research. It is any kind of research that yields answers that are not attained through quantification. It may refer to research about persons' lives, stories, behaviour, organisational functioning, social movements or interaction relationships (Atkins & Wallace, 2012:22).

The researcher believed qualitative data, gathered by interviewing of groups of educators, individual school principals and officials from the GDE at the district, would provide useful information in revealing and communicating key insights about school effectiveness and school improvement. It was hoped that seeing the faces, hearing the stories, hopes, opinions and the real-life experiences of participants would inspire, not only the researcher, but also key officials and other role players to improve schools so that they operate effectively and quality education can be achieved. The context of educational provisioning is in any school effectiveness study of indisputable value. The role of the researcher in this study is discussed in the ensuing section.

4.5 THE ROLE OF THE QUALITATIVE RESEARCHER IN THIS STUDY

In this study, the role of the researcher was to select the kind of sites that would seem reasonably likely to provide the interviewees that would produce information about the problem. To do this the researcher secured permission to research from the GDE, district office in charge of the schools, the schools' management and participants.

In this study, the researcher worked on creating an environment that enhanced the potential for full disclosure. He visited the sites in advance to discuss the proceedings of the data gathering, including date, time and venue for the interviews. In these meetings, the researcher had the opportunity to answer any questions from the participants to establish a relationship of trust and secure potential for full disclosure. In these meetings, the researcher pointed out to the participants that the research is part of his studies and not his daily work as the Subject Advisor. Although the researcher is a subject advisor at the district, he refrained from letting unduly opinions and perceptions impact on the study.

They were informed that they would participate in the interviews voluntarily. Also, the researcher informed them about their right to not participate in the interviews or to withdraw their participation at any time during the proceedings of the interviews if they doubted anything. The researcher assured the participants of the confidentiality of their responses in line with the ethical clearance application. Accordingly, during the interviews they were given name tags with pseudonyms for easy identification and each time when they had to speak, they had to first call the name on the tag.

The researcher went to the sites as a curious learner who is willing to learn together with research participants and not as an expert or a figure of authority. The researcher had developed interview schedules ahead of time to facilitate discussion with the participants. However, he had the right to choose the sequence and formulate the questions the way he thought fit during the interview.

The role of the researcher was to ask questions and follow up questions. He allowed all participants to speak freely and tell him everything in relation to the questions. The researcher avoided bias because he was not debating or discussing views or concepts with the participants. He was merely asking questions and clarity-seeking questions to encourage the participants to clarify their statements and to ensure common understanding.

The researcher did not ask leading questions that channel the participants to answer in a way or give excessive guidance that may lead to distortion.

The researcher interviewed the participants at various sites to address the research questions. He was interested in how the participants talked about their own experiences rather than imposing a theory from outside. The researcher tried his best to make sure that the research process produced reliable and valid information. He knew that his skills, competence and thoroughness would have a great impact on the validity of the research.

The quality of data depends on the rapport between researcher and participants in so far as it increases the likelihood of participants sharing authentic knowledge of their life-world. (Atkins & Wallace, 2012:91). In this study, the researcher worked together with the participants in a professional manner to obtain the required information

Hence, he should not enter the field as an expert or a figure of authority (Schuemann, 2014: 18). Nevertheless, in this study, the researcher was self-assured and actively interacted with research participants in diverse ways to solicit information about school effectiveness and school improvement. The ensuing section discusses ethical considerations.

4.6 ETHICAL CONSIDERATIONS

Before the interviews, the participants were informed in writing and verbally about the requirements for the interviews to comply with the approved ethical clearance application. The researcher visited all the research sites in advance to provide the participants with all the information that they need before they decided to participate or not to participate. The information discussed included issues such as confidentiality, anonymity and protection of participants, including date, time and venue for the interviews. The researcher informed the participants about the purpose of the research, voluntary participation in the interviews and the right to withdraw participation at any time, the strict confidentiality of the information given, the use of the voice recorder; and the interview procedures.

To ensure anonymity the researcher and participants agreed to use pseudonyms. No one will be able to connect the participants to the answers they gave apart from the researcher and the participants at the site. No one will know the school from which the information comes apart from the researcher and the participants at the site.

There was no challenge of protection of the participants because the research investigated non-controversial topics, such as school effectiveness and school improvement, through interviews. The participants were adults and not considered to be a vulnerable research population. The topics on which the research was focused would generally be regarded as non-sensitive. Nevertheless, the information was collected anonymously. That is, the identity of the participants remained anonymous. Recorded information does not reveal identity of the participants. It was highly unlikely that anyone could be harmed in any way.

The researcher requested permission (cf. 1.7) to research in primary schools of Gauteng from the GDE. After the permission was granted, He applied for permission to research in primary schools from the district office. The applications were accompanied by the approval letter from the GDE. Approval from the GDE and district office accompanied the request for permission from schools. Then, the researcher requested consent from the participants.

Data protection was ensured electronically using CDs and USBs. Hard copies and software would be stored on a password locked computer in a safe place for at least 5 years. They would be stored in locked cabinet at home and work office. The researcher discusses the selection of participants in the ensuing section.

4.7 SELECTION OF PARTICIPANTS

The researcher chose purposive sampling technique to select the participants because it gives the researcher the opportunity to select the participants based on their potential to shed more light on the study (Rossman, 2011: 103). It is a qualitative sampling technique that represents a group of different non-probability sampling techniques or capacity and willingness to participate in the research (Maree, Creswell, Ebersöhn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pietersen, & Clark 2016:198). The researcher chose the type of purposive sampling technique that is in line with purpose of the research.

The types of purposive sampling that the researcher can choose from are maximum variation sampling, homogeneous sampling, typical case sampling, extreme case sampling, critical case sampling, total population sampling and expert sampling. The researcher in this study chose homogeneous purposive sampling technique that aims to attain a sample whose components share the same characteristics such as their job. A homogeneous sample is chosen when the research question under the investigation is relevant to the

characteristics of the group of interest so that it could be examined in detail (Maree, 2016:198).

For this study, the researcher chose primary school professional teachers and their managers because they are relevant to address the research question. There were eight individual interviewees. Out of eight, six were the principals and two were officials from the district of the GDE. Six primary schools were involved in the research study. There were six focus group interviews. Each focus group consisted of six teacher participants. In total, forty-four people participated in the interviews. All the participants were well-qualified teachers; 32 participants had a degree plus diploma, nine participants had a Bachelor of Education and three participants had a Masters of Education. In this study, the researcher ensured that this sample was trustworthy and covered the core groups in which the researcher was interested. The researcher used a maximum variation sample strategy. This involved selecting strategic demographic variables that may influence the participants' view of the topic; for example, urban schools versus township schools or schools from disadvantaged areas.

At least six teachers including the HoD per school formed a focus group that participated in the interviews. The teacher component was essential to this study because teachers are the most important determinants of school effectiveness (cf. 2.5.1). The researcher worked closely with the principal at each site to ensure that groups consisted of junior and senior teachers. Senior teachers brought along their experience of what they had observed in teaching practice and how it has been managed for many years. Conversely, junior teachers brought along their expectations of how teaching and learning should be managed and what they had observed since they started teaching. School principals and officials who oversee curriculum matters from the GDE at the district were interviewed separately as individuals. As is the case with curriculum managers from the district office, principals have rich information about school effectiveness and improvement because they are the leaders in these areas. In the ensuing section, the researcher discusses data collection strategies.

4.7.1 Data collection strategies

Firstly, information was collected through focus group interviews with teachers together with HoDs. The participants provided a broad range of ideas on the topic under investigation.

Furthermore, the focus group interviews also saved time and energy and yet produced credible information.

A phenomenological interview is an interview that allows the participants to give a detailed description of a phenomenon as representative of experienced reality. A phenomenological interview is intricate and calls for more time to analyse the studied phenomenon with the necessary profundity (Padilla-Díaz, 2015:104). Hence, apart from focus group interviews, data were also collected through phenomenological interviews with individual principals and officials from the district office under the GDE. The researcher regarded the detailed explanations and definition brought by the individual participants in the phenomenological interviews as symbolic of experienced reality.

The focus group interviews and individual interviews (cf. 4.7.2.2) were conducted at the identified sites at a time convenient to the participants. The sites were identified through purposive sampling based on their potential to select participants who can shed more light on the study. The researcher had the opportunity to question subjects and probe responses with further questions. In the first interview, the researcher tested how he asks questions to ensure that the participants understood questions. This was done by listening to the responses and checking if the responses addressed the questions. Their answers confirmed that the questions were clear and free from ambiguity.

In addition, the researcher also worked on setting up an environment that enhances the potential for full disclosure by allowing the participants to ask questions about the interviews and clarify their questions. The interviews took 35 to 45 minutes to avoid participant fatigue. The participants accepted the usage of a voice recorder during the interviews to ensure that all information was captured. The researcher focused on meaning, context, process, or causal relationships during the interviews as this impacts on school effectiveness and school improvement.

Interviews have limitations that the researcher should guard against. If the researcher asks leading questions that provide excessive guidance, that may cause distortion. During the focus group interviews some participants may want to dominate the interviews while others may be shy to express their opinions in front of other participants. To address these limitations the researcher asked questions and clarity seeking questions to ensure common understanding between him and the participants. The researcher participated in the interviews also as a listener who allows the participants to express their opinions and

feelings without interruption or undue pressure. During the focus group interviews the researcher agreed with the participants that they would show by hands when they wanted to speak and they would speak through the permission of the researcher. The researcher made sure that every participant had an opportunity to answer each question.

In the ensuing section the researcher discusses the interviews.

4.7.2 Interviews

The interview is one of the most commonly used methods to collect qualitative information. Interviews are used to collect information on participants' thoughts, beliefs and feelings about the situation in their own words. In this study, the researcher used individual interviews and focus group interviews to collect data about how to bring about school effectiveness and school improvement.

The detailed discussion of the individual interviews with the school principals is in the following sub-section.

4.7.2.1 Individual interviews with principals

Three types of the specialised applications of the interview strategy are identified as key informant interviews, elite interviews and career and life history interviews. Key informants' interviews are in-depth interviews of individuals who have special knowledge, status or communication skills and they are willing to share that knowledge with the researcher (Givon & Court, 2010:283). In this regard, the researcher conducted individual interviews with six primary school principals because they are key informants and they are at the forefront of school effectiveness and school improvement. The participants and the researcher agreed on a date, time and venue for the interviews. All the principals were interviewed in their place of work after working hours.

The interviews were voice-recorded with the permission of each of the principals and they were later transcribed. All principals were comfortable with the use of a voice recorder during the interviews. The participants willingly entered the interview discussion and there was no sign of feeling of intimidation from the interviewer or the participants. The interviews with principals proceeded without problems. In the ensuing section, the researcher discusses individual interviews with officials from the district office.

4.7.2.2 Individual interviews with the officials from the district office

Qualitative interviews are likely to follow different procedures such as the casual conversational interviews, the interview guide method and standardised open-ended discussions (Suter, 2012:348). As in the interviews with principals, the researcher used the informal conversational interviews approach in which topics were written down on a page to remind the researcher. During the interviews, the researcher used his discretion to decide about the order and phraseology of the questions.

When selecting the interview strategy, the researcher was intending to obtain the existing perceptions, feelings, inspirations, thoughts about management strategies through which school effectiveness could be enhanced in primary schools of Gauteng. He wanted to verify and extend information obtained from other sources about the concept of school effectiveness and the factors that contribute to effectiveness in education. The researcher also needed to determine directions as to how schools could be managed to ensure effectiveness and quality education. Also, he intended to determine the effectiveness of selected schools in the Gauteng Province and investigate their management practices given the requirements for effective school management. Furthermore, his objective was to explore various ways how parents could be involved in providing quality education.

The interview strategy has advantages and disadvantages. The advantage of the interview strategy is that it is flexible and adaptable. Interviews enable the researcher to probe responses, raise follow-up questions, clarify, and elaborate to achieve specific accurate responses. On the contrary, the researcher is also aware of the disadvantages of the interview strategy, that is, its potential for time-consuming, higher costs, subjectivity and bias (McMillan & Schumacher, 2014:385). To overcome these disadvantages, the researcher in this study acted as a facilitator for information sharing. He asked questions and follow up question for clarity purpose without suggesting anything. The researcher tried to be neutral and to be a medium through which information is exchanged. The informants were informed before the interviews about the requirements in terms of confidentiality (cf. 4.6). The two participants who were interviewed were supportive and the interviews proceeded well. The focus group interviews as part of the data gathering strategy are discussed in the next sub-section.

4.7.2.3 Focus group interviews

Focus group interviews are used to obtain information from a group of four to six people on a subject (Morgan, 2010:718). In this research, the researcher noted if the questions were not completely answered and encouraged the participants to give full answers. Probing questions were asked to encourage the participants to clarify answers. The researcher created a social environment wherein group members were enthused by the perceptions and ideas of each other. Moreover, the researcher created an environment that inspired rich, quality data by his friendly manner and full assurance given to all participants of the requirements in terms of confidentiality (cf. 4.6).

The preferred number of participants in a focus group is usually around 6 – 8, with 12 people as maximum (Delamont, 2012:394). As mentioned, the researcher conducted focus group interviews with six educators in each of the six identified primary schools for 30 minutes to one hour. Three schools were from a township, and the other three schools were from urban schools, formerly known as Model C schools. Most importantly, the interviews were conducted after contact sessions with learners although the researcher arrived at the venues an hour earlier to acquaint himself with the environment. Interviews were conducted in English as all educators are expected to be proficient in the language.

The researcher was aware that group interviews have the potential of interference with individual expression or domination of the group by individuals. He made sure that no participant dominated the interviews by ensuring that participants indicated speaking turns with a show of hands and by intervening and asking others to voice their opinions. Further, the researcher kept the discussion focused to avoid group members asking irrelevant questions. The participants were all actively involved in the discussions. The interviews with teachers also proceeded without problems. In the next section, the researcher discusses the statement of subjectivity.

4.7.3 Statement of subjectivity

The success of qualitative research depends on the inclination of the interviewees to participate in the discussion. The participants should feel at ease and safe in their comfort zone so that they are free to share any relevant information (Atkins & Wallace, 2012:87). Hence, the researcher asked for permission from every participant before holding the

interviews. In the request, the researcher included all information, from the purpose of the interviews to the proceedings of the interviews. It was most important that the participants should trust and have confidence in the researcher so that they would feel free to contribute.

Furthermore, the researcher met with every participant at his/her respective school site to clarify all the questions and to set date, time and venue for the interviews. In other words, the researcher involved the participants in the planning process in an attempt to gain their trust, make them feel comfortable about the interviews and willing to share their experience about school effectiveness and school improvement.

The researcher tried to be impartial towards all the topics that were discussed to make an objective analysis of the information participants shared in the interview discussion. The researcher as a member of the community within the district in which the research was conducted had to be impartial by holding back his views on the subject under investigation. The researcher posed questions and set back to listen to what the participants were saying. His way of asking questions was neutral and not suggestive of any view about the topic under discussion.

To overcome the issue of subjectivity, the researcher tried to be objective by relying on what the participants brought to the investigation. Against this background, probing questions were only asked to clarify what the participants were bringing to the discussion and to enable them to complete their point of view on the subject. The status of the researcher is discussed in the ensuing section.

4.7.4 The language issue

The researcher was familiar with the languages used in the community in the specific area of Gauteng Province where the study was conducted. The researcher understood the dynamics and politics of the community in which the schools were situated. Consequently, the participants in different areas could discuss issues with the researcher lucidly with no language barriers. The interviews were conducted in English since all participants are sufficiently proficient in the language. Nevertheless, the participants and the researcher had the prerogative to use other local languages to clarify certain points. Such points were translated into English after agreeing on them. The ensuing section discusses the context of the study.

4.7.5 The context of the study

The researcher found it necessary to describe the context in which the research took place as it has an impact on school effectiveness and school improvement. Gauteng Province is characterised by informal settlements, townships, suburban, and urban areas. Schools in these areas encounter different challenges in their efforts to become effective or to sustain effectiveness. Schools in the informal settlements may have a challenge of a lack of resources because most parents are unemployed. Their schools are declared No Fee schools. Some learners rely on the school nutrition programme for the lunch meal, which makes teaching and learning difficult when food is not delivered on time. Schools in other areas may have challenges of multilevel classes or overcrowding in classrooms. The section that follows discusses the interview schedule that was used to capture the core issues for the interviews.

4.7.6 Interview schedule

The researcher chose the interview schedule approach to ensure that the conversation would not lose focus. The researcher carefully chose the topics ahead of time and decided on the sequence and wording of the questions during the interviews. An interview schedule was prepared in line with the suggestion of McMillan and Schumacher (2014:385) to ensure that interviews do not lose focus and that several people respond to the same information.

The researcher took significant time to think through the essential facts that warrant attention during the process of an interview. Consequently, an interview guide was used in this study to ensure that all relevant aspects of the research were covered in the interviews. The main items on the interview guide were sustainable school effectiveness and school improvement, the characteristics of an effective principal, effective teaching and learning, essential aspects of a continuous professional development programme for teachers and principals to become effective, reduction of the negative impact of the socio-economic background on learning and teaching and the characteristics of an effective school. However, the interview guide did not dictate the structure of the interviews as the interviewees were also allowed to raise issues relevant to the topic. The interview guide is attached as one of the appendices (cf. 6.7.1). The researcher discusses the transcription of data in the ensuing section.

4.7.7 Transcribing the data

The researcher was aware that transcription is a complex process that needs careful planning. The approach of transcription depended on the purpose for which the data were transcribed. Transcription is not simply writing down what was said, but a process of constructing what happened in the interviews. Transcripts are not copies or symbol of some initial truth; they are interpretative constructions that are useful tools for given purposes (Hammersley, 2010:1).

The researcher wrote out all voice-recorded interviews verbatim immediately after the interviews had taken place. The researcher himself did the transcription to retain the form and style of the participants' expressions. The purpose of transcribing the data was to be as true to the discussion as possible, yet practical in dealing with the data.

The focus was on identifying words used by the participants during the interviews and presenting these words through traditional orthography. What was said was as important as how it was said. The researcher not only transcribed the words; he also interpreted the words based on the observation during the interviews. The researcher focused on producing appropriate and correct descriptive material to answer the research questions.

The layout of the conversations on the pages of transcripts took a play script-format. That is, the utterance of a participant was preceded by the pseudonym or letter representing the participant in the conversation. Participants were labelled so that the utterances of each could be tracked and recorded. Therefore, participants indicated their signifying letter before answering or commenting so that their remarks could be traced during transcription. Their comments were transcribed sequentially as they occurred in the interviews. The following section discusses the analysis of data.

4.7.8 Analysis of data

After transcription of the data from the recordings, the researcher listened to all recordings of the interviews to confirm the accuracy of the transcriptions. The researcher read the transcripts repeatedly to familiarise himself with them. The process of reading through the data and interpreting them continued alongside the data collection to enable the researcher

to adjust the information collection process if it should give the impression that additional concepts or relationships needed to be investigated.

Colour coding of the categories was done for easy identification. Colour coding is an important part of qualitative data analysis (McMillan & Schumacher, 2014:396). The researcher started with the process of grouping interviewees' responses into categories. Categorising responses brings together similar ideas, concepts, or themes that have been discovered (Maree et al., 2016:116). Similar responses from the township primary schools and urban primary schools were grouped together. Some responses from the urban primary schools were grouped together as they brought similar ideas. Other responses from the township primary schools that brought similar ideas were also grouped together.

The participants were from different cultural groups which influenced the way they do things in their schools and impacted on their responses. Similarly, socio-economic background of the communities in which the schools are located differs. Some responses were influenced by the context of the schools. The challenges and coping strategies were contextually based.

In addition, patterns and relationships within the categories of data were established to strengthen the interpretation of data. Then, data were interpreted to reveal the current situation in schools. The researcher selected quotes to support the presentation of the findings. Such quotes were anonymous to protect the participants. The researcher tried to represent the settings in terms of the participants and their viewpoints. That means the researcher followed the emic focus approach. In analysing data, the researcher always kept in mind that the whole is greater than the sum of its parts, and so the social context of events, thoughts and actions became essential for interpretation (Bogges, 2010:76).

The researcher carefully considered the evidence and methods on which conclusions were based. Items of information were assessed in terms of the following three criteria: the credibility of the informant, spontaneous statements or statements made in response to the researcher's questions and the influence of the presence or absence of the researcher or the researcher's informant on the actions and statements of other group members. The researcher also considered the issues related to ethics in qualitative data analysis to prevent unforeseeable challenges once the report was completed. Thus, the following were considered during the process of data analysis: Intervention and advocacy; research

integrity and quality; ownership of data and conclusions; use and misuse of results and privacy, confidentiality, and anonymity. In the ensuing section the researcher discusses trustworthiness and credibility of the study.

4.7.9 Trustworthiness

The strategy to ensure trustworthiness of the content analysis starts by choosing the best data collection methods to answer the research questions. Selection of the most appropriate methods of data collection is essential for ensuring the credibility of content analysis (Nowell, Norris, White & Moules, 2017:3). Trustworthiness is about creating a situation for becoming assertive of the findings (Suter, 2012:362). The researcher in this study used terms such as credibility, dependability, conformability and transferability to present the trustworthiness of qualitative content analysis. Credibility deals with the focus of the research and it refers to the confidence in how well the data address the intended focus (Maree et al., 2016:123). To ensure the credibility of the content analysis, the researcher selected the appropriate sample size.

Dependability can be defined the stability of data over time and under different conditions. It is concerned about the criteria used to select the participants and the characteristics of the participants to ensure that transferability of the results to other contexts can be evaluated (Nowell et al, 2017:3). It makes sure that the same findings of the research be repeated if the research is replicated with the similar participants in the same context (Maree et al., 2016:124). The participants in this study come from primary schools and districts under Gauteng Department of Education. They included teachers in focus groups, principals and officials from the districts. The participants were from different cultural groups representing the townships and urban areas. They were all qualified teachers.

Conformability of the findings means that the data accurately represent the information that the participants provided and the interpretations of those data are not invented by the researcher (Nowell, 2017:3). Thus, the participants and the researcher should share and have common understand of the explanations and concepts (Fives & Gill, 2015:95-96). The researcher used the voice recorder during the interviews to ensure that the data represent the information provided by the participants and the interpretations are based on the data collected. Although it was time consuming, the researcher had to return the data repeatedly to check whether the interpretation is true to the data.

Transferability refers to the extent to which the findings can be transferred to other settings or groups (Maree et al., 2016:123-124). Thus, the quality of the results and reporting of the analysis process are important.

The researcher strengthened the trustworthiness of this research work by providing a clear account of the aim of the research and its basic premise. He explained how the research process unfolded and provided reasons behind key decisions made in relation to things such as the selection of participants.

The researcher and the participants agreed on the description of events. Furthermore, the researcher used a range of techniques to validate findings for integrity and Trustworthiness including the use of mechanically sophisticated methods of recording, transcribing and analysis. A voice recorder had been used to heighten validity by providing an accurate and reasonably complete record. Hence, the researcher had to acquire knowledge of data collection and analysis strategies to uphold the trustworthiness of the research.

The purposive sampling method that was used to identify the sites and select the participants gave the researcher the relevant and correct participants who were, at the time of the interviews, dealing with school effectiveness and school improvement on daily basis. What they brought to the interviews was therefore reliable.

Qualitative researchers generally use a combination of strategies to enhance reliability in data collection (Atkins & Wallace, 2012:61). Hence, the researcher used a combination of strategies such as recording all the conversations to ensure that all the information is captured and taking notes of the things that could not be captured by the voice recorder such as body gestures (facial expressions), which are normally used to emphasise points or opinions to ensure that data was reliable.

To eliminate all possible sources of error in the way the study was designed, the researcher made sure that the language used in the interviews was familiar to the participants, which increases common understanding. Interviews were conducted in schools to reflect the reality of life experience accurately. The researcher revisited some research fields for comparison and corroboration to refine ideas and to ensure the match between research-based categories and participants' reality.

The researcher verified the validity of the findings. He made sure that he remained impartial and avoided being a cause of biased and one-sided reporting. He selected topics for investigation on clear and sound reasons in line with the aims of the research. He explored other possible explanations and rival theories. Also, he verified the findings against other alternative sources as a way of boosting confidence in their trustworthiness. He made sure that the findings and conclusions fit with prevailing knowledge on the area.

The section that follows discusses the triangulation of data to boost trustworthiness of the findings.

4.7.10 Triangulation

Triangulation is the use of multiple information collection techniques to enhance trust in the credibility of the study's conclusions (Suter, 2012:350). It gives the researcher the opportunity to study the data from more than one viewpoint (Maree, 2016:121). All data collection techniques have strengths and weaknesses. Multiple data collection techniques were used in this study to maximise the strengths and minimise the weaknesses. When more than one method is used, the research can cover the weaknesses of one method with the strengths of another as suggested by Atkins and Wallace (2012:61).

In this study, the researcher used multiple data collection techniques to increase trustworthiness of the research outcomes. While the recording of interviews was done, the researcher was also taking notes including body gestures, which involves kinesics. The aim was to provide additional information beyond the participant's answers to the interviewer's questions.

Furthermore, the researcher triangulated the data collected to compare data from focus group interviews with teachers with the data from individual interviews with principals. He compared data from individual interviews with principals from different schools. Also, he compared data from focus group interviews with teachers from different schools. He compared data from individual interviews with officials from the district office with the data from individual interviews with school principals. Additionally, he used handouts and circulars on school effectiveness and school improvement from the GDE to confirm statements made by participants.

4.8 SUMMARY

The researcher selected the appropriate research design, research methodology and sampling methods that enabled him to investigate in an accurate manner. Furthermore, the researcher managed to collect information that is trustworthy from the relevant and credible participants following phenomenology as a research design and qualitative methods. The researcher also managed to enhance trustworthiness of the data by making sure that he shared common meaning and interpretation of concepts with the participants. More importantly, the research was conducted in line with the approved ethical clearance application. Therefore, the investigation was carried out in a lawful and accurate manner to produce information that could shed light on strategies that contribute to school effectiveness and improvement. In the next chapter, the researcher analyses the data emerging from the interviews with teachers, school principals and officials from GDE.

CHAPTER 5

PRESENTATION AND DISCUSSION OF THE FINDINGS

5.1 INTRODUCTION

The previous chapter (cf.4.1) provided an account of how an empirical investigation was conducted to probe the practitioners' views on school effectiveness (cf.1.7.2) and how schools could be improved. In this chapter, the researcher provides a brief recap on the selection of schools and analysis of data (cf.4.7.9) to link it with Chapter 4.

In this chapter, the researcher presents and discusses data collected during the individual interviews with principals and officials from the district office under the GDE and teachers including the HoDs as a focus group. As indicated in Chapter 1 (cf.1.7), the discussions in this chapter address the aim and objectives of the research, which is to investigate some strategies through which school effectiveness could be enhanced in primary schools of Gauteng. The discussions also explore the factors that contribute to effectiveness in education and the management practices in selected schools in the Gauteng Province in view of the requirements for effective school management. Furthermore, the chapter discusses the strategies that can assist primary schools in Gauteng Province in providing quality education. In other words, the specific aim of this chapter is to explore management practices in selected schools of the Gauteng Province given the requirements for effective school management. The main topics covered in the interviews were the characteristics of an effective school; the characteristics of an effective principal, factors that bring about effective school management; effective teaching and classroom management; professional development of teachers; effective teacher training, acceptable disciplinary actions; focus areas for school improvement; and involving parents from the impoverished areas. These topics are discussed in details in this chapter. The following section is a brief recap on the selection of schools and the analysis of the data.

5.2 A BRIEF RECAP ON THE SELECTION OF SCHOOLS AND THE ANALYSIS OF THE DATA

For this investigation, six schools were selected using purposive sampling (cf. 4.5) to ensure that different demographic areas are covered in the research. Purposive sampling is one of the sampling strategies used in qualitative approaches and it allowed the researcher to target schools from high socio-economic areas and low socio-economic areas because they

often experience different challenges concerning school effectiveness. Gauteng Province is characterised by informal settlements, township, urban and (cf. 4.5.6) suburban areas. Schools in these areas encounter different challenges in their efforts to become effective or to sustain effectiveness.

Schools in the informal settlements may have a challenge concerning proper infrastructure and a lack of resources (cf. 4.5.6) because most parents are unemployed and they cannot pay school fees. Consequently, most schools in the informal settlements are declared No Fee schools, which means that schools do not have an income; they depend on the grants from the GDE. Some learners in this area depend on the school nutrition programme for the lunch meal, which makes teaching and learning challenging when food is not delivered in time. Schools in other areas such as townships, suburban and urban areas may have challenges of multilevel classes or overcrowding in classrooms as every parent wants their children to attend school in these areas. Hence, the selection of the sites and participants considered all these different contexts. Furthermore, the selection of participants was determined by their likelihood to generate useful data for the study.

In each of the schools, six teachers including the HoDs formed a focus group (cf. 4.5.2.3) who participated in the interviews. Most importantly, teachers' participation in this research was crucial because they have the first-hand experience of how principals are managing their work. Moreover, teachers are the first most important determinant of school effectiveness because they facilitate teaching and learning in schools. The school principal and officials from the GDE were interviewed (cf. 4.5.2.1) separately as individuals. The principals and curriculum managers from the GDE were important in the interview discussions about school effectiveness and improvement because they are custodians of the school effectiveness and continuous improvement of schools.

After the first interviews, the researcher started with listening and transcribing the data from the recordings to improve the coming interviews. The process of listening, transcribing, reading through the data, and interpreting (cf. 4.7.8) was carried out concurrently with the data collection to enable the researcher to amend the data gathering process where it appeared that additional concepts or relationships should be investigated. The process of listening to the recordings was also repeated after the transcription of the data to confirm the accuracy of the transcriptions. The researcher read the transcripts repeatedly to familiarise himself with them.

Colour coding of the categories was done for easy identification (McMillan & Schumacher, 2014:396). The researcher started with the process of grouping the responses of the interviewees into categories that brought together similar ideas, concepts, or themes that emerged during the interviews. The interview schedule based on the aims and objectives of the research played a critical role in organising this chapter into topics and sub-topics. During the grouping of the responses into the categories, it was established that some sub-topics were overlapping from one topic to the other. For example, it was found that effective schools focus on teaching and learning while effective principals and effective school management also focus on teaching and learning. Patterns and relationships within the categories of data were established to strengthen the interpretation of data. Then, data were interpreted to reveal the current state of schools. The researcher selected quotes to support the presentation of the findings. Such quotes were anonymous to protect the participants. The researcher followed the emic focus approach to represent the settings in terms of the participants and their viewpoints. In analysing data, the social context of events, thoughts and actions were considered for interpretation.

The researcher vigilantly looked at the evidence and methods on which conclusions were based. Individual pieces of information were evaluated in terms of the credibility of the informant, spontaneous statements or statements made in response (cf. 4.7.8) to the researcher's questions and the influence of the presence or absence of the researcher or the researcher's informant on the actions, and statements of other members of the group. The first topic emanating from the data was the characteristics of an effective school.

5.3 ENHANCING EFFECTIVENESS IN PRIMARY SCHOOLS

5.3.1 The characteristics of an effective school

The government and community expect all primary schools, to be effective in facilitating high-quality education of their children. Those who are working directly with the learners must actualise this expectation irrespective of whether the school is an urban or township school. Hence, it is important to hear what the teachers and principals who are in the teaching profession say about the characteristics of effective schools. The participants expressed their experiences on how effective schools run their activities and what is it that they do to remain effective. Similar questions were asked to all different categories of participants to explain their experiences from a different background influenced by their

positions and what they do daily to obtain more information. It is worth to note that principals A to C were managing the township schools while principals D to F were managing the urban schools. Similarly, the focus groups A to C were in the township schools while the focus groups D to F were in the urban schools.

The first question posed was: What are the characteristics of an effective school?

Principal A, from township school A, for example, responded:

Effective schools plan for their activities, monitor the implementation of the curriculum and put control measures in place. Heads of Departments in schools monitor teaching and learning and give feedback to teachers.

The importance of planning, monitoring the implementation of teaching and learning and putting control measures in place (cf.2.5) in an effective school was pointedly recognised by school principals because the school is instituted for the primary function of teaching and learning. All other activities in the school are in support of the teaching and learning process. Giving feedback to teachers after monitoring creates a platform for coaching and supporting teachers in their work (Shava & Heysteck, 2018:11).

Effective schools produce learners who are competent and respectful as indicated by Principal B, from township school B, in the following statement:

An effective school is a school that produces learners who are competent, who can compete with other learners from anywhere, even internationally. An effective school produces learners who are respectful and who observe societal norms and standards.

It is evident from this and other responses by school principals that effective schools should produce learners who accept societal norms and standards. Schools need to produce learners who are respectful and who appreciate society's values and standards because that may bring about a peaceful school atmosphere, which is conducive for the smooth running of the school and in a long-term, contributes to the creation of a peaceful society.

An important characteristic of effective schools is that they share information with other schools in the neighbourhood. This idea of sharing information is expressed, inter alia, by Principal A from township school A: *“Sometimes you may think that you are doing correct things; you need to look for information from other schools.”* To share information successfully, it is suggested that schools should form a PLC (cf. 2.5) focusing on a specific objective to improve the quality of teaching and learning (Hourani & Stringer, 2015:784). Sharing of information and good practices is critical to sustaining effective schools because schools have similar and different challenges at various times influenced by internal factors such as overcrowding, insufficient teaching and learning support materials and external factors such as poor and uneducated parent communities. Therefore, schools should work together to find solutions to the challenges they are facing and to prevent the same challenges from recurring in future.

Punctuality and time on task seem to be one of the most important characteristics of effective schools. These ideas are aptly expressed by Principal B and Principal C in the following statements: Principal B, from township school B, stated: *“Punctuality and regular attendance can make the school effective because everybody, teachers, learners and managers, have enough time to complete their work.”*

Principal C, from township school C, also suggested:

An effective school is a school with no absenteeism or less rate of absenteeism from both staff and learners. An effective school is brought by respecting time. If we start our processes on time and finish on time, our school will be effective.

Punctuality and regular attendance are among the characteristics of effective schools. They increase time on task and the opportunity to make good progress on the work done. Punctuality and regular attendance are important in teaching and learning because the syllabus is packaged per time allotment per skill or theme in a week. If teachers and learners are always present at school and start with their work on time, they will be able to cover the syllabus and that contributes towards effectiveness.

Further to this Principal C, from township school C, indicated:

An effective school is brought by relationships and communication with staff, parents, learners, and all stakeholders so that everyone knows what is expected of them. Remember we talk about a three-legged pot: we have learners, staff, and stakeholders including the parents. An effective school is brought by teamwork. No person is an island.

Principal D, from urban school D, also seconded:

Communication, good human relations and respect among members can lay a firm foundation for school effectiveness. If people do not talk, everybody may end up doing what he sees fit and many mistakes can happen and result in unnecessary corrective measures.

Therefore, good relationships pave ways for meaningful criticism, teamwork and a willingness to help each other and experiment with theories together. Communication contributes to knowledge growth and effectiveness because it creates a platform for staff members to share good practices. It may result in people having a common understanding and the spirit of togetherness.

Principal D and Principal E mentioned vision and planning as the features of effective schools. Principal D, from urban school D, asserted:

One of the key features of an effective school is an achievable vision. The success of the vision lies in the mission statement. The mission provides activities that should be done to realise the vision.

Principal E, from urban school E, supported: *"Staff members work in line with plans that they have made and everybody does what they are supposed to do to achieve the mission and vision of the school."*

Effective schools plan their activities and implement the plans to realise their vision.

Principal E, from urban school B, held:

An effective school must be a school where there is good discipline both on the part of teachers and learners. If educators are always prepared for

their lessons, they will be able to keep discipline in classes that lead to functionality. It must have well-educated and committed educators.

Principal C, from township school C, mentioned:

Discipline is a challenge in many schools. As a principal, I ensure that there is a clear code of conduct for learners and learners and parents are familiar with the contents of the code of conduct.

This implies that effective schools can maintain discipline through a clear code of conduct and teachers who are well prepared for teaching and learning (Joubert & Prinsloo, 2013:150-151).

Principal D, from urban school D, added:

School values are important when coming to discipline because they shape the conduct of everyone in the school. The values that we emphasise require teachers and learners to be trustworthy, respectful, honest, and responsible, to strive for excellence and being leaders. These values are displayed in important areas to ensure accessibility by learners, teachers, parents, and visitors. Whatever teachers do they do it in the best possible way. We produce 90 to 100% pass rate from grade to grade. That is why excellent teachers are needed in all schools.

The above statement from Principal D suggests that discipline and values bring about effectiveness in every sphere of work, including teaching and learning. Therefore, a commitment to values plays a critical role in discipline and school effectiveness.

Furthermore, it is evident from the participants' views that the environment in which teaching and learning take place should be inviting and invigorating. Principal F, from urban school F, alleged:

An effective school has an environment that is conducive to teaching and learning. The environment is clean with good infrastructure and enough

facilities and resources to enable teaching and learning to take place effectively.

The issue of an environment that has good infrastructure, enough facilities and resources may be a challenge to many schools that are declared No Fee schools because they depend on the grants from the DBE and this grant is insufficient. This affects mostly the township primary schools because most of the parents are unemployed.

Teachers in the focus groups were asked the same question that was asked to the principals. They were requested to give their perceptions of the characteristics of an effective school. An important feature of an effective school is that it produces good results academically. This point was emphasised by the participants in the following ways:

Participant A from Focus Group A said: *“An effective school is the one that is always striving for excellence.”* Participant D from Focus Group C added: *“An effective school is the kind of school that produces good results.”*

Participant D from Focus Group E mentioned: *“Learners are performing well and there are always good results.”* Participant D from Focus Group F opined as follows: *“An effective school produces good results.”* Participant A from Focus Group F indicated as follows: *“The school must continue to grow in terms of results.”*

It is clear from the opinions that there is no way that a school can be regarded as effective if it does not produce good results because the production of good results is a key measure of school effectiveness (Dhaza, 2019:45). The fact that school effectiveness is measured by learner achievement (cf. 2.2.1) is inevitable. Thus, teachers agree convincingly with the findings of the literature review by mentioning this point. Good academic results have an impact on the definition of school effectiveness because it is the goal of every school.

Production of excellent academic results requires good management including good leadership. Management and leadership (cf. 3.2.1) in this case are paired together because the person who responsible for management is the one who provides leadership. Participant C from Focus Group E expressed the importance of good management in effective schools as follows: *“An effective school has strong management that provides effective supervision of the work of every staff member.”* Participant B from Focus Group D also mentioned this

point: *"An effective school has good management that is consistent and fair to all staff members."*

Participant B from Focus Group E brought up a critical area of management that needs to be managed effectively:

The school's funds are well managed and used appropriately to achieve the goals of the school. A financial statement that is audited by a registered accountant is produced and discussed with the parents at a parents meeting.

It means that effective schools manage their funds diligently. They can account to the parents about the use of money. The funds are managed in such a way that the school can deliver on the mandate from the DBE and community.

Good management assists in implementing management programmes and plans to reach a goal as put forward by Participant C from Focus Group E: *"The school has a management plan that is functional."* Participant A from Focus Group F added by saying:

"Policies are in place and they are followed."

It implies that staff members work in compliance with the management plan. The SMT takes the lead in ensuring that everyone knows who should do what, how and by when. Normally, goals are parts of the mission statement that drives every activity towards the realisation of a vision. Therefore, every school should have a vision and mission. Participant C from Focus Group B said: *"An effective school is one that has its mission and vision ready."* Participant D from Focus Group D concurred: *"The school has a clear vision and mission."*

It means that everybody in the school knows and understands the vision and can work towards the realisation of the vision. For the school to achieve good academic results there should be effective teaching and learning. The participants emphasised that an effective school is characterised by effective teaching and learning as follows: Participant E from Focus Group A asserted: *"The quality of teaching is evident."* Participant C from Focus Group A indicated: *"Effective teaching and learning are taking place."*

Participant D from Focus Group B added:

The school that takes curriculum as one of the motor vehicles to put the school on the map, and that produces learners that can present themselves out there and be able to compete with learners from anywhere, learners who can read and know Maths.

Participant C from Focus Group C suggested: *"It has good teachers who are always prepared for their lessons."* Effective teaching and learning are the focal points of every school. In line with the principles endorsed by literature, teachers themselves acknowledge the fact that teaching and learning are the most important determinant (cf. 2.5.1) of school effectiveness and school improvement. They know that they should do all in their power and ability to ensure that teaching and learning effectively takes place.

Effective teaching and learning involve the whole class including learners who experience barriers to learning. These learners should be assisted at an early age to ensure that they acquire the foundational skills for reading and writing needed for further studies. The participants asserted that intervention for learners who experience barriers to learning in an effective school should be implemented in the following way: Participant D from Focus Group C indicated: *"There are good intervention strategies for learners with learning barriers."* Participant B from Focus Group C agreed: *"The school offers extra lessons for those who need support."* Participant C from Focus Group C added: *"It undertakes good quality educational excursions."*

Intervention support provided to learners who encounter learning challenges will ensure that most learners in the school meet the pass requirements at the end of the year. In addition, intervention should take place during school time per period and after school in the form of extra lessons. The support should be given during the periods through differentiated teaching because extra lessons may not be possible in areas where learners are travelling with common transport or as a group for security reasons.

The participants said the following about teamwork. Participant E from Focus Group A alleged: *"There is teamwork and all stakeholders, teachers, learners, and parents are committed."* Participant B from Focus Group D concurred: *"There is teamwork."* Participant A from Focus Group E stated: *"There is a team spirit and good human relationships among*

the teachers." Participant D from Focus Group F indicated: "*Teamwork.*" Therefore, dedicated team work and team spirit are essential characteristics of effective schools. There is a common understanding and everyone works towards a common goal. Good human relations can foster a sense of belonging and a team spirit. Teachers feel at ease to request assistance from their colleagues if they are not sure about the content to be taught.

Parents are also part of the school community and should be treated as team members as they assist in other school activities. Participants see successful parent involvement as a key characteristic of an effective school because 'it takes a village to raise a child'. They expressed this important key feature in the following ways: Participant A from Focus Group E submitted: "*The school values parental involvement and parents are actively involved in the school activities.*" Participant B from Focus Group C added: "*There is teamwork and parental involvement.*" Participant B from Focus Group D concurred: "*The school gets support from parents and the Department of Education.*" Participant C from Focus Group F admitted that there is "*Parental involvement.*"

Participant C from Focus Group A supported this point as follows: "*Collaboration among all stakeholders.*" Therefore, the concept of stakeholder participation should go beyond the involvement of only parents to include private businesses, the state and any person with an interest in the education of the children. Against this background, an effective school involves all stakeholders in the affairs of the school to secure their commitment to the smooth running of the school.

An effective school is also characterised by discipline. Teaching and learning cannot take place effectively in a chaotic environment. Some rules and policies are followed by everyone in the school. Participants expressed themselves in support of each other. Participant D from Focus Group A articulated: "*Effective schools instil a sense of discipline in learners.*" Participant F from Focus Group F agreed: "*An effective school has good discipline.*" Participant C from Focus Group E also concurred: "*The school maintains good discipline to enable teachers to implement the curriculum with no disruption.*" Participant C from Focus Group F added: "*Consistency from the management team in dealing with the discipline of teachers and learners is also a characteristic of an effective school.*" It implies that good discipline will be sustained when the management team is consistently exercising their authority in a fair and just manner. Consistency from the management is critical towards the acceptance of the legitimacy of authority by teachers and learners.

The participants regard punctuality as one of the characteristics of effective schools. Moreover, disciplined teachers and learners are punctual in whatever they do. Punctuality contributes to ensuring that a working syllabus is completed as pre-planned and quality time is spent on each content item. For example, the participants underscored punctuality and its importance in the following manner. Participant E from Focus Group C submitted: *“Teachers and learners are punctual to the school.”* Participant D from Focus Group B added: *“Teachers are at the school in time and attend to their work in time.”* Participant C from Focus Group E supported: *“All staff members are conscious about time management and they are always punctual in whatever they do.”*

An effective school develops its staff members in their various professional duties to make sure that each staff member has the relevant skills and expertise to carry out his or her duties. Participant B from Focus Group B alleged: *“It is a school that is effective in technology and keeps the teachers abreast with technology.”* Participant B from Focus Group B added: *“It is a school that looks after the training needs of teachers.”*

In addition to the development initiated by the school, staff members in effective schools see themselves as lifelong learners. They recognise that personal development starts with the person himself/herself. Participant E from Focus Group B, for example, indicated: *“Teachers and other staff members see themselves as lifelong learners, they continue to learn.”*

An effective school cares for the social and emotional needs of the learners. The participants expressed this idea in the following way. Participant C from Focus Group B submitted: *“It is a school that looks after the learning needs of the learners.”* Participant A from Focus Group B agreed: *“The school cares for the social and emotional needs of learners.”* Participant B from Focus Group C added: *“There is a feeding scheme for learners from poor families.”* Participant C from Focus Group D concurred: *“The management has a positive attitude towards the teachers and learners.”* It means that those who are in management positions appreciate the good work and conduct. Taking care of the social and emotional needs of the learners may reduce the challenge of socio-economic inferiority and boost the learners' confidence in their schoolwork.

Apart from socioeconomic and emotional needs, effective schools make sure that the school environment and classroom environment are conducive to teaching and learning. The participants described the school environment as follows. Participant A from Focus Group

C: *"The environment and the surrounding of the school are conducive to teaching and learning."* Participant C from Focus Group F: *"A good environment contributes to teaching and learning."* Participant A from Focus Group C: *"There is no overcrowding in classrooms."* Participant E from Focus Group F indicated: *"An effective school has a school improvement plan and continues to improve teaching practice and administration of assessment activities."* Staff in an effective school continues to discuss ways in which teaching practice and administration of assessment activities can be improved and thus effectiveness can be sustained.

The same question that was asked in the interviews with principals and focus groups was also asked in the interviews with the officials from the district office: What are the characteristics of an effective school?

District Official A said:

An effective school focuses on learner performance. It is a school that produces good results. An effective school would have very strong management structures. The management team manages the school well which leads to good results. An effective school is characterised by participation by the school's community. It has an efficient School Governing Body (SGB) that creates a platform for the parents of the school to participate in the structures that lead them to being the owners of what happens in the school. An effective school would have relations with stakeholders beyond the school, both potential sponsors and people who support what happens in the school in general. Currently, democracy permeates all our lives, you would have unions participating, other associations having a keen interest in what happens in the school.

District Official B added:

Effective schools have well-qualified teachers who are excellent in their work. They have good leadership and management that focus on teaching and learning by monitoring teachers' work and assist teachers as much as they can. They produce good results at the end of the year. Staff members work as a team and there is clear communication. They hold staff meetings, departmental and subject meetings to

clarify policies and update one another on new developments. They share circulars and memoranda from the Gauteng Department of Education (GDE) and implement them correctly. The school complies with all due dates for submission of reports including curriculum reports at the end of each term. The staff members attend meetings, roadshows and workshops organised by the GDE and they are well informed. Their school governing bodies (SGBs) are doing their duties as required by the South African School's Act. Parents are happy with their schools and attend parents' meetings and assist in school activities where it is appropriate.

The above responses by the officials from the district office include the involvement of parents in providing the quality of education which is one of the objectives of the this study. The participants from the township primary schools indicated that the SGB in the effective primary schools perform their duties as required by the law. It means that they assist the schools in drafting the school vision and mission. They establish sub-structures in which parents participate as committee members. Parents in the effective primary schools see themselves as the owners of what happens in the school (Ngwenya & Pretorius, 2013:143). They attend parents' meetings organised by the SGB. They are happy with their schools and they volunteer to assist in school activities. The most important thing that attracts parent participation is that the SGB carry out their duties as required by the law.

Like the principal, the district officials focused on the strategies used to manage in the effective primary schools. The participants indicated that effective schools focus on learner performance. The management of the effective primary school focus on teaching and learning by monitoring teachers' work and assist teachers as much as they can (Fleming, 2014: xi). They hold staff meetings, departmental and subject meetings to clarify policies and update one another on new developments. Effective primary schools would have very strong management structures that monitor and provide support to teachers and learners. The management teams manage the school well and they produce good academic results. Effective schools comply with all due dates for submission of reports to the Department of Education.

The participants from urban schools indicated that the, staff members of the effective primary schools work as team and there is clear communication for common understanding. They indicated that principals as managers make sure that staff members are well informed in their area of specialisation. They have well-qualified teachers who are excellent in their

work. The staff members attend meetings, roadshows and workshops organised by the officials from district, GDE or DBE for knowledge enrichment and compliance in school's activities. Effective school has relations with stakeholders beyond the school: potential sponsors, unions and people who support what happens in the school in general.

The principals as one of the participant categories from both township and urban primary schools have mentioned various characteristics of effective primary schools that can be used as strategies towards effectiveness. They characterise the schools in line with or looking at what the schools is doing. They provided the information on how the managers in the effective primary schools manage their schools. Both township and urban primary school principals indicated that effective schools plan for their activities, they draft achievable targets in consultation with all stakeholders because they work as a team, they monitor the implementation of the curriculum and put control measures in place (Ndou, 2015:36).

One of the township principals indicated that effective primary schools monitor attendance and punctuality from everyone. It suggests that they keep registers: attendance registers and period registers so that they make sure that all the learners are present in class for every period and teachers attend to every period. The attendance in this school was very good. In this way, they maximise time on task, ensure curriculum coverage and keep up to date record of teachers and learners' attendance for each day.

The participants from both the urban and township schools indicated quality assurance of formal assessment through moderation and monitoring of the teachers' work to ensure quality of the instruction and the quality of the intended school's outcomes (Dhaza, 2019:45). The ability to attain the intended schools' outcomes is regarded as school effectiveness. Furthermore, the participants from both urban and township schools mentioned that effective primary schools are constantly in consultation with other schools to gather new information and knowledge and share best practices in terms of teaching and learning. In other words, they learn from other schools how challenges could be addressed differently and successfully. Consultation with other schools contribute to the spirit of Ubuntu where in people recognise the existence of other people and realise that they can get assistance from them or exchange ideas on school management (Setlhodi, 2018:3).

The participants from the township schools expect effective primary schools to produce learners who are respectful and who accept societal rules and standards. Staff members in

the effective schools lead by example and learners are disciplined and committed to their school work (Harling, 2018:206). The participants expressed what they wish to see happening in their schools.

The participants from township and urban schools had challenges with lack of discipline on the part of the learners. The challenge of the lack of discipline was more serious in the township schools than in the urban schools due to lack of discipline among some of the staff members. The lack of discipline among some of the staff members undermined the teamwork towards disciplining learners (Harling, 2018:206). The urban primary schools acted as a team and emphasised school's rules, values and consequences of disobeying the rules. They implemented punitive measures when learners violate the rules.

The participants from urban schools mentioned that the school has values that are displayed to ensure accessibility by learners, teachers, parents, and visitors. These characteristics were displayed variably by some of the primary schools in the urban areas. The participants from township spoke in passing about the values and respect among the teachers and learners. But the values were not emphasised repeatedly and displayed on the walls as in the urban schools.

The participants from the township primary schools expressed the need to use technology and be developed in integrating technology in teaching and learning. Most township primary schools did not have the gadgets such as smart boards, television, laptops and projectors due to various reasons, including vandalism, theft and poverty (Naidoo, 2019:9). The urban primary schools talked about how they effectively apply technology in teaching and learning and the need to keep abreast with new technology. The availability of these gadgets in urban primary schools enable teachers to create an exciting experience of teaching and learning for learners and to gain more knowledge of modern pedagogy than the township school teachers.

One of the management strategies mentioned by the teachers from the township and urban schools is that effective primary schools look after the well-being of teachers and learners to ensure that they can pay attention to their work with healthy minds and bodies. The management of the school care for teachers and learners and this is what the primary school children need because they regard teachers as their parents and teachers also need to know that their well-being and future are in good hands.

The participants from township and urban schools indicated that the effective primary school has a management plan for all activities with reasonable time frames and clear responsibilities for staff members to ensure successful implementation. The difference between the two types of schools comes at the implementation stage. Most of the township school principals expect only the departmental heads to monitor teaching and learning as indicated by principal A (Amanchukwu, Stanley & Ololube, 2015:12). They do not support the departmental heads. There is no teamwork. The urban school principals support the departmental heads in monitoring teaching and learning. There is teamwork to ensure quality of teaching and learning (Harber, 2017:93). Some of the urban primary schools were confident about the learners' performance and their pass rate of between 90% to 100% every year. The way in which they manage their schools can be looked at as management strategies that can be used by the managers in schools that are underperforming.

The participants from urban and township primary schools indicated that an effective school has development and improvement plans that emanate from data analysis. Management monitors and evaluates the implementation of these plans at reasonable intervals. There are good intervention strategies for learners who experience challenges in learning. Intervention is done by subject teachers during teaching and learning time and after school hours. Taking care of learners who are at risk of not meeting the pass requirements is a good management strategy that make all learners to achieve pass requirements at the end of the year.

Like the urban primary schools, the township schools indicated that effective primary schools value parent involvement and employ all means to communicate with parents to ensure that they are actively involved in the school activities. There is collaboration among all stakeholders in the effective primary schools. Parents, teachers, state, and business people play their respective part to improve the quality of teaching and learning (Whitaker & Flore, 2016:160-161). The involvement of the parents in the urban schools was found to be better than the parent involvement (Ngwenya & Pretorius, 2013:143) in the township primary schools which can reflect on socioeconomic status.

In the urban schools, the school's funds are well managed by a specialised person and used for improving teaching and learning in line with applicable laws. Thus, there is no overcrowding in classrooms because there are enough resources and facilities brought about by collaboration with all stakeholders

The participants from township and urban schools indicated that effective schools have reasonable teacher-learner ratio of 1:25. The urban schools have enough human resources and facilities obtained using the funds from School Governing Body (Harber, 2017:59). Overcrowding in classrooms remains a challenge in South Africa, especially in the township primary schools. It is a hindrance towards effective teaching and learning. Most of the township primary schools cannot employ additional teachers because they do not have enough funds to pay them.

In conclusion, the characteristics of an effective school are broad and numerous, considering that every activity and aspect of the school is important in making the school effective. Every participant and focus group indicated some characteristics that are important to them.

Nevertheless, the participants emphasised two characteristics that were not mentioned before by any reviewed literature. The two characteristics are:

Principal C, from township school C, indicated that in the effective school there is little or no absenteeism on the part of learners and teachers and the importance of talking about school values in shaping the behaviour of learners. Principal D, from urban school D, added by saying school values may include but are not limited to trustworthiness, respectfulness, honesty, being responsible, striving for excellence, and being good leaders.

The values are displayed in the important areas of school operations such as the reception area and in classrooms to ensure accessibility by learners, teachers and parents. School values enhance obedience of school rules and determine how individual learners and teachers should conduct themselves everywhere and at any given time.

The researcher discusses the factors that bring about effective school management in the next section.

5.3.2 Factors that bring about effective school management

On the question of what should be done to bring about effective school management, participants expressed what they do to bring about effective school management and what they think could be done to bring about effective school management where it does not exist.

Effective management of the school could play a crucial role in bringing about effectiveness in all spheres of work within the school.

Principal A, from township primary school A, indicated that the SMT should be effective in managing the work of teachers. She indicated: *“We have a management plan for monitoring the teachers’ work. Members of the SMT should monitor the work of the staff members twice in a month and provide support.”* This view of monitoring and supporting teachers in their work is one of the aspects that could bring about effective school management. In addition, Official A from the district mentioned:

Monitoring and supporting teachers in the implementation of curriculum is the duty of the SMT. There should be a trajectory of accountability from the teacher to HoD, HoD to deputy principal, from deputy principal to principal.

Monitoring of teachers’ work entails going through a list of items that the teacher should do in teaching and learning, ticking items that were done and crossing items that were not done or done incorrectly and making comments next to each item. The list of items, also known as a monitoring tool is developed and discussed with teachers well in advance and it is in line with the teachers’ job descriptions.

Principal F, from urban primary schools F, said: *“The HoD should make sure that the teacher understands what is expected of him by taking him through the monitoring instrument. The HoD should give the teacher feedback after monitoring.”* During the feedback session after monitoring, support comes into play. The HoD appreciates the job well done and allow the teacher to state the challenges that led to the job not done or done incorrectly. Then, the HoD takes the teachers step-by-step through performing an activity or teaching content of the subject. If the HoD does not know how to help the teacher and there is nobody within the school who can assist, the principal should invite the relevant district official to come and workshop the teacher as indicated by Principal C, from township school C, as follows: *“If need be, invite facilitators to come and help.”*

Facilitators are also known as Subject Advisors. Effective management should encourage teachers to participate in PLC meetings and subject meetings to enrich their knowledge on subject content and methods of teaching Principal C, from township primary schools,

submitted: *“Discuss challenges that you encounter in the classroom with your colleagues.”* Good human relations were shared by most participants as a contributing factor towards effective school management. Principal C from township school C added: *“Instilling a sense of respect and good human relations can make a school management team (SMT) effective.”*

A good manager contributes to effective school management. Participant B from Focus Group A, from township primary schools, stated: *“Good management is fair, consistent, transparent, and supportive.”* This means that the members of the SMT are supportive to staff members and learners, they do things transparently and are consistent. Participant C from Focus Group A supported: *“A good manager should be an exemplar to other teachers, for example, time management and doing what you are supposed to do.”*

Principal A, from township school A, admitted: *“For effective management, you need an effective HoD who can go out and find out information from other schools.”* Participant D from Focus Group C, from township primary schools, added: *“Teacher development is a critical feature of effective school management.”* Effective school management is characterised by a focus on the professional development of teachers (Hourani & Stringer, 2015:784). Managers create a platform in which teachers can freely engage in professional development activities to become excellent teachers. Teachers are encouraged to share good practices among themselves and play a leading role in their development.

Participant D from Focus Group D, from urban primary schools, asserted: *“Effective management has a good discipline policy in place and it maintains discipline in the school.”* Participant E from Focus Group D argued admitted: *“There is a support system from the top, everyone knows where to go for assistance if he or she encounters a disciplinary problem.”*

Effective management maintains effective discipline in the school. This suggests that an effective SMT creates an environment that prevents learner misbehaviour through policies such as the code of conduct for learners. The focus of effective management is not on solving problems, but on preventing problems through the availability of policies. If there is order and discipline in the school, teaching and learning will take place without disruption. Hence, discipline is one of the critical features of effective school management. Participant D from Focus Group A, from township primary schools, suggested: *“Open communication is important and it can bring about effective school management.”*

Open communication is one of the central features of effective school management. Participant A from Focus Group B, from township primary schools, added: *“The school should have policies that are understood by everyone: teachers, learners and parents.”*

Participant C from Focus Group F, from urban primary schools: *“Proper planning for all the activities in school is one of the central features of effective school management.”* Proper planning entails allocation of duties including subject allocation, planning for teaching and learning, resources, timetabling, monitoring of work, formal assessment, extra-curricular activities, meetings and important school events. It also entails that all stakeholders are involved in planning where it is necessary to allow them to contribute and have a sense of ownership of what is happening in the school.

Participant C from Focus Group D, from urban primary schools, stated:

An effective school management has a functional timetable, ongoing training of managers, and the creation of an environment that is conducive to teaching and learning, dedicated parent involvement, effective use of resources, analysis of available data on learners' performance, good administration, and planned delegation of duties.

These factors are also the features of effective school management. It is a well-known fact that without a functional timetable, teaching and learning will not take place. Participant A from Focus Group D, from urban primary schools, added by saying: *“There should be a functional time table that has a correct number of periods per subject in line with time allocation per subject per week in the curriculum policy statement.”*

As a result, effective school management should ensure that the timetable is in place and functional, the environment is conducive to teaching and learning and learners results are analysed to inform planning and intervention.

Training of managers cannot be overlooked when it comes to effective school management. Principal B, from township primary schools, indicated: *“First and foremost when someone new assumes a managerial position, this person has to undergo some kind of schooling in what he is expected to do in the new management position.”* Principals as managers are supposed to provide effective school management. Principal A suggested: *“You find that in*

the interviews the person was good, you become sure that this person knows what he is doing, all to find that he needs to be guided.”

From the responses by Principal C, it was suggested that the school management is effective if it can create an environment that is conducive to learning and teaching.

Principal C, from township primary schools C, submitted:

I believe when you came into the yard, you could not hear any noise in the yard, therefore, every learner is in the class. I would like to believe that when you came into the yard, you could see the cleanliness of the school.

The principal creates an environment that is conducive to teaching and learning by ensuring that the whole school is clean and inviting. Moreover, the principal should ensure that there are enough facilities and equipment for teaching and learning, enough teachers for every subject in grades, and enough learning and teaching materials. Most importantly, the principal is a custodian of all relevant policies to be adhered to, including the code of conduct for learners and teachers. He/she should ensure policies are followed, there are regular staff meetings to clarify any misunderstanding, staff members talk with the learners about the school rules and the importance of attending school regularly, teachers work together when and where it is necessary and that there is a working relationship between staff members, parents and SGB. Principal F, from urban primary school F, explained:

The principal is the curriculum manager and so is the deputy principal. An HoD must see to it that policies are implemented. If all these people know what is expected of them, effectiveness will fall into place.

To ensure effective school management, the principal should work together with staff members to develop short-term plans known as objectives. The implementation of the objectives will enable the school to achieve the vision. Participant B from Focus Group F, urban primary school F, stated: *“The SMT should have management plans and implement them.”*

There should be a management plan that spells out who is responsible for what, how the duties are going to be carried out and the time frames for completion. Monitoring is done by

the SMT to ensure that all activities are on track and in compliance with the applicable legislation. Participant F from Focus Group B, township primary schools, proposed: *“Good administration and good management can help to bring about effective school management.”*

The participant from township primary schools mentioned the importance of administration towards effective school management. Administration plays a critical role in every organisation particularly when coming to record keeping, receiving, dispatching, and scheduling. Effective school managers promote and practise good administration in their schools. The administrative personnel normally do administrative duties. Teachers and managers also can do duties such as typing, scheduling and filing.

The question was rephrased for Principal B: When we say the SMT is effective in its management is when it does what?

Principal B, from township primary schools answered in this way:

It is when the management team members are united, when they are singing from one hymn book, when they are able to decide on variety of matters, when they are firm in their decision-making, when they are able to solve any challenge and when they are able to work harmoniously with their staff members.

Effective school management requires unity from the SMT. This unity should permeate every sphere of work and allow every member to show his or her talent in a pleasant working environment. Official A from the district office had this to say about effective school management:

First, we look at what is it that they are doing. We must start by what are they doing? Is that what they are supposed to do? You should be familiar with the department's 5Ts (5Ts stand for timetable, teacher, textbooks, time, and test). Does the school have teachers suitable to teach subjects that they are supposed to teach? Do they know how to plan a timetable that accommodates the subjects as whole in line with the policy? Do they have the resources in terms of your textbooks? Those textbooks have

been selected randomly or they were selected in line with the prescripts of the policy? To what extend does everyone spend time doing what they are supposed to do?

Given the above presentations in this section, the participants from township and urban primary schools indicated that effective primary school management is the work of a team, not one person. They emphasised that management required a team effort by the SMT, not the principal as the only manager and this was also emphasised in the literature review (cf. 3.2.1). Effective school management includes all staff members starting from the general workers, administrative personnel, teachers, HoDs, deputy principal to the principal. Each one of these categories of people has an area to manage and a duty to perform (Parker & Middlewood, 2013:5). All of them should manage their area effectively and correctly execute their functions.

The participants from township and urban primary schools indicated that management plan that indicates activities, resources, responsible person, time frames would contribute to effective school management. The teachers from township primary schools indicated that holding regular staff meetings, subject meetings or departmental meetings would also support effective school management.

The participants from urban primary schools indicated that for effective school management to happen, there should be curriculum policy statements, assessment policies, circulars and policies from the department of education, learning and teaching support materials, functional time table, code of conduct and classroom rules to maintain discipline and order in the school.

The participants from township primary schools added by indicating that there should be attendance and classroom registers to monitor attendance, late comer registers to encourage punctuality, monitoring and reporting tools to be used during class visits to enhance effective school management (Fleming, 2014: xi). Also, they indicated that school management should monitor teaching and learning, assessment, quality assurance and provide and provide feedback during one-on-one conversation meetings.

In conclusion, some participants from the township and urban primary schools indicated that effective school managers plan, organise and allocate resources for teaching and learning.

They make sure that all activities comply with policies, laws and due dates. They support and monitor the progress on every activity. They encourage good human relations among the staff members to secure communication and meaningful criticism. Sharing of good practices becomes easy when there are good human relations. A monitoring system should go hand in hand with the reporting system. Reporting should start from the bottom-up by teachers to the HoD through to the principal deputy principal and the principal. These people should know the progress and the challenges of each learner per grade and provide interventions that enable the learners to succeed in learning. Both these systems should enable managers at all levels to hold their subordinates accountable. The advice from the township participants is that members of the school management team should work together as a team. The characteristics of an effective principal are discussed in the ensuing section.

5.3.3 The characteristics of an effective principal

In addition to the afore-going factors, the responses by the participants indicate that an effective school principal is a further aspect that can contribute meaningfully towards school effectiveness. Consequently, it is important to look at the characteristics of an effective principal from the perspective of the participants in this research study. Thus, participants were asked to share their viewpoints about the characteristics of an effective principal. They expressed their views based on their contexts and daily observations. Principal A, from township school A, proposed: *“An effective principal provides participatory leadership to allow all stakeholders to contribute in the decision-making process.”*

This kind of leadership allows staff members to make inputs into the running of the school. It reinforces a sense of ownership in terms of successes and eliminates finger-pointing when things are not going right. Participant C from Focus Group A seconded: *“A good principal must not rule with an iron fist; he must listen to what teachers are saying and take advice.”*

Participant F from Focus Group B added to this view by saying: *“Be democratic and principled.”* Participant D from Focus Group C seconded: *“Democratic leader, he should not be autocratic.”* Participatory leadership falls under the democratic style of leadership and it is the direct opposite of an autocratic style of leadership. It does not mean that the principal will consult the staff members on everything. There are certain things that the principal may decide on unilaterally. For example, a principal in the urban or township school may decide that learners and staff members can leave school early if there is no running water in the

area for that day. Principal C, from township school C, admitted: *"We don't usually like laissez-faire, because in a laissez-faire environment everybody does as he/she wishes."*

Principal F, from urban school F, explained:

A leader is somebody who can be able to develop people, manage, mentor them, advice, and give support. To me, that is a good leader. If you can have these characteristics, then you are a good leader. Be able to lead, manage, control, and monitor then you are a good leader.

The other important characteristic of an effective principal is good management. It is important to note that management and leadership are like two sides of the same coin; one cannot flourish without the other. Principal F supported:

The one who can manage and lead is the effective principal because the two go hand in hand.

This means that the principal should plan, organise, lead, evaluate, and put corrective measures in place. They should perform these functions effectively within areas of management such as teaching and learning, learner affairs, financial affairs, physical resources, school administration, personnel affairs, and community participation.

Principal F, from urban school F, stated: *"Management is about managing process, leadership is about leading people to ensure that those processes unfold properly, and policies are implemented."* An effective principal has sound interpersonal relationships with the staff members.

Participant C from Focus Group F advised that an effective principal *"must have good human relationships."* A good interpersonal relationship is the key to effective communication and meaningful criticism. Participant B from Focus Group E indicated that an effective principal must *"be people and task-oriented"*. Also, Participant C from Focus Group C concurred that an effective principal must *"be able to establish harmonious relationships with staff."* Participant F from Focus Group A supported that the principal should *"be professional and approachable, open and respect staff members."* Official A from the district proposed: *"An*

effective principal is the one who creates a rapport with staff. When you have a rapport with staff, you can talk to each one of them despite their ranks."

Principal A, from township school A, seconded:

The principal should be a motivator. As a leader, motivate them by appreciating the good things they do. If you do not appreciate, they may feel demotivated. A principal should have a sense of appreciation.

Appreciating the positive contributions of staff members will give the principal the legitimacy to point out the weak areas and recommend remedial activities. Principal A, from township school A, confirmed: "*A principal should have a sense of appreciation.*" A sense of appreciation contributes to drawing staff members closer to the principal and encourages them to accept the principal's constructive criticism. Participant B from Focus Group B suggested that the principal must "*be good listener, not judgemental, must not discriminate, he must not take sides, he must be brave, brave in the sense that when problems arise he must be able to solve them.*"

Creation of an environment conducive to teaching and learning is also perceived by the participants as one of the characteristics of an effective principal.

Principal F indicated that "*an effective principal ensures that the environment is conducive to learning and teaching.*" The principal ensures that learning and teaching materials are available, there is a functional timetable and order and discipline in the school.

An effective principal should have good communication skills in the language that is used as a medium of instruction in the school. This will enable him or her to provide instructional leadership to teachers. Participant D from Focus Group A added that an effective principal should "*have good communication skills and look for solutions.*"

Principal E, from urban school E, proposed: "*The principal must also ensure that members of the SMT are well trained and very effective.*" Another important feature of an effective principal is the notion of lifelong learning. Participant C from Focus Group F seconded: "*An effective principal should be a lifelong learner, be knowledgeable.*" Participant A from Focus Group F agreed that the principal should have "*knowledge of policies.*" Official A from the

district office supported: *“A principal that have a sense of what is happening outside in the garden, in the hall or in the kitchen if there is a kitchen and every aspect of the school.”*

Participant C from Focus Group B added: *“He must be abreast with new developments in curriculum.”* The principal should know all policies including curriculum so that he/she can guide teachers in policy implementation.

Participant B from Focus Group D indicated that an effective principal must *“be consistent and assertive in what he is doing”*. Also, Principal A mentioned that *“an effective principal has self-discipline and self-control.”* Self-control is a prerequisite for exercising control over other people. If the principal does not have self-discipline, it will be difficult to discipline others. Participant A from Focus Group F believes that the principal must be *“firm in terms of the discipline of teachers.”* Similarly, Participant D from Focus Group B indicated: *“The principal must be firm, he should not take sides and he must listen to both sides.”* Discipline in a school increases the opportunity for effective teaching and learning which in turn contributes to school effectiveness. Participant E from Focus Group D mentioned *“fairness”* as one of the features of an effective principal. Principal D indicated: *“I reward good behaviour.”*

As already found in Chapter 3, an effective principal should manage to produce good results at the end of the year (cf.3.2.2). Learners should perform well in their assessment to show that all plans and efforts were done correctly. Good results prove that plans were correct and the implementation of all policies and programmes was also correct. If learner results are not good, it means something was not done correctly, then the principal cannot be said to be effective. Some participants repeated this point. For example, Official A from the district office proposed: *“The principal should focus on producing good results.”* Official B from the district office seconded: *“An effective principal is the one who produce good results.”*

Based on the responses above, the principal’s effectiveness is one of the most important factors that contribute to school effectiveness. The participants in this research study highlighted some key characteristics of effective principals. The characteristics include the qualities of effective principals and what effective principals do which were also mentioned by the literature review in Chapter 3.

The participants from township primary schools indicated that effective principals should have good communication skills. They should be able to interpret and communicate the policies to all stakeholders. They must know and can explain to others how to carry out the activities that lead to the realisation of the objectives (Peterson, 2013:205).

The participants from the urban and township primary schools indicated that effective principals manage by example in providing support to teaching and learning. Furthermore, they coach and support teachers in teaching practice. They also reward good work and behaviour to encourage staff members and learners towards excellence (Brock & Grady, 2012:125). If more teachers in the school become effective because of the support and development provided by the principal, then the principal is effective.

The participants from the township and urban primary schools indicated that an effective principal has good management skills. He/she can plan, organise, lead, and control. He/she is a good manager who can create management systems and supervise the teachers' work to ensure that teachers are doing their work as effectively as possible (Ludeke, 2013:57). This means that effective principals focus on teaching and learning. They make sure that all teaching and learning materials are available, there are facilities for various subjects and the environment is conducive to teaching and learning.

The officials from the district indicated that effective principals focus on good results as one of the focal areas used to measure the principal's effectiveness. The principal cannot be said to be effective while the results are poor. The principal is effective only when the school produces good results over a period, not once-off.

Teachers from the township schools mentioned that self-discipline and self-control are intensely important for every principal to be effective. They are pre-conditions for effective management and they give a principal the license to exercise control over staff members. If the principal does not have self-discipline, his/her actions will not be regarded as a good example and followed by others.

The participants from the urban primary schools indicated that the principal's actions are regarded as the third important measure of principal effectiveness. Through their actions, principals can instil a sense of unity, teamwork, commitment and willingness, collaboration,

cooperation, mutual respect, and sharing of ideas among the staff or they can cause confusion, conflict and despair among the teachers.

From the participants' viewpoints, it can be concluded that effective principals are good listeners, knowledgeable persons, disciplined practitioners, lifelong learners, consistent in their actions, assertive, fair, reliable, and honest. They delegate duties to staff members, have good human relations and management skills. Furthermore, they focus on teaching and learning, curriculum development, proper planning, implementation in line with policies, consultation with all stakeholders, time management, record keeping, teamwork, supporting staff members, staff development, obtaining good results, sharing good practices, rewarding good behaviour, and creating an environment conducive to teaching and learning. The factors that can bring about effective teaching and classroom management are discussed in the following section.

5.3.4 Effective teaching and classroom management

As was concluded in Chapter 2 (cf. 2.5.1), effective teaching and classroom management are two of the major pillars of school effectiveness and school improvement. Without effective teaching and learning, learner performance may be poor and the school cannot be regarded as effective if the school is producing poor results. Teaching and learning activities are at the delivery end of the education system and they are executed to fulfil social expectations of producing responsible and competitive citizens. Therefore, the participants were asked to share their views on effective teaching and classroom management.

Effective teaching and classroom management can be actualised if the school has a functional timetable. Principal F, from urban school F, said: "*There should be a functional timetable.*" In other words, if the timetable is not correct, periods are clashing and number of periods per subject are incorrect, effective teaching and learning cannot take place. If the time allocated to each subject per week and year is not adhered to, chances of covering the prescribed syllabus is slim because time on task counts when coming to effective teaching and learning.

Knowledge of the subject matter is equally important for effective teaching and classroom management. It supersedes all other things that should be available or happen during the teaching and learning process.

Participant D from Focus Group A held: *“Teachers should have subject knowledge”* for effective teaching to take place. Participant D from Focus Group B seconded: *“An effective teacher must have knowledge of the subject not only of the textbook but knowledge in general and know the learners he is teaching.”* Principal B, from township school B, indicated: *“Effective teachers do their work exceptionally well in class.”* Knowledge of the subject matter is a prerequisite for teaching to take place. Participant C from Focus Group F confirmed: *“Be an expert of the subject you are teaching.”*

Teaching is a complex process that needs planning before it can be carried out. Participant C from Focus Group F proposed: *“Proper planning”* should be conducted to lay a firm foundation for effective teaching and learning and classroom management. Without proper planning, effective teaching and classroom management cannot be realised. Principal C, from township school C, agreed: *“Prepare your lesson per your context, you get content from textbooks, but contextualise it.”*

To do proper planning, the teacher should know all the learners in class and plan for each learner. Participant B from Focus Group F advised: *“Consider the learners’ level of learning during preparation and teaching.”* This will ensure that all learners benefit from the process of teaching and learning in a period. Knowledge of methods and approaches of teaching become important here to make it possible for the teacher to accommodate all learners of different levels in one lesson, especially in multilevel classrooms. Participant C from Focus Group A supported: *“Plan on time.”* Principal C attributed effective teaching and learning to *“been prepared at all times.”* Principal F admitted: *“As management we must have plans in place”*. Principal A, from township school A, explained:

Planning, some teachers cannot plan; they cannot see what should be taken out from the policy document, they just follow the policy document. When they are about to write exam, they realise that they did not cover sufficient work. To avoid this, teachers should plan together.

Discipline and positive attitudes from the teacher and learners also contribute to effective teaching and learning and classroom management. Participant C from Focus Group C indicated: *“There must be rules.”* Classroom rules should be followed every day. Participant B from Focus Group A seconded: *“Work with learners to keep order.”* Participant D from Focus Group A supported: *“Be friendly to learners.”*

Principal B emphasised the following about effective classroom management:

You should together with the learners develop classroom rules. Learners will be able to claim ownership of the classroom rules. No cell phones; there is nothing like I forgot do my homework. When I am in class I must do something.

Poor discipline has increasingly become a challenge and threat to many teachers in classrooms. Positive attitudes and behaviours from the teacher and learners can contribute to overcoming this challenge. Principal F explained:

There must be classroom rules, there must be order in class, class teacher as a leader must be able to manage his/her class. If the learners can understand classroom rules and know what is expected of them then we will have an effective classroom.

Proper planning, the effective layout of the classroom and exemplary teacher conduct can prevent learner misbehaviour. The teacher should always lead by example and reward good behaviour to enhance good conduct. Participant A from Focus Group B agreed: *“He must have a good relationship with learners and fellow workers.”*

Learners should never be left alone in the classroom because if they are alone, the classroom environment is no longer conducive for learning. Participant B from Focus Group F indicated that there should be *“discipline”* for effective teaching and learning to take place. Participant C from Focus Group A supported: *“Plan on time, be exemplary.”* Participant B from Focus Group C admitted: *“Give learners a chance to devise classroom rules, do not impose rules upon them.”*

Assessment, marking and recording are also part of teaching and learning and classroom management. Principal B, from township school B, explained: *“The teacher’s knowledge of assessment plays an important role in effective teaching and learning and classroom management.”* Effective assessment, proper marking of learners’ work, accurate recording and reporting contribute to effective teaching and learning. Through assessment and diagnostic analysis, the teacher should be able to identify the shortfalls in teaching and address them with the learners. Participant A from Focus Group seconded: *“Posters on the*

walls." The classroom should be print-rich so that incidental learning can take place when learners are in classrooms. Participant D from Focus Group A agreed: "*Mark learners' work*". Learners to get feedback after an activity because assessment is part of learning. Otherwise, assessment loses value.

Principal B, from township school B, explained effective classroom management:

*There must be a unique way of showing that you are the subject teacher.
Books should be covered in such a way that they reflect you as a teacher.
The style of writing tests and classwork; it must be such that it reflects you
are the subject teacher.*

Participant E from Focus Group C added: "*Class layout and arrangement of resources in the class and the arrangement of learners.*" Support from management and availability of resources are important for effective teaching and learning. Principal A indicated: "*HoDs must monitor the teachers' work to ensure that teachers are giving learners enough work, learners' work is marked, and learners are doing corrections.*"

Monitoring provides the opportunity for the HoDs to support teachers or organise support for the teachers. Teachers need support in many ways: emotional support from their managers to cope with the load of work and support in terms of the availability of resources for teaching and learning. Therefore, lack of resources and facilities constitutes an environment that is not conducive to learning and teaching.

Principal E, from urban school E, articulated: "*Well trained educators with enough resources to use in class such as iPad's, computers, and data projectors.*" Teachers need support in terms of quality assurance of question papers to validate and authenticate the process of assessment. They need support in dealing with the discipline of learners. Furthermore, they need support from their managers in carrying out their daily professional work of teaching learners and for professional growth. Principal F, from urban school F, explained:

*The management must be able to monitor the correct implementation of the curriculum, monitor whether teachers are teaching the correct things.
Do it in class visits, monitor learners' books, teachers' files, and moderation of tasks. At the end of the day, we must ensure that teachers*

teach and assess quality. This can only happen when HoD know how to manage teachers. We cannot assume that when teachers go to classrooms; they teach the correct things. Sometimes, you find that they are behind in terms of their work plans. Those are the things that we monitor so that a catch-up plan can be developed if a teacher is behind.

Attending meetings and sharing of good practices also may contribute to effective classroom management and teaching and learning. Principal B, from township school B, suggested: *“Keeping abreast of new developments by attending workshops and meetings”* also contributes to effective teaching and learning. Sharing of good practices could be done internally or with teachers from other schools. This can have far-reaching implications, especially when where teachers observe each other in teaching practice. Sharing good practices reinforces communication and teamwork, which are also important towards effective teaching and learning. Principal B, from township school B, believed: *“He studies further because that will help him to be effective.”* Participant B from Focus Group B agreed: *“Attending workshops and keep abreast with what is happening in the curriculum.”* Participant C from Focus Group C advised: *“Have a positive mind, be the manager of your class, be a lifelong learner. Be a role model for the learners. Be a motivator and encourage learners to learn.”*

The provision of support to teachers in their teaching practice by their managers is necessary even if it is very challenging due to uneven power relations in some schools. Participant B from Focus Group D explained: *“The responsibility must not lie with the teacher; we have a few hours with these learners, and parents should help. The expectation from the department is too big. They give us too much work.”* Participant C from Focus Group D explained further: *“The admin work is too much. They expect us to do miracles.”* This is rife in schools in which teachers are reluctant to do their work. However, a teacher with positive behaviours will always see the need to cooperate with managers in monitoring and supervision of work for the sake of the learner. Principal B, from township school B, held: *“An effective teacher respects time and authority.”*

Effective teaching and learning need teachers with knowledge of time management. Participant F from Focus Group B admitted: *“A teacher should know about time management.”* Participant C from Focus Group B supported: *“He (teacher) must always be punctual to the class and make sure that he goes to the class prepared and make sure that*

learners are able to follow him." The Curriculum and Assessment Policy Statement (CAPS) allocates time per week for each subject in every grade. This time per subject is further divided into the periods through the timetable at the school level. Teachers should adhere to the time allocated to their periods to comply with time allocated to their subject per week. They should start and end the periods on time without overlapping. Participant A from Focus Group C concurred: *"Time management is important, do not overlap into other teachers' periods."*

Overcrowding in classrooms threatens effective teaching and learning, especially in schools in impoverished communities. Teaching cannot take place effectively in an overcrowded classroom (cf. 5.3.1.3). Participant B from Focus Group E explained: *"Small number of learners in the classroom makes the teacher's work easier"* may also contribute to effective teaching and learning. Participant B from Focus Group E confirmed: *"Classes should not be overcrowded because most of the teachers do not know about teaching an overcrowded classroom."* The teacher cannot move around and pay attention to individual learners in an overcrowded classroom. When learners are overcrowded in the classroom, the environment is no longer conducive to learning and teaching. Participant A from Focus Group F advised: *"The learning environment should be suitable. It should have ventilation, enough light and be clean."*

Teachers expect parents to assist their children with schoolwork. Parents can assist their children with schoolwork if they are fully involved in the education of their children. Participant D from focus Group A declared: *"Teachers should have the subject knowledge, including all learners in the lesson and planning, discipline, consistent, mark learners' work, manage your class and involve parents."* In this regard, Participant D from Focus Group D supported: *"Effective learning cannot exclude parent involvement. Parents should assist the learner at home to reinforce the quality of learning because learning does not end at the school"*

Some participants believe officials from the GDE are not competent enough to do their job and fail to provide proper support to teachers. Participant E from focus Group D explained:

Appoint people who will oversee other teachers. People who were effective teachers should be appointed to oversee other teachers. Now,

there are people there who do not have a clue of what is happening in the class and they try to implement something that they do not know.

Given the comments above, knowledge of subject matter and focus on teaching and learning are two of the most important factors that can bring about effective teaching and learning. They are followed by the knowledge of methods of teaching, proper planning and discipline. Without these five factors, the participants from the township and urban primary schools are convinced that there is no way effective teaching and learning can be realised. Therefore, lack of knowledge of teaching methods coupled with lack of knowledge of teaching multilevel classes has exacerbated the provision of effective teaching and learning in South Africa.

Furthermore, the participants from the township and urban primary schools emphasised that teaching and learning cannot take place in a chaotic class. Teachers should create an atmosphere that is conducive to teaching and learning. They should be able to pre-empt any possible disruptive behaviour or non-compliance through proper planning and preparation. This entails that the teacher should be firm and compassionate. Most importantly, the teacher as a classroom leader must set an example through good behaviour and maintain good discipline. The classroom rules should be clear and understood by every learner in the classroom. Lack of firm discipline during teaching time means less time for teaching and learning. As discussed in Chapter 2 (cf. 2.5.1), time on task is thereby maximised.

Participants reiterated what has been stated in Chapter 2 (cf. 2.5.1) regarding teacher commitment. The participants from the township and urban primary schools indicated that committed, dedicated and competent teachers are needed to lead effective teaching and manage the classroom effectively. This teacher can contribute to the inculcation of positive academic and attitudinal qualities in students. Positive attitudinal qualities will be demonstrated by regular school attendance, dedication, respect for authority and self-efficacy. Effective teaching and learning need a teacher who can apply a variety of strategies and teaching approaches to ensure the optimal mastery of different aspects of the subject content.

Although few participants from the township and urban primary schools mentioned knowledge of the role of technology in teaching and learning, it is crucial for effective teaching and learning. Application of technology in teaching is increasingly becoming an important part of teaching and learning in Gauteng Province since the introduction of

interactive smartboards in schools. Participants emphasised the need for teachers to keep abreast with the application of technology in teaching and learning as part of lifelong learning to avoid redundancy in future.

Contrary to the findings in Chapter 2 (cf. 2.5.1), many participants did not emphasise parent involvement in a classroom amid the need for active participation of parents in their children's education. The reason could be that the participants from the township and urban primary schools have already emphasised parent involvement repeatedly in the previous questions of this study. Parental involvement is one of the most important factors for effective teaching learning to take place. Apart from assisting children with homework, parents can also be influential in keeping discipline in the classroom. Therefore, regular communication between teachers and parents about the process of teaching and learning can improve the behaviour and performance of learners.

As mentioned in Chapter 2 (cf. 2.5.1), the participants from the township primary schools indicated that time management and punctuality are central to effective teaching and classroom management. If the teacher and learners are always on time to the class and start the teaching and learning process on time, time on task will be maximised. Maximum time on task may lead to effective teaching and learning. The teacher should have a sense of urgency and inculcate it in learners. Whatever they do, they must complete it on time to be ready for the next activity. An effective teacher leads by example. He/she is always punctual. During the interviews, some participants, especially principals, complained about late coming on the part of both teachers and learners.

The officials from the GDE who are supporting teachers in performing their professional work should also be competent in their areas of work. Seemingly, some participants were not happy about the support that they received from officials. The GDE may need to intensify its recruitment system even more to ensure that appointees are excellent in what they do.

Nevertheless, effective teaching and classroom management are important factors towards school effectiveness. The quality of the teachers, instructions and outcomes contribute to school effectiveness. In short, based on the presentations made by the participants from the township and urban primary schools, effective teachers have excellent knowledge of the subject, teaching methodologies and strategies as well as knowledge of assessment techniques. They do thorough planning and preparation and they know how to apply

technology in teaching and learning. They mark and control the learners' work regularly and provide feedback to learners. They can actualise the pre-determined objectives of the lesson which shows effectiveness.

The participants from the urban primary schools indicated that effective teachers reward good behaviour to maintain order and discipline in classrooms. They display positive behaviours and attitudes toward learners. Also, they create the atmosphere that is conducive for teaching and learning by involving all learners of different levels of learning in the lesson.

The above discussion assists only in highlighting the most important factors pointed out by the participants during the interviews. The critical issue is to instil the importance of these determinants of teacher effectiveness in teachers within their contexts in which they teach: township schools and urban area schools. Some factors such as the availability of teaching and learning resources and the number of learners in a class are not strengths or weaknesses of the teachers. They are determined by external circumstances. Nevertheless, they are opportunities or threats to effective teaching and learning.

In conclusion, teaching is a principled and yet complex profession that requires passion, patience, determination, and dedication to succeed in educating a diverse group of young learners. Consequently, effective teaching and classroom management need teachers to commit themselves to do all in their power and abilities in carrying out their professional duties. Teacher behaviours and attitudes are central to the realisation of effective teaching and classroom management. Most factors important for effective teaching and learning are based on teacher behaviours.

The challenges of overcrowding and lack of resources are systemic issues that have nothing to do with teacher behaviours. These challenges continue to undermine all other efforts to realise effective teaching and classroom management, especially in the impoverished communities of Gauteng Province. Lack of knowledge of teaching multilevel classes undermines teacher behaviours. Against this background, a determined teacher will do all within his/her power and ability to secure the relevant knowledge to teach multilevel classes.

The provision of support to teachers in their teaching practice is undermined by troubled power relations in some schools. This is rife in schools in which teachers are reluctant to do

their work. This is a serious challenge in the township primary schools than in the city primary schools because teachers in the township schools are more unionised. Hence, some participants indicated that teachers should respect authority. A teacher with positive behaviours will always recognise the need to cooperate with managers in monitoring and supervision of work for the sake of the learner. The researcher explores the need for continuous professional development of teachers in the next section.

5.3.5 Continuous professional development of teachers and principals

The following was a secondary question asked to some participants based on their responses: What are the essential aspects of an ongoing professional development programme for teachers to become effective?

Principal B, from township school B, suggested:

Presently, what is viewed as been essential is the IQMS (Integrated Quality Management Systems). IQMS is something that was designed to evaluate, support and even design programmes that will support teachers even more. But, this programme is abused, it has been abused and it is not clearly understood by the teachers themselves. What is normally been done is to satisfy them (officials). It is to fill up forms and satisfy the officials. Yes, what I say is a true reflection. It does not contribute to the professional development of teachers. I will tell you. I am the only person in my school who understands IQMS very well. I plan it and give it to the HoD to run with it, they bring reports to me. I may not be in every class, but I know for the fact that, it has not been properly done. When you look at the marks given and look at comments from the HoD, they do not correlate. They do not give me a clear picture of what was going on. You look at the performance of learners, and they do not tally. It does not help us at all; it does not. It brings more corruption on the side of the teachers because whatever they comment about there, it is not a true reflection of the performance of the teach. People are being given high marks for something that is not there.

A further follow-up question was asked: As a principal, what can you do to remedy this situation? Principal B, from township school B, responded:

Well, I try. But, I see it does not even help. I normally would inform them what IQMS is all about, from time-to-time. I would explain from stage-to-stage or phase-to-phase. For example, the first term is the time when we look at those who recently have joined us or promoted and those are the ones that we evaluate and so forth. This is the time when you have fill in your needs, your personal growth plans that will be incorporated in the school improvement plan and submitted to the district. These two or three terms I am supposed to support them where ever is necessary. I keep informing them about the processes, but I see it does not help.

It is a concern that the participants felt that the IQMS, which is intended to assist teachers to improve their teaching practice, is abused and rendered useless by the very same teachers. This system was agreed upon by the teacher unions and the DBE as the one that should assist in the professional development of teachers and principals.

The participants indicated that IQMS is the main programme used for the professional development of teachers and principals in schools. In addition to IQMS, teachers and principals attend workshops and some register with the institutions of higher learning to further their studies and improve their knowledge in their working area.

Participant C from Focus Group B alleged:

An on-going professional development can be done through IQMS, class visits, attending workshops, registering with higher learning institutions to make sure that you keep yourself abreast with ever-changing technologies and systems in the education.

Participant B from Focus Group B supported:

Maybe you must be a researcher, a lifelong learner. If there is a content that I do not understand I go to the internet and google. I can google different methods of division. If the textbook frustrates you, you can Google.

The question was rephrased to Principal A: Do you have a programme which teachers should attend for professional development?

Principal A responded:

No, there is no programme. We use IQMS for teacher development. Some are studying, like now one of the teachers went to write University exam. Majority are studying. I also study with the university.

Principal C took it further by saying:

Look at your field of speciality. We are looking at things such as project management. But unfortunately, when you say that to the Department, they will say this is not in line with education. But, when I manage a school, I manage a project. I am not only managing curriculum. I have not specialised in financial management. But, I am expected to manage finances of the school, LTSM (Learning and Teaching Support Materials), physical resources. And the Department will want to give me half a million; I need that knowledge from project management.

Follow up question: What is the main challenge that you need your teachers to be developed on? Principal C, from township school C, responded:

Assessment is a big challenge; they have to register with reputable institutions such as UP [University of Pretoria], Unisa [University of South Africa] and so forth. We also have facilitators who can help to develop these teachers. We also have resources right in schools, if we cluster, we can get teachers who can help to develop other teachers. IQMS affords us the opportunity to observe each other.

The participants recognised that clustering of teachers can make a large contribution to teacher development because teachers possess and can share different skills. Therefore, the formation of PLC within a cluster may assist immensely as a platform where teachers can share good practice.

The PLC should supplement the internal development initiated by the members of the SMT. Principal E, from urban school E, proposed:

In a school it is very important to have a right mentor for that teacher. If you do have a teacher who does not perform well, inexperience you give him a strong mentor, who can shallow him to see each day what he must do and learn. The best learning space is at good school, not necessarily at the department. Training by the department does also work. But, we do well if we train our teachers. I think we have good results if we train our own teacher here, if we put the right mentor to that teacher.

The GDE, through Subject Advisors and IDSOs, should also play a role in terms of holding workshops with teachers and principals. Participant A from Focus Group F suggested: *“Reward for good performance, orientation of teachers in curriculum, internal development, workshops by department officials.”*

Some participants were concerned about the quality of workshops conducted or organised by the GDE. Participant D from Focus Group D alleged: *“Workshops can help, but in most cases the quality of workshop is not good.”* Participant E from Focus Group D supported:

“Sometimes they re-workshop us and we are bored because they have workshopped us in the past on the same things. Teachers should study with higher institution of learning to develop themselves. Appoint the right people as subject advisors.”

In view of the presentations from the participants, it is obvious that continuous professional development of teachers is essential to school improvement and effectiveness. Teachers should be developed in their subjects to become experts and competent in their work. The same applies to the principals; they should be trained in leadership, management and administration. Moreover, principals should be competent in their work including financial management. Excellent teachers and principals are preconditions for school improvement.

The participants mentioned that the main form of development, which is also compulsory for every teacher, is IQMS. In IQMS, two peers and an immediate senior appraise a teacher. It is intended to be the optimal system whereby colleagues can share good practice and empower one another. However, some teachers abuse this system by going through the appraisal process only to satisfy the officials from the district. Therefore, the scores that they award to each other are not a true reflection of their performance. Some teachers award

high scores to each other because they do not understand the process while others are just corrupt. Consequently, IQMS tends to become a fruitless exercise and a waste of time for many teachers. This compromises the internal development of teachers by their immediate supervisors at the school level.

Development of teachers and principals can take the form of attending PLC meetings and seminars, going through appraisal systems, attending clinical coaching by the IDSO, principal, deputy principal or HoD, and attending workshops organised by Subject Advisors or enrolling with institutions of higher learning. Although continuous professional development of teachers is voluntary and the teacher should initiate the process, the principal should create an atmosphere that is encouraging for teachers to participate in such professional development.

All these forms of teacher development are crucial and can contribute to the continuous professional development of teachers and principals. However, quality of teacher development is not always relevant in the light of the challenges encountered by the teachers and principals. Sometimes teachers or principals are familiar with the content of the workshop. Consequently, they become bored.

In conclusion, part of the problem for continuous teacher development at school is the incorrect implementation of the IQMS owing to the lack of knowledge or willingness to do the right thing. Thus, principals should find a way of ensuring that the process of IQMS is implemented correctly and teachers are empowered through this process. Similarly, the GDE should find a way of making sure that the contents of the workshops are always relevant to the challenges of teachers and principals to improve their performance. Continuous professional development of teachers is crucial for school effectiveness and improvement and it must be taken seriously by teachers. Managers at all levels should make it possible for teachers to engage in continuous professional development activities to improve their teaching practice.

Effective teacher training is discussed in the following section to ascertain what can strengthen the quality of teachers.

5.3.6 Effective teacher training

Owing to participants' emphasis on the importance of teacher training, they were probed in this regard because initial teacher training at institutions of higher learning may also play a critical role in ensuring that teachers are equipped with the relevant knowledge to solve challenges encountered during teaching and learning. The following question was asked from some participants: What should be in the curriculum for effective teacher training?

Principal A, from township school A, proposed:

I wish they can bring back teaching demonstrations like what we use to do at the college. This will help teachers to acquire knowledge of how to teach learners. Colleges should be brought back. Teachers should know how to manage the class and keep their classes clean.

The participant suggested that teaching demonstrations in the universities are not done as rigorously as they were done in colleges. Hence, she calls for the return of colleges.

There is a need for sufficient time to do teaching practice training sessions at the institution of high learning and it should be done in different schools. Participant B from Focus Group C supported: *"First year observation, second and third year practicals and critics, when you come to work you will know what you are doing in class. The teacher should have gone to different schools when doing practicals."*

In every school and class, there are learners who need remedial lessons. In most cases, these learners cannot be assisted because majority of the teachers do not have knowledge of teaching remedial classes. Participant B from Focus Group F believed: *"Counselling, discipline, classroom management, filling or book keeping."* Participant D from Focus Group F added: *"Remedial because learners have different challenges; remedial can help teachers to cope with the challenges of learners with learning barriers."*

Participant C from Focus Group C alleged: *"Real situations at a school. Let me give you example, go to the University, but when you come back to work you cannot implement what you have learned."* Participant D from Focus Group C confirmed:

Practicals are still done at the University. You choose a school or they choose a school for you. Then, an official from the University will visit the school to monitor your work and complete the form which will also be signed by the principal.

A follow-up question was asked: While you were at the school doing practicals did anyone in the school assist you? Participant D from Focus Group C responded:

Yes, HoD and teachers helped me a lot when I was doing practicals. They helped also in completing assignments, especially the practical part.

Participant C from Focus Group C took it further by saying:

The challenge is that at the University you choose a school and you do practicals in that school for the rest of the year. You get used to the way they do things and you then think that all schools are the same. If you go to different schools, you will meet different challenges and learn different ways of solving problems.

In view of the comments of the participants, the closing of colleges weakened the quality of teacher training because colleges devoted more time for teaching practicals than universities. In addition to more time for teaching practicals, teachers had the opportunity to do observations and practicals in different schools as opposed to the one chance of doing practicals in one school. Practical teaching should be done over three years to ensure that teachers acquire enough teaching skills.

During practicals, managers should supervise the student-teacher closely and guide them to ensure that he/she learns how to apply different methods of teaching in teaching practice and to maintain discipline in class. The mentor should be an experienced teacher who is competent in teaching. Most importantly, the mentor should observe the student-teacher in practice and the student-teacher should also observe the mentor to observe how the mentor applies and integrates teaching methods during lesson presentation. Demonstrations and critique should be conducted to assess if the student-teacher is ready to be a qualified teacher and run a class alone.

Knowledge of remedial work is necessary for every teacher so that teachers can provide remedial teaching occasionally in the classroom without referring the learners to the so-called remedial teacher. Most learning challenges in class are not addressed because the teacher does not have knowledge of remedial work and cannot refer the learner because there is no one with remedial knowledge in the school. The other important issue is that if the learner has a challenge in Mathematics, he/she will need assistance from a remedial teacher who has specialised in Mathematics. Hence, every teacher should have knowledge of remedial work to handle remedial challenges in the classroom.

Discipline and classroom management as mentioned by the participants are part of the curriculum for teacher training in every institution. Perhaps there is a need to intensify the training of teachers on discipline and classroom management so that teachers can resolve discipline issues without disruption of lessons. Counselling is another specialised discipline. However, some participants thought that teachers should also know about counselling to enable them to counsel learners who may have social or emotional problems. Although it is proper that a professional counsellor does counselling, teachers should have basic knowledge of counselling to assist where the challenge is not severe.

In closing, the quality of training student-teachers should be strengthened to equip them with the knowledge that can solve any problem in the classroom. Lesson demonstrations and critiques during practical teaching in schools should be intensified so that student teachers acquire the practical teaching knowledge that will enable them to fulfil professional expectations when they become teachers.

The training of student teachers at institutions of higher learning should include all aspects found in the process of teaching and learning. The emphasis here is on the aspects that were mentioned by the participants during the interviews that include practicals and demonstrations, remedial work, counselling, discipline, classroom management, and record filing. There is a need to intensify the training on discipline and classroom management because teachers find it difficult to manage the process of teaching and learning, especially since the abolition of corporal punishment in 1994.

The following section discusses legally acceptable disciplinary actions that can be exercised in schools to empower the teachers to maintain order during teaching and learning.

5.3.7 Acceptable disciplinary actions

Discipline of learners in schools has increasingly become a major challenge to many teachers since the abolition of corporal punishment. It has become worse as most learners become aware of their constitutional rights in disciplinary processes. Nonetheless, teachers are expected to maintain discipline and carry on with the business of teaching and learning and produce good results. Consequently, this section presents and discusses the legally acceptable disciplinary actions against misbehaving learners to enable teaching and learning to take place without disruption. The main question here was: What are the legally acceptable disciplinary actions that the teacher or principal can take to discipline learners in school without referring them to the SGB? This question was asked to all the participants. Some teachers and principals still think about corporal punishment when they are faced with ill-disciplined learners.

Participant C from Focus Group B suggested:

There is nothing that one can do to discipline learners effectively without transgressing the law except to refer the matter to the SGB, which does not solve the problem at that moment in the classroom.

Principal A, from township school A, confirmed:

Sometimes we promise learners punishment that will inflict pain in their bodies, even if we don't really mean it and learners respond by refraining from doing the wrong things.

This means that the principal did not have any effective way of disciplining the learners other than threatening them with corporal punishment. Some teachers believe some learners are misbehaving because there are no consequences. Participant C from Focus Group D complained:

Now, there are no consequences; learners do as they like because there is no effective punishment. There is an absolute lack of respect for teachers. Government should re-look at corporal punishment and say parent can punish their own children.

Participant E from Focus Group D added: *“All of us got a smack on the butt and we are still alive.”* It is obvious that teachers feel like they have lost a grip on the learners. Participant D from Focus Group D asserted:

We correct them politely because we are not allowed to touch them or to raise our voice against them. If that does not work, we have demerits system.” I understand that teachers are taking it too far.

Participant A from Focus Group D disagreed, *“The demerits system is not effective.”* The participants indicated that it is difficult to maintain discipline in schools. Some teachers in this research study blame the DBE for abolishing corporal punishment without giving them an alternative to discipline learners. They wish the government can re-look at the ways in which learners should be punished for their misbehaviour.

The question was modified to Principal F: Can you just list disciplinary strategies? Principal F responded:

Discipline is a serious challenge in schools. Whatever it is that the person can think, he must also think if he is also not contravening the constitution. That this punishment is it not infringing on the learners’ rights? That is why I say we only talk to the learner and to the parent. That is, it.

Some female teachers feel unsafe while they are alone with learners in class, which means that the atmosphere is not conducive for teaching and learning. For education to take place both the teacher and the learner should be free from any threat. Participant B from Focus Group D admitted:

I am afraid of being alone with Grade 7 learners, I do not feel safe being with them.

The DBE has devised alternatives to corporal punishment. However, some participants have found these alternatives ineffective towards disciplining learners.

Principal F, from urban school F, was doubtful:

But I remember alternatives to corporal punishment. They were not specific. Let me give you an example, if you want to punish a learner by giving him work to do in the garden, the law says you as a teacher must be with the learner because if anything can happen to the learner, you will be hold accountable, so you also hold yourself hostage. Other forms of punishment are interpreted as assault.

Thus, teachers resort to talking to the learners and their parents to resolve misbehaviours.

Participant B from Group C was unsure:

The way the constitution or the policy on discipline is written there is no specific, they just say no corporal punishment. Even if you can develop a policy through SGB You should be in line with the white paper or policy. We have to use the little knowledge that we have.

A follow-up question was asked: Do you have a code of conduct for learners? Participant B from Group C responded and replied: "No."

Participant B from Focus Group C proclaimed:

A school should have a discipline policy that outlines the learner behaviour and consequences. If a learner misbehaves, you give verbal warning and explain to the learner that if he continues with bad behaviour you will report the matter to the supervisor. The supervisor should talk to the learner and call parents to discuss the matter.

This means that if it is a serious issue the principal may end up taking it to the SGB then to the provincial head of the GDE to determine the kind of punishment suitable for the misbehaviour.

Nonetheless, some participants suggested valuable suggestions that could help in dealing with misbehaving learners.

Principal E, from urban school E, advised:

Referring the matter to the SGB should be the last resort. First, every classroom must have a set of class rules. The classroom rules must comply with the code of conduct of the school. Secondly, if a teacher is well prepared to teach, then, the children will be engaged in a lesson. Then, the need to discipline the children is almost non-existence.

Participant A from Focus Group C added: "You let the learner who is misbehaving to be a class leader." Participant B from Focus Group C went on to recommended: "Teachers and parents should meet frequently to talk about the rules and the behaviour of learners." Participant A from Focus Group E concurred: "Communication between the teacher and the parents is important in disciplining learners."

Principal F, from urban school F, asserted:

It depends on the nature of the misconduct. There are schedule one and two misconducts. When you talk about late coming and absenteeism, usually we call parents first and talk to them to try to remedy the situation.

Participant E from Focus Group B added: "Detention, demerit, giving additional work, withdrawal of privileges." The participant listed the strategies that could be used to discipline misbehaving learners. Most participants supported these strategies in the absence of no effective disciplinary measures especially in the classroom. Participant C from Focus Group A seconded: "Use merit and demerit system and detention." Participant B from Focus Group A advised: "Involve parents."

Participant A from Focus Group A suggested: "Know your learners."

Participant D from Focus Group A added: "Remind them about classroom rules."

Participant E from Focus Group A supported: "Use incentives to reward good behaviour."

Participant B from Focus Group A agreed: "Keep learners busy to prevent misbehaviour."

Principal B, from township school B, acknowledged:

There is only one legal action that I know. That is grounding a learner who may have misbehaved. You would always make this child not to be involved in some extra mural activities. Ground this child and give this child extra work. That on its own has an effect to the child to say the ones that

are enjoying themselves are the ones that are disciplined and orderly. It means that I am gone out of way, I have gone astray and I must mend my ways. This child will obviously mend his ways and start to enjoy himself with other children.

A further follow-up question was asked: When you ground the child, is it a form of detention or what? Principal B, from township school B, responded:

You actually isolate the child from the rest; you put the child in the staffroom where you are with the child. You do not leave the child alone or in the classroom where there is no one else. You give this child extra work and you monitor the child. Or you can give this child a manual work, to clean the toilets or the classroom and you monitor this child. You are isolating the child from enjoying with other children. That seems to be very effective and it works with me.

Principal A, from township school A, alleged: *“Demerits system does not work in the township. These demerits are there in the policy documents, but we don’t implement them.”*

Follow-up question: What makes you not to implement them?

Principal A, from township school A, responded:

The challenge is that the disciplinary committee does not take this system serious. They do not want to take these disciplinary issues to the SGB. They feel pity for these learners. They just talk to the learner, call the parent and end there. The committee should take these disciplinary issues to the SGB and department so that if possible a learner can be suspended for a week.

Follow-up question: Are you coping without following the demerits system?

Principal A, from township school A, responded:

At times we think we are not coping, but when learners are in the secondary schools is when we learn from what the teachers say about our learners. From what they say we can see that we are coping.

A few participants believed that rewarding positive behaviour and ignoring unbecoming behaviour may improve behaviour as learners receive attention for appropriate conduct. All the teachers should practise the reward system for the sake of consistency. This can only work for minor misbehaviour; serious ones should be recorded and taken up with the management.

Principal D, from township school D, emphasised:

Reward system, learners need rewards. They change attitudes. We give learners medals: Bronze, silver and gold. Parents are supporting by giving donations. For example, medals. Follow the policy and contextualise it.

Participants' comments confirm that discipline is a challenge in schools. The discussion on legally acceptable disciplinary actions was intended to find ways by which teachers and principals could discipline learners without contravening the law. The participants from the township and urban primary schools indicated that the options are limited and sometimes ineffective.

Teachers from the township and urban primary schools acknowledged that the government came up with alternatives to corporal punishment to assist them in maintaining discipline in schools. Unfortunately, most alternatives proved to be ineffective. For example, if the teacher sends a learner to pick up papers in the schoolyard as a form of punishment, the teacher must supervise that learner and that ends up consuming the time for other competing priorities.

The participants from the township and urban primary schools indicated that detention of learners puts pressure on the teacher because the teacher should devise meaningful and educative activities that will keep the learner busy during detention, otherwise detention will lose credibility and meaning. Further, some learners do not mind being detained after school or to have their points taken. Consequently, these disciplinary measures are not always effective in disciplining learners.

Some teachers from the township and urban primary schools do not know how to discipline the learners. They feel that learners who do not obey the rules and who talk to the teachers in an unbecoming manner are pushing them to the edge. That is why some teachers resort to applying corporal punishment, which is unacceptable and serious misconduct that leads to dismissal. Some female teachers in the urban schools are afraid of the learners, especially grade 7 boys. They think learners will assault them. In a class where the teacher is afraid of learners, the quality of teaching and learning is compromised. Therefore, it was not a surprise to hear some teachers calling for the return of corporal punishment, which is unlikely to receive attention.

Nevertheless, the participants from the urban primary schools have shown that they are not about to surrender their efforts to discipline learners and maintain order in classrooms. They use disciplinary measures such as detention and a demerit system with proper planning and they succeed. Some teachers reward and give attention to learners who behave well. This makes attention seekers realise that one can attract attention by good conduct.

The teachers from the urban primary schools emphasised that classroom rules, like the school code of conduct, play an important role in maintaining order. Clear rules that spell out what is expected of learners and the consequences of breaking the rules can improve learner behaviour (Harling, 2018:206). The participants did not pay attention to the fact that rules alone may not work; teachers need to present a united front when coming to issues of discipline. They need to speak the same language and give the same messages to learners. Each one of the teachers needs to lead by example and be consistent in applying the rules. Therefore, teachers should be punctual in the classroom and never leave the learners alone in the class because those are causes of learner misbehaviours. The teacher should be well prepared for the lesson and ensure that every learner is accommodated in the lesson.

In closing, the responses of most teachers from the township and urban primary schools indicate that they have been deserted by the DBE when coming to learner discipline. Some teachers found the alternatives to corporal punishment been ineffective in disciplining the learners. This could be attributed to lack of proper training in learner discipline on the part of teachers. Lack of knowledge of learner discipline is a serious matter because it leads to ineffective teaching and learning. In a situation in which the teacher does not know how to discipline learners, prevention may be better than cure. Furthermore, teachers need to be thoroughly prepared for their lesson presentations so that they give little room for

misbehaviour. Their lessons must be interesting and should capture the learners' imagination. An important way to minimise the learner misbehaviour in the classroom is by offering interesting lessons.

The ensuing section, the researcher explores the focus areas to improve school effectiveness.

5.4 FOCUS AREAS TO IMPROVE SCHOOL EFFECTIVENESS

It was clear from this study that the challenge that exists in Gauteng Province, like in any other province in South Africa and elsewhere in the world, is how to bring about improvement (cf. 2.2.2) in poor-performing schools. The task of turning an ineffective school into an effective one is a serious challenge because schools are unique. The solution that suits one school in an area may not fit another school in another area because of various factors that impact them because of their unique context. This section intends to present and explore the various views of the participants in this research study on ways that can help to turn around poor-performing schools into excellent schools.

Classroom level factors and school-level factors, as discussed earlier, dominated the discussion during the interviews with the participants (cf. 3.3). The main question here was: What should be focused on to bring about school improvement? Most participants indicated that the focus in the school should be on teaching and learning.

Principal C, from township school C, explained: *"Most of the principals in dysfunctional schools do not know what is happening in their schools as far as teaching and learning are concerned because they rely on the deputy and HoDs."* Principals as instructional leaders should put their shoulders behind the wheel of teaching and learning to turn things around in the school.

Participant D from Focus Group C opined: *"We should also look at the managers if they have the willingness to do something. If people are willing to do something, we will reach the goal."* If the principal does not care about what is happening in teaching and learning, teachers may relax and expend minimum effort just to keep their jobs. The role of the school principal in turning around the school is important. This is because the principal is the one who should make sure that teaching and learning materials are available, class sizes are

suitable for effective teaching and learning and the environment is conducive to teaching and learning. The principal should see to it that allocation of subjects is done in line with the teacher's specialisation; clinical coaching of teachers takes place; teachers are highly motivated to do their job and parents and members of the community are welcome to participate in school activities. Participant E from Focus Group A advised: *"The principal together with the SMT should monitor and give support to the teachers."*

Some participants emphasised the need for adequate planning for the improvement process as one of the sources for school improvement.

Participant B from Focus Group C proclaimed:

Before you can come with strategies, you have to do school evaluation and analysis you will see where you are lacking. Proper planning and working in line with the plans can bring improvement. I think the improvement will be there. One says prior planning prevents poor performance. If you do not pre-plan that is where you will perform poorly. Planning properly, teamwork and motivation can play a key role in making sure that the performance is going higher.

Adequate planning may entail analysing the data about the school to find strengths, weaknesses, opportunities, and threats (SWOT). The information from the analysis of data will provide a clear direction of what to do next to bring about school improvement.

Planning requires the input of all stakeholders, namely the principal, teachers, parents, and community members with an interest in education. Participant C from Focus Group A said: *"All stakeholders should be involved to improve the school."* The stakeholders should be allowed to give their inputs during planning and to indicate the role that they can play during the implementation process.

In the process of planning vision and mission are written to establish where the school needs to go and the means to arrive at the destination. Participant D from Focus Group B indicated: *"The creation of vision and mission is the beginning of school improvement."* Once the vision is created, the principal and the SGB must influence other stakeholders to accept and work towards the attainment of the vision. Working towards the attainment of the vision depends

on willingness and positive attitudes towards change from all stakeholders, which will unlock communication and sharing of good practices essential for school improvement.

Participant C from Focus Group C suggested: *“Have teachers who are specialised in specific subjects.”*

Principal B, from township school B, added:

The district office also should make sure that they employ the right people. You cannot take junior person who has not gone through the mill and make him an IDSO. This person has never been a principal or a deputy principal; he knows nothing about running a school. Or you take someone who has been a principal and failed as a principal of school and make him an IDSO. You are killing schools. No nepotism. Every person who assumes a position must be thoroughly scrutinised. Right people must be in right position. No cadre deployment in education. Depoliticise this education. You will get it right.

Participants argue that learners who are experiencing learning barriers should be accommodated in a separate class so that they can receive relevant intervention that is in line with their challenges. Participant C from Focus Group C submitted: *“Learners with learning barriers should have their class.”* Participant B from Focus Group C added: *“If we have remedial classes that will be taught by teachers who are specialised in remedial.”* Participant B from Focus Group F agreed: *“Management, intervention for learners who experience learning barriers. Teaching, teacher-learner ratio, the Department of Education should reduce paper work.”*

The teacher-learner ratio plays a crucial role in the improvement of schools. The participants underscore that a reasonable number of learners in class contributes to effective teaching and learning. It is a condition for an environment that is conducive for teaching and learning. The participants brought up the issue of teacher-learner ratio because it is a serious challenge in schools, especially in the township and informal settlement schools. Overcrowding is likely there, especially in a new settlement. Consequently, while there are attempts to avoid overcrowding, there should also be attempts to equip teachers with the knowledge of teaching overcrowded classrooms. Participant B from Focus Group C advised:

Reduce ratio to reduce overcrowding, if the government can reduce the ratio to 1:25 that can help to reduce overcrowding. If you reduce the ratio, you can be able to reach to every learner. If we can identify our challenges and know our challenges, we can have improvement.

Principal C, from township school C, supported: “*Assessment and less number of learners in class.*”

Some participants lament that the GDE is not doing enough to help schools. Schools submit their plans for the GDE’s assistance and the department is not responding as expected. Principal C raised a concern: “*We have submitted our SIP to the Department, but nothing is coming.*” On the question of what should be done to improve a school, Principal F from urban school F, answered:

That needs commitment from everybody in school and the department. Sometimes we say teachers do not perform, all to find that they are frustrated by the subjects. We expect the teacher to teach that subject and assess that subject. Sometimes facilitators also do not have the answers. Teachers should be trained in their subjects, especially subjects that they have not specialised in. Training should be given to everybody, including facilitators.

Subject specialisation is a problem in small schools. Teachers should volunteer to teach the subjects that they did not specialise in owing to post establishment of the school. Teaching the subject that one did not specialise in is also inevitable, especially in small schools. Hence, it is important for these teachers to be trained in the new subjects.

Other participants, especially principals, were of the view that they are unable to run schools effectively because of the interference from the unions. Some unions do not contribute to the smooth running of schools but create confusion and retard the progress of schools. Principal B, from township school B, alleged:

I will tell you, constant surreptitious visits by subject advisors. Those people must be firm and objective, and very strict. Whoever is not ready to comply must be sacked. No more unions for educators. Because there

is one union that has staged coup d'état with ill-equipped people. Get rid of unions, if you want to run schools, get rid of unions. Teachers are professionals. Let us make sure that we appoint the right people into the positions. We must make sure that we first test people before they can become principals of schools. We must scrutinise every candidate. You will get schools running smoothly. And we will produce good results and very competent learners.

Participant B from Focus Group B suggested: *“All policies should be correctly implemented to bring about improvement in a school.”* Participant F from Focus Group B took it further by saying: *“Good leadership, good administration and good management can help to bring about school improvement.”* The principal as a manager and leader should ensure that policies are implemented correctly. The principal together with members of the SMT should ensure that all structures are in place and functional to cover all areas of work.

In view of the comments from the participants in this study, classroom-level factors are essential to improve school effectiveness. The classroom is where the actual teaching and learning takes place and therefore there is no way school effectiveness can be realised if the right factors in the classroom are not present. These include teacher preparedness, availability of teaching and learning resources, positive classroom environment, sharing of good practices, teacher development, and discipline.

As part of closing arguments, the school-level factors are second to the classroom-level factors in their importance to school effectiveness. Based on what the participants from the township and urban primary schools have articulated, school-level factors include the leadership of the principal, adequate planning of the improvement process, shared vision and mission, parent involvement, teacher recruitment and orientation, monitoring of work and feedback, internal evaluation and positive attitudes towards change from all stakeholders and school environment.

The participants from the township and urban primary schools indicated effective management as a factor that can play important role in realising school effectiveness. Hence, effective principals who can provide effective management are needed in every school. Participants from the township primary schools suggested that before a person is appointed as a principal, he/she must be scrutinised. There should be no cadre deployment

or nepotism in the appointment of principals. The appointed person to the principal's position should possess most of the management skills.

The participants from the township primary schools, especially principals, were concerned about the interference by some unions in the running of schools. It is likely that some unions run the schools through remote control, especially when it comes to teacher discipline. School effectiveness cannot be realised with teachers who are reluctant to do their work and managers cannot discipline them owing to the union's interference. Participants believe the government should do away with unions if they want to improve performance in schools. The question remains as to who will ensure fair labour practice in schools and look after the working conditions of teachers if the government eradicates unions in the education sector. This question may remain unanswered for a while. In the absence of a better solution to this problem, the GDE should engage the unions in the Education Labour Relation Council (ELRC) on the smooth running of schools while ensuring fair labour practice.

In addition, the participants from the township and urban primary schools in this research study were concerned about the support they get from the GDE. This includes financial support as well as the support for mediating policies and content to be taught in schools. The participants from the township and urban primary schools were concerned that funding from the GDE is always insufficient to all the schools, including schools in the townships and rural areas which has a negative impact on the administration and management of these schools (Goodall, 2017:81 & 115). Support in the form of facilities and human resources could assist in reducing teacher-learner ratio to 1:25 which will yield positive results towards the quality of teaching and learning, the outcomes and ultimately towards school effectiveness (Chetty, 2019:1).

The participants from the township and urban primary schools were concerned that the support does not come on time and at times, district officials do not have answers to their problems. The support from the GDE to schools is so crucial because departmental policies form the context in which schools operate (Goodall, 2017:81 & 115). Furthermore, the GDE is indispensable to improving school effectiveness because it provides policy guidelines and monitors compliance.

Some participants from the township primary schools want the officials from the GDE to visit schools unannounced and be very strict if the findings are not good. Whoever is not ready

to comply must be dismissed from work. If the officials announce their visits, teachers do so-called window dressing and appear to be on task but after the visit they again become lax. Therefore, unannounced school visits by the officials from the GDE can contribute to school improvement.

The participants from the township primary schools indicated that some teachers are frustrated by teaching subjects in which they did not specialise. Frustrated and demoralised teachers cannot be relied on to bring about school improvement. It is not possible to let every teacher teach the subject in which they specialised because of the systemic factors such as post establishment. The situation is unavoidable, especially in small township schools because they cannot employ additional teachers from the SGB funds. Therefore, teachers who are given subjects that they did not specialise in should be trained in those subjects. Training will help to equip the teachers with the relevant knowledge to teach effectively.

The participants from one of the township primary schools emphasised that time management and non-absenteeism are also crucial to realise improved school effectiveness because they determine the time on task, which is vital to the success of teaching and learning. If teachers and learners are always late to school or absent, that affects teaching and learning time negatively. They will fall behind on the syllabus. Time management and non-absenteeism need commitment and dedication from the teachers and learners. They should commit themselves and dedicate their time at school for teaching and learning. In that way, they will make progress, improve the quality of teaching and learning and realise school effectiveness.

In conclusion, all the factors discussed above in this section are important to school improvement in different ways. Factors such as the leadership of the principal and teacher preparedness and willingness are critical for school improvement. If these two factors are in place, the other factors can contribute maximally towards improving school effectiveness. The principal, with the assistance of the SGB, secures the resources and the teacher uses the resources effectively for teaching and learning. Therefore, it is the responsibility of the principal to ensure that teachers and learners are highly motivated to carry out their duties, to see to it that all stakeholders including parents, community members, organisation with interest in education and private business participate actively in school matters and everything is done in line with relevant policies and other regulations.

The ensuing section takes the meaningful involvement of parents from the impoverished communities into consideration.

5.5 INVOLVING PARENTS FROM THE IMPOVERISHED COMMUNITIES

This study is critically aware of the importance of context in school effectiveness and improvement studies. Therefore, a crucial question that was asked to the participants was: How should you encourage parent involvement in the impoverished communities? Some participants raised several challenges they encounter in their attempts to involve parents. Others provided solutions based on their successes in involving parents in their school affairs.

Principal F, from urban school F, held:

We do, we are trying; it's just that our parents are not committed, especially our parents in the township, they don't care, what they do is that they take everything and say you are a teacher, you were trained to be a teacher, there is my child, see to finish. They do not understand their roles. You call them to the meeting they don't come. If you call them for reports they come in large numbers, if you call them for SGB meeting is 50 [parents] out 600, if you call them for parent involvement 50, SGB election is 15 out of 600. What they care about is whether my child passes or fails.

Follow up question: What can be done to improve that? Principal F, from urban school F, responded:

We have tried. Maybe it is the way we were brought up. Bantu Education had an impact. I do not know if the word illiterate is the correct word because if I am knowledgeable enough. If I am called to a meeting, I will leave everything and go to the meeting. If the principal calls me now and say I have a problem with your son I will leave everything and attend to the call.

The above statement from Principal F shows how difficult it is to involve parents from poor communities in the school's affairs. The ignorance of the parents of their children's education is attributed as far back as Bantu Education and illiteracy. Most poor people are poorly

educated or illiterate. But whether illiteracy causes ignorance on the education of the child is a separate matter that may be challenged.

It is not usual for parents to demand compensation from the school for helping their own children. This can only demonstrate that the campaign for informed parent involvement is far from over. Participant C from Focus Group B expressed:

Parents, especially nowadays, they need to be compensated to help their children. I do not know why they expect to be compensated. They want to be compensated to help their own children, of which is wrong.

It is in the interest of the children that all stakeholders are involved in their education. Parents are the most important stakeholders in education and they should play a leading role. They should be involved in the education of their children. Participant C from Focus Group B added: "*Parents must take responsibility of their children's work. They need to check children's work at home.*"

The question was then phrased in a different way: How do you encourage them to do that? Participant C from Focus Group B answered:

In our meetings with parents we need to make sure that we tell them that this is what we will do, and that is what we expect from them. As we give them assessment programme for the term, they must also scrutinise those assessment plans and see the things that are going to be done with learners for the term. It is so challenging to work with parents, to encourage them. Most of them we invite them to the meetings, number one, they don't come. Secondly, when they come, when we try to talk to them about their children, they will always defend their children.

Principal B from township school b, responded:

There are two ways in which we involve the parents. When it is the end of term, when we let them sit on the learners' chairs, when we explain the progress of the child or the difficulties of the child in learning. The second process is when we shall have identified this child to have learning

problems of some kind. Maybe this child is slow in learning things, may be this child might have a more serious problem than been slow, we then inform a parent and encourage the parent to take this child to the psychiatrist that can identify the problem of this child.

The question was rephrased: How do parents help teachers? Principal B, from township school B, responded:

You set up a meeting and you tell them that the school requires a lot of things, what you parents would do to your school, and allow them to write on paper and you will be surprised by what they will write. They will indicate that they will supervise their children with homework; we come when you call us for extra mural activities to support our children; we will help teachers to train them during extra mural activities. We will also come to monitor their progress; they will also come to clean the school. As we speak, there are parents who volunteered to clean classrooms they are here. Others volunteered to paint a classroom. I challenge them. They have painted it. During the meeting, I thanked them and indicated that the project of cleaning classroom is going very well and that I have given them so much or letters of thank you. In that way, you may motivate other parents. Keep the communication going, ask them how their children are doing at secondary schools.

Talking about the school's needs with the parents and thanking them for their contribution they have made can motivate the parents to participate more and even donate resources to the school.

The number of donations and extent of the improvement in educational resources depends on the SES of the community in which the school is situated or serving. The participant indicated: "*Schools serving the community in high socioeconomic status receive more resources than the school serving the community in low socioeconomic status.*" The availability of human and material resources is essential to school improvement. More classes and teachers mean that teacher-learner ratio is reasonable, about 1:25. Reasonable teacher-learner ratios pave the way to effective teaching and learning that are important to school improvement.

The challenge at this stage is on how to encourage parents in the impoverished areas to participate in school activities because they are reluctant to participate in school matters. Principal C, from township school C, pronounced: *“Most of the parents from the impoverished areas are not educated. They are shy to participate in school activities and face teachers because they failed to go through the process of schooling.”* Parents’ lack of confidence to participate in school affairs has a negative impact on school improvement because teachers should be in constant communication with parents about their children’s homework. Participant D from Focus Group C articulated: *“Parental involvement can also help to improve the school.”* Participant C from Focus Group C seconded: *“Parents may assist in gardening. Parents may help in Saturday school. Parents may also help in extra mural activities.”*

Principal A, from township school A, expressed her experience:

Some parents are reluctant to be actively involved. Others are positive to contribute to the education of their children. If you invite them to the fund raising, they come in large numbers. Parents who are involved in politics sometimes pull us back by dragging their feet, especially when the event or project does not assist in making them popular or it does not benefit them directly. I want to take them to the bosberaad [meeting].

Ironically, parents who are involved in politics should spearhead the process of parent involvement instead of dragging their feet.

Parents need more information about children’s education and guidance on what to do and how to help their children. Information and guidance can make the parents feel responsible for the education of their children. Participant F from Focus Group B articulated:

The former MEC Barbara Greece introduced parent involvement workshops. Through those workshops, parents are eager to learn. They come to the school to get information about how to help their children.

One of the principals suggested that the attitudes of the principal and all staff members towards the parents in the impoverished areas should be extremely welcoming. Principal C, from township school C, made advised:

We need to make our parent feel that they are important. Gone are those days when a teacher was respected and seen as somebody who is very important. When we started this conversation, I mentioned home visiting. There is nothing more important than the parent seen you visiting them. Not going to their house because the child has done something wrong. But, the relationship that you build with these parents is important. I think if you respect them, give them a chance to see you when they need to see you. Call them for an open day where they listen to you and you listen to them.

The question was rephrased to Principal C: Are the parents of this school involved in the activities of the school? Principal C, from township school C, replied:

Yes, fund raising, cleaning, they painted the classes free of charge. At times, we invite them to say teacher A will not be at school please come. Some of them did not go to school; they feel inferior; you need to greet them when you meet them outside the school, make them feel important.

The attitudes of the staff members should reduce parents' sense of inferiority which arises from lack of education and unemployment. Then parents will begin to want to know what is happening in their children's education and how they as parents can contribute towards their children's education. Their participation in school affairs is important for reasons cited in Chapter 2 even if their contribution is not monetary. For example, they can contribute by making sure that their school is not vandalised. As members of the community, parents form the external environment of the school. This external environment should be conducive to the normal operation of the school.

Asking how participants were going to encourage parents in the impoverished communities to participate in school affairs and activities, Principal E, from urban school E, replied:

It is a difficult question because I know that in certain communities, parents do not want to be involved. You must try your best to communicate with the parents. For instance, in our school every Friday they will receive a newsletter. If parents are informed, they are likely to be involved in the school. At each parents meeting, I tell the parents that I know that there is

a lot of expertise in here. So please come and present yourself, come help us, we need your expertise. There must be clear invitation so that parents can understand and come to the school.

The school Principal E is in an urban area. The question is whether this can work in the impoverished communities. Participant B from Focus Group C supported: *“The school may invite all parents to the award ceremony instead of inviting parents of the learners who will receive certificates.”* The invitation of all parents to the award ceremony can motivate parents to assist their children with schoolwork.

Participant A from Focus Group F agreed:

We can also encourage parents to attend the parents’ meetings by allowing the learners of parents who attended the meeting to wear civvies clothes free of charge after that meeting. Learners will push their parents to come to the meetings so that they can wear civvies clothes. Alternatively, parents who attend meetings regularly may be called to the school to receive the remnants of the feeding scheme at the end of the term.

The following inputs from the participants can contribute in motivating parents to participate in school activities:

Participant D from Focus Group F concurred: *“We need to have family day with the parents so that they can get closer to teachers. We should not only call them when there is a problem.”*

Participant C from Focus Group F emphasised: *“The teacher should also initiate communication with parents, especially when the learner is not doing schoolwork or absent from school.”*

Participant B from Focus Group F declared: *“The relationship between the learner and the teacher determines the relationship between the teacher and the parents.”*

Based on the responses above, the participants from the township and urban primary schools in this research study highlighted the need for parent involvement in the pursuit of

school improvement. Parent involvement is so critical that it was mentioned in almost all the discussions during the interviews with the participants. The involvement of parents and the local communities as partners in education can improve the provision of educational resources immensely, culminating in the improvement of the academic performance of schools. In addition to the provision of resources, parents can assist their children with schoolwork.

The participants from the urban primary schools indicated that lack of parent involvement in schools cannot be attributed only to Bantu Education and illiteracy. However, poverty may be enough to consume a person's energy to the extent that the education of the child becomes the last priority. Hence, there should be poverty alleviation programmes to assist poor people and improve their conditions of living so that the education of children can become part of their basic needs.

Parent involvement remains one of the cornerstones for primary schools' effectiveness because parents are the primary educators of their children. Nonetheless, it seems the parents in the township primary schools do not realise that they are the primary educators of their children and therefore, they must help schools in teaching them (Whitaker, 2016:149). The participants from the urban primary schools indicated that they do not have a challenge of parent involvement as much as the township schools do. Due to the contribution from the parents, urban primary schools can employ additional human resource on top of the existing post establishment determined by the government and build additional classrooms. These resources and facilities in the urban primary schools contribute towards reasonable teacher-pupil ratio and effective teaching and learners (Chetty, 2019:1).

The critical challenge is how to make parents in the impoverished areas, such as the townships, participate in school activities because most are reluctant to participate in school matters. The challenge of the parents living in the townships is that most lack a means of earning a living and they do not have professional careers. Thus, participating in school activities is the last thing on their list of priorities (Whitaker, 2016:149).

Although parents from the township primary schools do not contribute fees as much as the parents from urban primary schools do, their contribution can move the school forward (Goodall, 2017:81). They can protect the property of the school from being vandalised and volunteer to do general maintenance of the school.

The participants from the township primary schools mentioned that to increase parent involvement primary schools should be extremely welcoming to ensure that parents feel accepted and willing to attend school events regularly. They indicated that the attitudes of the principal and staff members towards parents should be friendly and caring. Friendly attitudes to parents can improve communication between the school and the parents as well as the benefits of their partnership, cooperation and collaboration. The focus is on encouraging parents to respond positively to invitations by the school so that they can hear and assist where possible. Parents should be motivated to be willing to participate in school activities to realise school effectiveness.

To conclude this section, it can be stated that all stakeholders in education, including political organisations, should talk about parent involvement in schools to encourage community members to take education as a priority number one and support schools (Goodall, 2017:81 & 115). Most importantly, the government should play its part in terms of providing feeding schemes in schools and poverty alleviation programmes in communities so that children can concentrate on learning to ensure that there is no parent who is poor to the extent of losing the spirit of Ubuntu. Neglecting the education of one's child is not true to Ubuntu because it is tantamount to neglecting to secure a better future for all living creatures on earth.

The need for parent involvement is urgent especially in the impoverished communities. Further research should be conducted on how to encourage parents in the impoverished communities to participate in school activities. A summary of the findings of the empirical investigation follows in the ensuing section.

5.6 SUMMARY

This chapter presents the views of teachers, principals and officials from the GDE on the factors that can bring about school effectiveness. The participants mentioned some most important characteristics of the effective schools such as committed and excellent teachers, effective teaching and learning and effective management. Effective schools are supposed to be managed by effective managers who recognise that all staff members, including themselves, should engage in professional development to keep themselves abreast of the new developments in their specialised fields. An effective principal and good administration create a firm foundation for effective school management. The GDE should review the recruitment system so that it can help to identify people with the relevant skills for

management positions. The challenges of overcrowding and lack of resources in the impoverished communities of Gauteng Province continue to undermine all other efforts to realise effective teaching and classroom management. This matter needs the attention of the GDE because schools do not have the means to erect more classrooms. In addition, the issue of discipline in schools poses a challenge to many teachers. Teachers feel abandoned by the GDE because of poor learner discipline. The alternatives to corporal punishment are ineffective to some teachers. Teachers, in consultation with other stakeholders, should find other lawful ways of keeping order and discipline in the classrooms during teaching and learning. Schools that are underperforming need to be improved so that they can be effective. This can happen through effective management of the principal and teachers who are prepared and willing to bring about school improvement. Lack of resources in this situation is crucial and it is the responsibility of the GDE to make sure that resources are available.

The following chapter presents an overview of the investigation on school effectiveness and school improvement as well as the findings, guidelines and recommendations.

CHAPTER 6

AN OVERVIEW OF THE INVESTIGATION, FINDINGS AND RECOMMENDATIONS

6.1 INTRODUCTION

The focus of this research was to investigate some strategies through which school effectiveness could be enhanced in primary schools of Gauteng Province. The enhancement of school effectiveness calls for improvement on management and performance of learners as some schools in the Gauteng Province are dysfunctional. The literature review and empirical investigation conducted in this study have shown that school effectiveness hinges on various factors including effective management, effective teaching and learning, discipline, language of teaching and learning, parent involvement and support from the government (cf. 1.1). These factors have the potential to impact negatively on school effectiveness if they are neglected.

The researcher discussed the concept of school effectiveness and the conditions for developing and sustaining effectiveness in schools in detail in a previous chapter (cf. 2.3). The discussion involved looking at the historical development of school effectiveness research in the USA, Europe, Australia and Africa (cf. 2.3). It was found that school effectiveness research studies in the USA, Europe and Australia are far ahead of school effectiveness research movements in Africa. The school effectiveness research movements in Africa were still exploring the way resources are used in schools, the language of instruction and curriculum relevance instead of describing and analysing both teacher and school effects together. Furthermore, the researcher considered the factors contributing to school effectiveness, effective teaching and classroom management, effective discipline, language of teaching and learning, availability of resources and infrastructure and parent involvement to develop a thorough knowledge base concerning school effectiveness.

Effective school management was also discussed to determine how dysfunctional schools could be turned into effective schools. To achieve this, the researcher discussed the factors that contribute to effective school management and an effective school principal and ongoing professional development of principals.

The researcher investigated the characteristics of effective schools to bring to light their good practices that can be emulated by ineffective schools to become effective. The main

important features of effective schools that came up in the interviews with the participants in this study were committed and well-qualified teachers, effective management, focus on teaching and learning, good results, teamwork, and discipline (cf. 5.3.1). These factors came up as the key characteristics of effective schools in the reviewed literature (cf. 2.4.1).

Based on the literature review, it was found that management is one of the key determinants of school effectiveness. Effective principals should manage effective schools. Hence, the researcher saw it fit to discuss the characteristics of effective principals and the factors that can bring about effective school management. He/she provides instructional supervision through monitoring and supporting teachers in teaching practice. In addition, he/she focuses on the learners' progress and creates a supportive learning environment by protecting time for teaching and learning, encouraging professional development of teachers, maintaining high visibility, and providing incentives for teachers and learners.

This chapter explicitly discusses a general overview of the investigation to demonstrate that the research questions were answered and objectives of the research have been realised. A synthesis of the main findings of the literature review and empirical investigation is provided in this chapter. Recommendations for improving effectiveness in the selected primary schools of Gauteng Province are provided. The recommendations were derived from the empirical investigation conducted in Chapter 5. Ultimately, recommendations for further research are also provided in this chapter.

6.2 AN OVERVIEW OF THE INVESTIGATION

The core aim of the research study was to explore strategies that could be used to enhance school effectiveness in primary schools of Gauteng Province. The investigation started in Chapter 1 by exploring the possible factors that can impact negatively on school effectiveness and result in poor learner performance in external examinations (cf. 1.4). The problem statement and the aim of the research study were formulated to provide guidance and direct the investigation. The researcher selected a qualitative approach as a method to be followed in gathering information because the study focuses on the research participants and their individual experiences of the process of teaching and learning and the effective ways of managing it.

Furthermore, the research methodology is explained in detail in Chapter 4 to give the reader confidence that the researcher knew what he was doing. The chapter discusses the qualitative method as the method that was followed in this research study and the selection of schools and participants using purposeful sampling. In addition to the research methodology, Chapter 4 presents the research design, which describes the plan and structure of the investigation used to obtain evidence to answer the research questions (cf. 4.2). The design explains the procedures for conducting the research study, including when, from whom and under what conditions the data were obtained.

The five objectives of the research study were successfully achieved in different chapters. These objectives were linked to the research questions. When the objective is realised, it means the research question is answered. The first question was: What is school effectiveness and what are the factors that contribute to school effectiveness in Gauteng? The first objective explored the concept of school effectiveness and the factors that contribute to effectiveness in education. This objective was discussed in Chapter 2. Firstly, the discussion was focused on defining school effectiveness. Various definitions from the literature were discussed. Subsequently, the researcher managed to reconstruct the definition of school effectiveness. Secondly, the discussion was focused on identifying and discussing the factors that can contribute positively towards school effectiveness (cf. 2.2.1). Effective teaching and learning and effective leadership were at the centre of the discussions as they have a direct impact on learners' achievements. Discipline on the part of teachers and learners, the language of teaching and learning, resources and infrastructure, and participation of parents in children's education were discussed because they have an impact on school effectiveness. It was crucial to explore school effectiveness initiatives or movements from various continents such as the USA, Europe, Australia, and Africa to expand the discussions on school effectiveness (cf.2.3).

The second objective was covered in Chapter 3 by focusing on the role of the principal so that schools that are underperforming can determine the direction as to how they could be managed to ensure effectiveness and quality education. This objective is linked to the following question: How should primary schools be managed effectively to provide quality education? To realise this objective, the researcher discussed the views concerning effective school management from different scholars with the hope that it would shed light on how to improve dysfunctional schools and make them effective in providing quality

education. Furthermore, the discussion focused on the qualities of effective principals including what they do to be effective in providing leadership and management.

The third objective was explored thoroughly in Chapter 5. The objective sought to determine the effectiveness of selected schools in the Gauteng Province and investigate their management practices given the requirements for effective school management (cf. 1.8.2). The objective is linked with the following question: Are the selected primary schools in the Gauteng Province providing effective, quality education? To achieve this objective, the chapter discussed the characteristics of effective schools (cf. 5.3.1), the characteristics of effective principals (cf. 5.3.3) and the factors that bring about effective school management. The discussion was based on the views of the selected teachers and principals who participated in the interviews for this research study.

One of the highlights from the discussions on effective schools is that the participants provided their definitions of an effective school based on which the following synthesis could be drawn (cf. 5.3.1):

An effective school is a school that produces learners who are competent, who are able to compete with other learners from anywhere, even internationally. An effective school produces learners who are respectful and who observe societal norms and standards.

This definition of an effective school gives hope that many socioeconomic problems can be solved through education if indeed schools can produce citizens who are competent in whatever they do, who are respectful and who observe the societal norms and standards. The definition focusses more on the aim of the school, which is to produce learners who will become responsible adults. Also, it embraces the principle of Ubuntu where people respect each other and the law.

Regarding the factors that can bring about effective school management, the findings suggested (cf. 5.3.2) that collective planning with a clear vision and mission, thorough monitoring of the teachers' work and provisioning of support to teachers, focus on professional development of teachers, effective management with a participatory approach and ability of the SMT to maintain good discipline and create an environment that prevents learner misbehaviour.

Effective school management focuses on teaching and learning to enable learners to achieve good results during assessment.

To cover the third objective adequately, Chapter 5 also investigated effective teaching and classroom management, continuous professional development of teachers, effective teacher training, acceptable disciplinary actions that can be taken by the teachers, especially during teaching and learning to maintain order in the classroom (cf. 5.3.7).

The fourth objective of the study was discussed in Chapters 2 and 5. The objective sought to explore various ways of parent involvement to achieve quality education. It is linked to this question: How should parents be involved in providing quality education? The objective was successfully realised through literature review (cf. 2.6.7) and empirical investigation (cf. 5.5). This chapter discusses critical findings made in all the chapters and provides recommendations that can guide school managers in providing instructional leadership to teachers and principals and it makes recommendations for further studies.

The fifth objective of the study was discussed in Chapters 3 and 5. It explores management strategies that could be used by schools to enhance effectiveness. It is linked to the following question: What management strategies should schools use to enhance school effectiveness? The objective was successfully realised through the literature review (cf. 3.5) and empirical investigation (5.3.2). This chapter highlights five stages of management strategies (cf. 6.3.6).

6.3 A SYNTHESIS OF SIGNIFICANT FINDINGS AND RECOMMENDATIONS

6.3.1 The characteristics of an effective primary school

This research study has revealed that the characteristics of an effective primary school are broad and many because every action and aspect of the school is important in contributing to school effectiveness. Some characteristics were put forward in the literature review in Chapter 2. The important thing is that the interviews revealed management strategies used by the effective schools that enable the effective schools to achieve their planned objectives. They focus on teaching and learning and always strive for excellence. They make sure that the quality of teaching is evident in the learner performance. They have well-qualified to teachers who always produce good results (Amanchukwu et al, 2015:12).

More importantly, the participants from the township and urban primary schools indicated that effective primary schools take care of the well-being of teachers and learners. Teachers and learners are motivated to dedicate their time on teaching and learning because their basic needs are taken care of. The management in an effective school is consistent and supportive to all staff members and learners.

The study revealed the importance of inculcating school values to learners, teachers and parents. Members of school community acquire a sense of trustworthiness, respect and responsibility. Consequently, everyone is committed to their work and that reduces absenteeism on the part of the learners and teachers. These values were more emphasised and implemented in the urban schools than in the township schools. Teachers in the urban schools discussed these values with learners in the classrooms.

One of the township schools emphasised punctuality and regular attendance of learners and staff members. Attendance and punctuality enabled teachers and learners to cover the syllabus and improve learners' performance. Punctuality is a challenge to some of the township and urban primary schools, especially in the morning due to poor transport, lack of parents' support and lack of commitment.

Effective schools have management plans to guide their activities. They monitor the implementation of the plans to ensure adherence to the policies and time frames (Ndou, 2015:36). Thus, the process of teaching and learning and the outcomes of learning are of good quality. Similarly, the township and urban primary schools have management plans. The difference is in the implementation and monitoring processes. Monitoring of the implementation is done more frequently in the urban schools than in the township schools. This could be due to the availability of adequate human resources in the urban primary schools.

The participants from the township and urban primary schools acknowledged that effective schools have well-qualified teachers. The research revealed that the teachers in the township and urban primary schools in this study were well-qualified.

The study also revealed that the participants in the research study fall short of some of the characteristics of an effective school compared to the ones that are brought forward by the

literature review, suggests that the participants do not or rarely interact with the existing information in the literature.

The participants discussed the characteristics of the effective schools looking at the management strategies used by these schools. It is recommended that these management strategies be emulated in the schools that are underperforming to enable them to become effective.

Given the fact that attendance and punctuality are challenges to township and urban primary schools, it is recommended that schools should share good practices to learn from each other because there is a township primary school that manages attendance and punctuality well.

Based on the benefit of emphasising school values to staff members and learners, it is recommended that other schools should also focus on school values by infusing these values in their daily activities.

Given that monitoring of the implementation process in township primary schools is a challenge due to inadequate human resources, it is recommended that the government should review the teacher-learner ration to reduce the teaching workload of managers to increase time to do management functions.

Based on the shortfall of most of the characteristics of an effective school during the interviews with the participants, it is recommended that principals and teachers should regularly discuss the developments about school effectiveness and the actions necessary to constitute an effective school. They should discuss the characteristics of effective schools and use those characteristics as yardsticks to measure what they do in their own schools.

The officials from the GDE should frequently discuss the characteristics of effective schools with principals to motivate the principals and make them aware of what other schools are doing to remain effective. The following section discusses the factors that bring about effective school management.

6.3.2 Factors that bring about effective school management

As highlighted by this research, an important target area of effective school management is the focus on monitoring, supporting and evaluating the process of teaching and learning. This is in line with the fact that the school exists only for teaching and learning. The SMT should protect teaching time to ensure that teaching and learning proceeds smoothly without any disruption. Effective school management would ensure that teachers are well prepared for lesson presentations (cf. 5.3.2) and all the resources needed for teaching and learning are available and ready.

The principal as the head of the school is a symbol of courage, hope, unity, and success to all the staff members, learners and community. The members of the SMT should be knowledgeable in their areas of management to perform their management functions well.

The SMT members of an effective school recognise that every staff member including general workers, administrative personnel and teachers are managers in their field of work. These people are all expected to manage their areas of work effectively and execute their functions appropriately.

Effective school management promotes the professional development of teachers. Most importantly, effective managers recognise the importance of keeping themselves and staff members abreast of new developments in their specialised areas. Teachers are encouraged to participate in subject meetings and PLC meetings to enrich their knowledge on subject content and methods of teaching. The empirical study indicated that effective school management creates conditions and climates that are conducive to professional development of teachers (cf. 5.3.2). This may not be always the case with the school management in the dysfunctional schools.

Effective school management regards effective administration as the engine of every organisation, especially regarding record keeping, receiving, dispatching, and scheduling. Effective school managers promote and practise good administration in their schools.

Holding regular staff meetings, subject meetings or departmental meetings is a symbol of effective school management. Most of the urban and township primary schools hold staff

meetings frequently than subject meetings. Subject meetings create platform for teachers to content knowledge and teaching approaches.

The availability of curriculum policy statements, assessment policies, management plan learning and teaching support materials, functional time table, code of conduct and classroom rules was mentioned by the participants from the urban primary schools. In some of the township primary schools, resources are not as adequate as in the urban schools.

The above discussion may not be exhaustive in terms of the factors that bring about effective school management because some of the factors are mentioned in the previous section, but it highlights key factors regarding effective school management.

In view of the above discussion, it is recommended that the school management should ensure that teachers hold subject meetings regularly to share knowledge on subject content.

It is also recommended that the GDE should make sure that all schools, especially the township schools, have the required learning and teaching materials.

6.3.3 The characteristics of an effective principal

This research has shown that the principal's effectiveness is one of the most important factors (cf. 5.3.3) that influences school effectiveness. Hence, this research study brought forward key characteristics of effective principals through its literature review and empirical study. The characteristics include the qualities of effective principals including what effective principals do. Based on the literature review and empirical study, it became clear that effective principals should possess certain qualities or do things in an efficient and effective way.

Most participants were spot on about the fact that an effective principal should have knowledge of management skills and can apply them contextually (cf. 5.3.3). Effective principals value the inputs from other people and that is why they engage in consultation in decision-making to ensure consensus. All stakeholders, the SMT members, teachers, parents, community, and business people should be consulted on matters that affect them. Effective principals are managers and administrators of schools. They reward decent work and behaviour to encourage staff members and learners towards excellence (cf. 5.3.3). As

managers, effective principals can plan, organise, lead, and control. They can make management systems and supervise the teachers' work to ensure that teachers are accurately teaching the correct things. Their focus is always on producing good results from the process of teaching and learning.

The principal's actions are viewed as important measures of principal effectiveness. Hence, effective principals exercise self-discipline and self-control to strengthen their leadership and management over staff members. They instil a sense of unity, teamwork, commitment and willingness, collaboration, cooperation, mutual respect and sharing of ideas among the staff members. The existence of dysfunctional schools in Gauteng Province suggests that some people are appointed to the position of a principal without these qualities. The process of appointing principals, from shortlisting to recommendation, should identify principals who are excellent in leading and managing schools. The presence of ineffective principals in some schools questions the reliability of the process of appointing principals.

To have excellent principals in every school, it is recommended that the GDE should review the process of appointing principals so that the process can assist in selecting principals who possess all or most of the leadership qualities and management skills.

It is also recommended that principals should be trained in management of teaching and learning and school administration. This should be in the form of in-service training provided by higher institutions of learning and monitored by the officials of the GDE. The officials should write reports on the performance of the principal based on their observation and forward the reports to the institution of higher learning so that the reports form part of the assessment for a qualification.

6.3.4 Effective teaching and classroom management

The literature review and empirical study of this research study showed that the knowledge of the subject matter, knowledge of application of methods of teaching, proper planning, discipline and focus on teaching and learning are the five most important factors that can bring about effective teaching and learning. (Methods of teaching refer to demonstration, lecture, drill, question and answer, shared reading and many more). These factors, coupled with the knowledge of teaching multilevel classes, can make teaching effective because every learner will be included in the lesson (cf. 5.3.4). The lack of expertise and knowledge

of teaching multilevel class continues to be a challenge towards effective teaching and learning in primary schools because of progressed learners. Similarly, remedial teaching in primary school is a challenge to many teachers because many have no knowledge of remedial teaching and learners in need of remediation are found in many classes.

The use of technology in teaching and learning (cf. 5.3.1) was appreciated by the participants from the township and urban primary schools. Teachers in the urban primary schools were already integrating technology in teaching which adds value to the learning experience. In most of the township primary school, there was no integration of technology because they have no relevant devices due to various reasons, including poverty, theft and vandalism (Naidoo, 2019:9). The situation in township primary schools impacts negatively on the professional growth of teachers and quality of learning.

Contrary to the findings in Chapter 2 (cf. 2.5.1), many participants from urban and township primary schools did not emphasise parent involvement on effective teaching and classroom management amid the need for active participation of parents in their children's education. The reason could be that the participants from the township and urban primary schools were satisfied that parent involvement was adequately covered in previous questions and on the question about parent involvement.

The officials from the GDE who are supporting teachers in performing their professional work should also be competent in their areas of work. Seemingly, some participants from the urban primary schools were not happy about the support that they received from officials as they indicated that they had no answers to some of their questions.

In short, based on the presentations made by the participants from the township and urban primary schools, effective teachers have excellent knowledge of the subject, teaching methodologies and strategies as well as knowledge of assessment techniques. They do thorough planning and preparation and they know how to apply technology in teaching and learning. They mark and control the learners' work regularly and provide feedback to learners. They can actualise the pre-determined objectives of the lesson which shows effectiveness.

The challenges of overcrowding and lack of resources are systemic issues that have nothing to do with the teacher behaviours (cf. 2.5.1). However, these challenges remain to

destabilise the teachers' efforts to realise effective teaching and classroom management, particularly in the schools in the impoverished communities of Gauteng Province (cf. 5.3.4). Hence, the participants in this research study proposed the teacher-learner ration of 1:25 to enable teachers to pay attention to every learner in the classroom (cf. 5.4).

This research study revealed that teacher development is essential to school effectiveness (cf. 5.3.5). Teachers and principals should be developed in their specialised areas of work to make competent in their work. Excellent teachers and principals are precondition for school effectiveness. Consequently, teachers and principals should engage in professional development activities for if they are still in the teaching profession.

The IQMS seems to be the ideal systems whereby colleagues can develop one another by observing one another and sharing good practices (cf. 5.4.5). However, the participants from the township schools mentioned that some teachers are abusing this system by going through appraisal process only for compliance. Thus, the scores that they award to each other are not always a true reflection of their performance. Some teachers score each other wrongly because they do not understand the process while others are influenced by favouritism or fear. Consequently, IQMS becomes a futile exercise for many teachers (cf. 5.4.5). This compromises the best opportunity for teachers to be developed by their peers and their immediate supervisors at school level.

Given the comments from the participants from the township schools, it is noted that the closure of colleges of education impacted negatively on the quality of teacher training. Unlike universities, in the colleges of education, teachers had more time for teaching practice training starting from course one up to course three (cf. 5.3.6). Teachers had the opportunity of doing observations and teaching practice training in different schools over a period of three years to ensure that they acquired enough teaching skills (Heineke & Ryan, 2019:17). Currently, teachers seem to be 'half-baked' in terms of teaching practice training when they finish their teaching qualification because they undergo fewer periods of teaching practice training.

The quality of training student-teachers should be strengthened to equip them with the knowledge that can solve any problem in the classroom. Lesson demonstrations and critiques during practical teaching in schools should be intensified so that student-teachers

acquire the practical teaching knowledge that will enable them to cope when they start teaching.

Learners' discipline is a serious challenge in schools, especially after the abolition corporal punishment in 1996 (cf. 5.3.7). The participants mentioned that available options for teachers to discipline learners are limited and sometimes ineffective.

The efforts of the GDE to provide teachers with alternatives to corporal punishment were acknowledged by the participants urban and township primary schools. Unfortunately, most alternatives were found to be unsuccessful (cf. 5.3.7). The same applies to the detention (cf. 2.5.4) of learners, it puts pressure on the teacher because the teacher should arrange meaningful and educative activities that will keep the learner busy during detention, otherwise detention will lose its purpose. Demerit systems also do not always serve the purpose because some learners do not mind losing points. The same applies to the detention, some learners did not mind being detained. Some teachers mentioned that there was no effective way of disciplining learners without violating their rights.

Nevertheless, some teachers and principals from township and urban primary schools mentioned that they have no option but to continue to use these popular disciplinary measures such as detention and a demerit system even if they are not always effective (cf. 5.3.7). Others indicated that proper planning on the part of the teacher minimises learner misbehaviour. Furthermore, some principals and teachers indicated that they use rewards and give attention to the learners who behave well to make the attention seekers realise that they good behaviour is rewarded (cf. 5.3.7).

The participants in this research study indicated that the lack of knowledge of teaching multilevel classes is a serious challenge as it affects almost all teachers, especially teachers in schools in the impoverished communities. Therefore, it is recommended that all teachers should be trained in teaching multilevel classes. The training should take the form of in-service training for the teachers who are already in the education system.

It is also recommended that teaching of multilevel classes should form part of initial teacher training as part of a module in the institutions of higher learning so that in future teachers will come into the education system equipped with the knowledge of teaching multilevel classes.

The security of electronic gadgets such as smart boards in the township schools is a challenge. Teachers cannot integrate technology in teaching and learning without these gadgets. It is recommended that the DBE in consultation with the department of Safety and Security should review security of schools, especially in the township schools.

The participants in this research study mentioned that some teachers lack the knowledge of integrating technology in teaching and learning. This may hamper the progress towards attaining effective teaching and learning. Therefore, it is recommended that teachers should be trained in the application of technology in teaching and learning to equip them with the knowledge of integrating technology during lesson presentation.

Based on the views of the participants in this research study, the challenge of overcrowding in schools, especially schools that are situated in the impoverished communities has been there for many years and it may still be there for many years to come. Therefore, it is recommended that teachers should be trained in teaching and managing overcrowded classrooms.

It is also recommended that all the institutions of higher learning should include guidance on teaching of overcrowded classes to ensure that all teachers have the appropriate skills.

The participants from the township primary schools indicated that remedial teaching is a serious challenge to many teachers in schools because almost every class has learners who are experiencing challenges in teaching and learning. Some teachers have no knowledge of teaching remedial work. Therefore, it is recommended that teachers should be trained in remedial teaching.

It is also recommended that remedial teaching should be included during the initial teacher training in the institutions of higher learning. The participants in this research study complained about the poor support that they get from some officials from the GDE. To overcome the challenge of providing poor quality of support to teachers, it is recommended that officials of the GDE should be trained regularly in their specialised areas of work.

The participants from the township primary schools in this research study believed fewer periods of practical teaching during the initial teacher training contribute to inadequate knowledge of teaching and classroom management. It is recommended that further research be conducted to determine whether inadequate knowledge of teaching and classroom

management on the part of the recently qualified teachers is indeed caused by fewer periods of doing practical teaching during the initial teacher training or not.

It was acknowledged by the participants in this research study that teacher development at the school is hindered by the incorrect implementation of the IQMS (cf. 5.4.5) owing to lack of teacher knowledge, or favouritism or fear. Therefore, it is recommended that teachers and principals should be trained in the implementation of IQMS at regular intervals to ensure that all teachers, including the newly appointed ones, can implement IQMS correctly.

It is also recommended that the GDE should devise a mechanism to verify whether the scores awarded to a teacher are a true reflection of the teachers' performance or not. To address the concerns of teachers and principals on the quality of workshops presented by officials from the GDE, it is recommended that the officials from the GDE should be trained regularly on the facilitation of workshops for teacher development.

Based on the view that teachers found the alternatives to corporal punishment ineffective in disciplining learners, it is recommended that the DBE should devise additional alternatives to corporal punishment that will enable teachers to discipline learners effectively without violating their rights.

It is also recommended that training on how to discipline learners effectively without violating their rights should be included during initial teacher training in the institutions of higher learning.

It is also recommended that further research should be conducted to determine legally acceptable ways of disciplining learners.

The ensuing section discusses the involvement of parents from impoverished communities in the school's affairs.

6.3.5 Involving parents from impoverished communities

The literature review indicated the strong influence that parents have upon their children's education by helping to shape their levels of self-esteem, self-confidence and positive attitudes toward learning (cf. 2.5.7). Against this background parents and teachers need to

work together. Research confirms that when families and schools work together in the joint interest of the learner, learners do better in school.

The literature review of this research study acknowledged that parent involvement in education exposes the important role that parents play in their child's education within and without the school (cf. 2.5.7). Some contributions to the children's education may not be noticeable to teachers and other stakeholders. Parents are an integral and essential part of the learning process because of natural care and commitment that they should have to the education of their children.

The empirical study revealed that schools that are situated in the high socioeconomic status areas experience good support from parents (cf. 5.4.1). These parents are fully involved in the education of their children and they assist their schools in every activity when the need arises. Schools in these areas can afford to hire additional human resources, purchase learning and teaching materials and establish additional facilities because parents pay school fees. A critical challenge of parent involvement is found in the low socioeconomic status communities. The participants indicated that parents from the low socioeconomic status areas do not care nor understand their roles (cf. 5.4.1). If they are called to come to the meetings or to come to the school to discuss their children's progress or misbehaviour, they do not attend. They only care about whether their children are passing or not. Some parents expect to be compensated to help their children. Most of these schools are No Fee-paying schools and so, they rely on the funds from the GDE.

The challenge of parent involvement in the impoverished communities is serious because although schools use all forms of communication, they are without success. Usually schools give learners school newsletters, letters of invitation to the meetings, parents' evenings and conferences (cf. 5.4.1). Only few parents attend and the others do not attend or explain why they are not attending.

Some participants indicated that possibly parents fail to attend meetings because they cannot read invitation letters written in English. Unfortunately, the schools cannot write one letter in different languages to accommodate all parents. Others suggested that some parents had inferiority complex because they are school dropouts. Hence, they avoid discussing school challenges with their children (cf. 5.4.1). Furthermore, they indicated that

because of poverty, parents do not pay attention to the education of their children. Their attention is on what to do to earn income to secure the next meal for the family.

Parents cannot be fully involved in school affairs if they do not attend the parents' meetings nor read school newsletters with understanding. Equally, educators will not have the opportunity to assist parents in fulfilling their parenting tasks if parents do not come to the meetings or workshops (cf. 5.4.1). These parents do not volunteer their services to the school even when they do not pay school fees because their schools were No Fee-paying schools. If they assisted their schools, they expect to be compensated. The literature indicate that parents should assist the school voluntarily (Whitaker & Flore, 2016:160-161).

The participants from the township primary schools indicated that the challenge of parent involvement in the impoverished communities might be eliminated if the teachers, including principals, show respect to the parents, greet parents wherever they meet them, visit parents at home, listen to their challenges, and show them how important they are to the education of their children. They should make parents feel that their inputs are important and needed (cf. 5.4.1). They should use every encounter to revive parents' self-esteem so that they can see themselves as equals to the teachers. The focus should always be on making parents respond positively to the calls made by the school so that they can assist where possible. They should inform parents about the times in which they can come to school to see teachers and the principal. Where possible, principals should give parents a chance to see them when they need to see them. Most important, teachers should know the parents' expertise and employ their services in the development and maintenance of the school for a reasonable amount of money.

The participants suggested an awareness campaign on parent involvement (cf.5.4.1). The civil society, political parties, churches, community, and business people should be involved in the parent involvement awareness campaign. This could ignite interest among parents living in poverty.

But a parent involvement awareness campaign alone may not be enough because the lack of parent involvement is rooted in poverty. It has already been established in Chapter 2 that poverty alone may consume the person's self-esteem to the extent that the education of the child becomes the last thing on the priority list (cf. 2.5.6). Therefore, the government should

intensify poverty alleviation programmes to assist poor people and improve their conditions of living so that the education of children can become part of their basic needs.

The participants from the urban primary schools in this research study indicated that schools can also encourage parents to attend the parents' meetings by allowing the learners of parents who attended the meeting to wear civvies free of charge after that meeting. Learners will encourage parents to come to the meetings so that they can wear civvies clothes (cf. 5.4.1). Alternatively, parents who attend meetings regularly may be called to the school to receive the remnants of the feeding scheme at the end of the term or parents who attend meetings regularly may be given awards in the form of certificates in full view of other parents during the meeting.

Based on the view that lack of parent involvement can partially be attributed to poverty, it is recommended that the government should intensify poverty alleviation programmes to assist poor people and improve their conditions of living so that education of children can become part of their basic needs.

It is also recommended that the civil society, political parties, churches, community, and business people should be involved in an ongoing parent involvement awareness campaign to ignite interest from parents living in poverty.

It is also recommended that schools should employ different strategies to attract parents' attention. To encourage parent involvement in their children's education, school should show parents how important they are to the education of their children by encouraging good human relations. Staff members should show respect to the parents. They should greet parents wherever they meet them and show interest in them. The school can give awards to parents who attend the meetings regularly in full view of other parents. Schools that are in the poverty-stricken areas should offer piece jobs for a reasonable amount of money where possible and practicable. At the end of the term schools can distribute surplus perishable provisions which cannot be stored to parents regularly attending meetings. Staff members can visit parents at home to listen to their challenges.

It is also recommended that further research should be conducted on parent involvement in schools that service the impoverished communities.

In the following section the researcher discusses the management strategies to enhance school effectiveness

6.3.6 Management strategies to enhance school effectiveness

Based on the findings of the literature study and empirical investigation in this research study, the researcher discusses the strategies (cf. 1.7.1) through which school effectiveness could be enhanced in primary schools. The participants acknowledge the fact that teacher effectiveness enhances school effectiveness. They also acknowledge the impact of school managers on school effectiveness. Consequently, the discussion on strategies that could be employed to enhance effectiveness in primary schools hinges on teachers and principals.

The researcher grouped the management strategies in five stages in line with the literature review (cf. 3.5) and responses of the participants in the interviews (cf. 5.3.2). The first stage in developing management strategies is Goal setting. The literature review and the empirical investigation indicate that the school governing body is responsible for developing a vision for the school (cf. 5.3.1). Thus, it is important that some members of the School Governing Body (SGB) form part of the planning team to ensure that there is cooperation and collaboration between the SGB and planning team in developing the vision and mission (cf. 5.3.1) of the school. Consequently, the planning team determines the core objectives of the school which is to educate and produce learners who will become responsible adults. They develop the vision, mission and core values (cf. 5.3.1) of the school that are in line with the core objectives of the school. They set goals to achieve the vision. The goals may include improving the quality of teaching and learning, learners' achievements, staff development, monitoring and support. The planning team identifies operational activities that can lead them to the actualisation of the vision.

Situational analysis is the second stage in developing management strategies. The literature review and empirical investigation indicate that the planning team conduct diagnostic analysis of the results using quantitative approach. Qualitative approach is also used to analyse the data collected through observations and interviews with teachers and general staff members. The team may do the SWOT analysis (cf. 5.4) to reveal internal strengths (well-qualified teachers) and weaknesses (absenteeism, poor results, overcrowding, ineffective management, multi-level class, shortage of learning and teaching materials and

lack of commitment to school values) and external threats (theft, vandalism, poverty and parent involvement) and opportunities (good infrastructure).

The third stage in developing management strategies is Strategy formulation. The planning team formulates strategies by choosing appropriate activities to realise the objective. The identified activities aimed at addressing the weaknesses and external threats that are identified in situational analysis stage. Management strategies should be measurable (cf. 3.5) in terms of quantity and quality. They should have time frames and qualitative criteria to assess performance.

For example, the goal of a school can be to improve the results by five percent at the end of the academic year. The team formulates management strategies in the form of activities to be done by teachers, learners and management team to achieve the goal. The core activities may include teaching and learning with stipulated number of informal and formal assessment activities per month, per subject and per grade, ensuring that they comply with the applicable taxonomies and curriculum policy statements (syllabus) approved by the Department of Basic Education. Teachers mark all the assessment activities using assessment tools such as memorandum, rubric, check list or marking guide. Teachers as classroom managers (cf. 5.3.4) plan, prepare for teaching and learning and organise appropriate teaching and learning resources, apparatus and equipment that enhance the learning process.

Furthermore, the management team monitors the teachers' work (cf. 5.3.2) once a month using appropriate tools such as class visit monitoring tools, moderation tools and management plans that indicate the activities, time frames and responsible persons. They monitor attendance daily to increase time on task. The management team creates school values (cf. 5.3.2) in collaboration with the SGB to model the behaviour of everyone in the school. They create an environment that is conducive (cf. 5.3.2) for effective teaching and learning.

Strategy implementation is the fourth stage in developing management strategies. Every staff member implements the management strategies by carrying out the activities assigned to them. Teachers motivate learners to be committed to their schoolwork by giving them interesting and thought-provoking learning activities and incentives for good performance. They give learners enough learning activities (cf. 5.3.4) to track their progress, identify

weaknesses, implement corrective measures and enable learners to attain excellent achievement in their schoolwork. They reflect on the process of teaching and learning through data analysis (cf. 5.4) and adjust pedagogy for improvement. Teachers as professionals carry out their duties with due diligence, independently and in line with the applicable laws (cf. 5.3.1). They identify learners who are at risk of not achieving, develop improvement plans and support these learners in enabling them to perform well academically.

The principal together with members of the SMT ensure that every teacher carries out his/her duties (cf. 5.3.2) in a professional manner by conducting regular class visits, checking the learners' books and conducting moderation on formal assessments. The SMT members plan, monitor, reflect, identify challenges, look for solutions, identify support needed by teachers and provide support (cf. 5.3.2).

The principal and members of the SMT build and sustain a culture of professional supportive conversations based on evidence of learners' performance. They hold one-on-one supportive conversations with each teacher to allow teachers to give progress reports and indicate their areas of weaknesses to get relevant and individualised support. They support teachers in identifying and solving problems. The SMT makes sure that teachers are always ready (cf. 5.3.2) to facilitate learning by discussing the subject content and methods of teaching during subject meetings. The principal should be willing and able to act against teachers (cf. 5.3.3) who are not doing their work as they should.

The principal creates conducive environment (cf. 5.3.3) for effective teaching and learning to take place by creating operating systems, policies and school rules in collaboration with the SGB. They make sure that teaching and learning materials are available, teacher-pupil ratio (cf. 5.4) is reasonable and there is a functional time table and management plans (cf. 5.3.2) that indicate key activities related to teaching and learning.

The school management teams manage attendance and punctuality (cf. 5.3.1) to secure maximum time of teaching and learning. Attendance registers are managed closely to encourage attendance and punctuality.

The management team and teachers emphasise school's values (cf. 5.3.2) to instil discipline and commitment to schoolwork. The values are infused in every activity, including teaching

and learning to inculcate sense of responsibility and good morals within the school community.

The fifth and last stage in the development of management strategies is Evaluation. In this stage, the planning team evaluates the success of the strategies that were carried out in the form of activities to improve the results by five percent. If the results have improved by five percent, it means strategies are correct and they were carried out correctly. If the results have not improved by five percent, it means the implementation was not done correctly or the strategies were wrong.

The planning team reviews the performance of learners across subjects, grades and classes through analysis of data (cf. 5.4). Also, they review all activities from teaching to management to identify what went wrong. After identifying the challenges, they agree on remedial actions with the relevant staff members and implement them.

The researcher discusses challenges in realising school effectiveness in the ensuing section.

6.3.7 Challenges in realising school effectiveness

The research pointed out the following obstacles that are experienced by the principals and teachers in their attempts to realise school effectiveness:

Remedial teaching is a serious challenge to many teachers in township schools because in almost every class, there are learners who are experiencing challenges in teaching and learning. Some teachers cannot teach remedial work. Unlike in the township, urban primary schools can employ remedial teachers and pay them from the school fund.

Overcrowding in classrooms is also another challenge that hinders effective teaching in the township primary schools. The official teacher: learner ratio is 1:40 in primary schools. 40 learners in a classroom is already overcrowding. Unlike the urban primary schools, township primary schools have no means to build additional classrooms and employ additional teachers to overcome overcrowding in classrooms.

Teacher development at the primary school is hindered by the incorrect implementation of the IQMS owing to lack of knowledge of some teachers, favouritism or fear from other teachers.

Some teachers who completed teaching in recent years have inadequate knowledge of teaching learners and classroom administration. The participants from the township primary schools opined that fewer periods of practical teaching training during the initial teacher training contributes to inadequate knowledge of teaching and classroom management.

The process of appointing principals contributes to poor management in schools because it does not always assist in selecting principals who have management skills. The process can be manipulated.

Almost all teachers lack knowledge of teaching multilevel classes and this contributes to a high failure rate because these classes are found in almost all schools. This is a challenge to township and urban primary school teachers.

Some teachers from township and urban primary schools found alternatives to corporal punishment ineffective in disciplining learners. They feel that they do not have any means of disciplining learners.

Parental involvement is a critical challenge in low SES communities, especially in the township schools. The urban schools have this challenge, but it is not as prevalent as in the township schools. Most parents from the low SES areas do not want to be involved in the education of their children and they do not understand their roles. They do not want to volunteer their services in line with Ubuntu principles.

The interference in the management of schools by some unions is problematic, especially when it comes to the discipline of teachers. This is more prevalent in the township schools than in the urban schools. Some teachers are sluggish to do their work, others come late to work and managers cannot discipline them due to the union's interference.

Another challenge is that teaching and learning in the township primary schools may not be as exciting and interesting to the learners as in the city schools due to lack of electronic gadgets such as smart boards. Teachers cannot integrate technology in teaching and learning without these devices and gadgets. It is difficult to keep these kinds of gadgets in the township schools due to burglary and theft.

6.3.7.1 Recommendations to overcome the challenges

It is recommended that all primary school teachers should be trained in remedial teaching. The DBE should review teacher: learner ratio in primary schools to address the challenge of overcrowding in classrooms.

It is also recommended that the GDE should devise a mechanism or a way of verifying whether the IQMS appraisal scores awarded to a primary school teacher are a true reflection of the teacher's performance or not.

It is recommended that further research be conducted to determine whether inadequate knowledge of teaching and classroom management on the part of the recently qualified primary school teachers is indeed caused by fewer periods of practical teaching during the initial teacher training or not.

It is recommended that further research should be conducted to determine how the process of appointing primary school principals can be strengthened to ensure that it assists in selecting principals who possess all or most of the leadership qualities and management skills.

It is recommended that primary school teachers should be trained in teaching multilevel classrooms.

It is recommended that the DBE should devise additional alternatives to corporal punishment that will enable primary school teachers to discipline learners effectively without violating their rights.

It is also recommended that the civil society, political parties, churches, community, and business people should be involved in an ongoing parent involvement awareness campaign to ignite interest from parents living in poverty.

It is recommended that primary school principals should be trained on proper disciplinary procedures for teachers to enable principals to discipline teachers who neglect their duties and violate their code of conduct.

It is recommended that the DBE in consultation with the Department of Safety and Security should review the policy on school security to protect school property, especially in the township schools. The security of school property means that schools can keep the electronic gadgets and teachers can learn to integrate technology in teaching and learning to make it as much exciting as possible.

6.3.8 The study's contribution

The research revealed that one of the management strategies to improve results in primary schools is to manage attendance to the point where there is no absenteeism or less absenteeism is reported. The school management team and staff members should focus on monitoring attendance to maximise time on task. They should talk to learners about the value of attending the school every day and show them how attendance influences the progress on teaching and learning.

The knowledge gap between the urban primary school teachers and township school teachers on the use of technology in teaching and learning is widening. The township primary school teachers cannot integrate technology in teaching and learning because they do not have the electronic gadgets and the chances of having these gadgets are slim due to theft and vandalism. Teachers in the urban schools stand a chance of implementing the management strategies to improve results better than the township school teachers because they can integrate technology in teaching and learning. They are improving and refining their skills in the application of technology during teaching and learning. This has impact on the creation of learning experience. The urban primary school teacher stands a chance of creating a better learning experience than the township school teacher. The learning experience influence the learning outcomes. The quality of teaching and learning reinforces the quality of the results and school effectiveness. Therefore, the quality of education in the urban and township primary schools is not the same.

The importance of infusing school values in every school activity is one of the management strategies highlighted by urban school participants. School values instil a sense of responsibility among learners and staff members and shape the behaviour of learners. School values are displayed in places such as the reception, classrooms, school hall and play ground.

It was acknowledged by the participants from the township primary schools that IQMS does not contribute to the professional development of teachers because it is implemented incorrectly due to lack of teacher knowledge, favouritism or fear. The correct implementation of IQMS can serve as a management strategy to improve the quality of teaching and learning. Thus, the government should review this system of appraisal.

The research presented stages of developing management strategies (cf. 6.3.6) informed by the literature review and responses made by the participants in this study. The researcher believes that ineffective primary schools could follow the stages to overcome their challenges.

Apart from management strategies, the study contributed in bringing to the fore other issues that were not mentioned in the literature review. For example, the discussion on the difference between management and leadership revealed that management can be learned, but one must be born with leadership qualities that are all well-established to be an effective leader. The researcher acknowledges that all people are born with leadership qualities. However, some qualities are impaired and can only be developed up to a certain extent as compared to the well-established leadership qualities.

The concern of the participants from the township primary schools about teachers who completed teaching in recent years needs attention. Their concern is that these teachers have inadequate knowledge of teaching learners and classroom administration because of fewer periods of practical teaching training during the initial teacher training. The institution of higher learning should review the duration of practical teaching training during the initial teacher training.

The research revealed that the process of appointing principals contributes to poor management in schools because it does not always assist in selecting principals who have management skills. The process should be reviewed to close the loop holes.

The empirical investigation in this study revealed that the parents from the impoverished communities do not volunteer their services to the school even when they do not pay school fees because their schools were No Fee-paying schools (Naidoo, 2019:9). They expect to be compensated for assisting their schools. This may only reflect the level of poverty in some communities and it needs attention from the government.

6.3.9 Recommendations for further research

The participants contended that the process of appointing principals contributes to poor leadership and management in schools because it does not always assist in selecting principals who possess all or most of the leadership qualities and management skills. It is recommended that further research should be conducted to determine how the process of appointing principals could be strengthened so that it can always assist in selecting principals who possess all or most of the leadership qualities and management skills.

It is also recommended that further research should be conducted to determine the way in which principals should be supervised and supported to enable them to manage their schools effectively.

It is also recommended that further research should be conducted to determine legally acceptable ways of disciplining learners especially during teaching and learning. Discipline of learners is a challenge in urban and township primary schools.

It was acknowledged by the participants that part of the problem on teacher development in urban and township primary schools is the incorrect implementation of the IQMS owing to fact that the appraisal process may be abused based on favouritism or fear. It is recommended that further research should be conducted to determine strategies that can strengthen the appraisal process.

The participants raised concerns about the interference in the management of the township primary schools by some unions, especially when it comes to the discipline of teachers. It is recommended that further research should be conducted to determine the extent of interference by the unions in the management of schools and the way forward to enable schools to run without any interference from the Unions.

Parent involvement is a critical challenge in the low SES communities, especially in the township primary schools. Most parents from the low SES areas are not involved in the education of their children. It is recommended that further research should be conducted to determine what causes poor parent involvement of parents from the low SES areas and how to address the causes.

Government funding, especially to the township primary schools, could impact positively on school effectiveness. It is recommended that further research could be done to determine the impact of government funding policy on the effectiveness of the township schools.

6.4 LIMITATIONS OF THE STUDY

The main purpose of this research study was to investigate management strategies through which school effectiveness could be enhanced in primary schools of Gauteng Province. The noticeable constraint of the study is the small size of the sample, which is distinctive in qualitative research. It cannot support a universal theory on strategies through which school effectiveness could be enhanced in primary schools. The study was planned to be exploratory and descriptive. Therefore, no attempt was made to generalise or quantify the findings.

The fact that during the day teachers were in classrooms deprived the researcher of the opportunity to be in the research field for longer than one or two hours at a time. Spending more time in the research field would have produced additional information. The researcher had to spend less than an hour in the field during afternoons as teachers and principals had to attend to other competing commitments.

The study was intentionally limited to schools chosen because of economic background of residents in different areas. Some schools were from the urban areas whereas others were from townships. Also, the researcher chose the sites and participants based on their preparedness to partake in the research study. It implies that different participants and sites could have brought forth different findings.

Despite these restrictions, data collected from this study recognised important areas that can contribute to a better understanding of the strategies through which school effectiveness could be enhanced in primary schools of Gauteng Province. The findings of this research also suggest aspects of further research.

6.5 CONCLUSION

The management strategies that could be used to enhance school effectiveness in primary schools of Gauteng Province were identified and discussed successfully following the

qualitative inquiry. The qualitative approach enhanced the quality, trustworthiness and credibility of the information gathered as it was suitable to meet the aim and objectives of the research. The research study could identify management strategies, which could contribute to school effectiveness. The literature review and an empirical investigation revealed that teacher effectiveness and management of the school principal, the ongoing development of teachers and principals and parent involvement are the key focal areas of management strategies for school effectiveness.

Teacher effectiveness was found to be the most important contributory factor in school effectiveness. It was established that if the teacher has knowledge of the subject content, methods of teaching, maintaining discipline in a class and knowledge of using teaching resources and equipment effectively, there would be effective teaching and learning. It was also established that if there is effective teaching and learning, learners achieve high marks in the assessment, which directly impact on school effectiveness. An empirical investigation confirmed the literature review that the management skills of the school principal play a crucial role in school effectiveness. Hence, the research identified and discussed what the effective school principals do to keep their schools effective.

Continuous professional development of teachers was also found to be vital to the school effectiveness by the urban and township primary school participants. This could assist in closing the knowledge gap on teaching remedial work, teaching multilevel classrooms, teaching overcrowded classrooms, maintaining learner discipline using legally acceptable strategies and disciplining teachers following proper procedures. The research study discussed various forms of teacher development successfully.

The research also revealed that the participants from the urban and township primary schools support the involvement of parents in decision-making, disciplining learners, helping in any school activity and assisting their children in completing school-work at home as imperative. The research also revealed that township primary schools did not get adequate support from parents like the urban primary schools. The participants from the urban and township primary schools in this research study put forward different reasons that hinder parent involvement in schools. Lack of education and means to earn an income appeared to be the main reasons. Various strategies that could be used to attract parents in the low SES areas and involve them in the education of their children were discussed successfully. Finally, the research study identified challenges in realising school effectiveness.

Recommendations for addressing these challenges and recommendation for further research were made. The study contributed to the theory and policy. Therefore, the research study has accomplished its objectives.

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Appendices

Appendix A

An interview guide

1. What are the characteristics of an effective school?
2. What should be done to bring about effective school management?
3. What management strategies should schools use to enhance school effectiveness?
4. What should be done to bring about effective teaching and learning?
5. What are the characteristics of an effective classroom management?
6. What are the legally acceptable disciplinary actions that the principal can take to discipline learners in school without referring them to the SGB?
7. How should we overcome the challenge of language barrier in teaching and learning?
8. How should we encourage parental involvement in impoverished communities?
9. What support should the Department of education provide to make schools effective?
10. What are the essential aspects of an on-going professional development programme for teachers to become effective?
11. What should be in the curriculum for effective teacher training?
12. What are the characteristics of the effective principal?
13. What could be the frame of reference for the School Improvement Project?

Appendix B
Transcription of data
Individual interviews

Researcher: What are the characteristics of an effective school?

Participant: An effective school is a school that produces learners who are competent, who are able to compete with other learners from anywhere, even internationally. An effective school is school that produces a learner who is respectful and who observes societal norms and standards. Punctuality and regular attendance can make the school effective because everybody, teachers, learners and managers, have enough time to complete their work.

Researcher: What are the characteristics of the effective principal?

Participant: An effective principal is the one who knows what he is doing. Is the one is able to plan well in advance, is the one who knows how to fit his personality into the personalities of the people he works with. Who understands what is supposed to be done, when and how.

Researcher: What should be done to bring about effective school management?

Participant: First and foremost when someone new assumes managerial position, this person has to undergo some kind of schooling in what he is expected to do in the new leadership position. Sometimes people say they have been orientated, that is not enough. You have to spend a little bit of time been schooled in what you are supposed to do. Then, you will have an idea, and you will be able to develop your own personal way of working in that new environment.

Researcher: When we say the SMT is effective is when they do what?

Participant: It is when it is united, when they singing from one hymn book, when they are able to decide on variety of matters, when they are firm in their decision making, when they able to solve any challenge, when they are able to work harmoniously with their staff members.

Researcher: What does an effective teacher do?

Participant: An effective teacher respect time and authority. Knows what he is supposed to do. An effective teacher does his work exceptionally well in class, manages his class efficiently. He is always ready to learn, he keeps abreast of new developments by attending to workshops and meetings. He belongs to structures within his field of work so that he learns even more. It will also help you not to concentrate on things that are not of value to your job. He studies further because that will help him to be effective. His learners will be progressive, involve in sports, not drugs. They will become good citizens. If you keep track of them, they will progress academically from grade to grade and they will never forget you.

Researcher: What are the characteristics of an effective classroom management?

Participant: You should together with the learners develop classroom rules. Learners will be able to claim ownership of the classroom rules. No cell phones, there is nothing like I forgot to do my homework. When I am in class I must do something, class is not like playground. Everybody else will follow these rules. There must be a unique way of showing that you are the subject teacher. Books should be covered in such a way that they reflect you as a teacher. The style of writing tests and classwork it must be such that it reflects you are the subject teacher.

Researcher: What are the legally acceptable disciplinary actions that the principal can take to discipline learners in school without referring them to the SGB?

Participant: There is only one legally action that I know. That is grounding a learner who may have misbehaved. You would always make this child not to be involved in some extra mural activities. Ground this child, give this child extra work. That on its own has an effect to the child to say the ones that are enjoying themselves are the ones that are disciplined and orderly. It means that I am gone out of way, I have gone astray and I have got to mend my ways. This child will obviously mend his ways and start to enjoy himself with other children.

Researcher: When you ground the child is it the form of detention or what?

Participant: You actually isolate the child from the rest; you put child in the staffroom where you are with the child. You do not leave the child alone or in the classroom where there is no one else. You give this child extra work and you monitor the child. Alternatively, you can give this child a manual work, to clean the toilets or the classroom and you monitor this child. You are actually isolating the child from enjoying with other children. That seems to be very effective and it works with me.

Researcher: How should we overcome the challenge of language barrier in teaching and learning?

Participant: I prefer that a language of teaching and learning be taught by a person whose mother tongue is that language, e.g. if LOLT is Sepedi, that must be taught by somebody whose mother language is Sepedi and has qualified to teach this language. And that person must have studied further in that language. That applies to English and Afrikaans.

Researcher: How should we encourage parental involvement in impoverished communities?

Participant: There two ways in which we involve the parents. When it is the end of term, when we let them sit on the learners' chairs, when we explain the progress of the child or the difficulties of the child in learning. The second process is when we shall have identified

this child to have learning problems of some kind. May be this child is slow in learning things, may be this child might have a more serious problem than been slow, we then inform a parent and encourage the parent to take this child to the psychiatrist that can identify the problem of this child. Well there are educators who have specialised in that problem but I do not see them as been very helpful. I do not see our department been helpful, I had many cases and I was helped by the Psychologist in our nearby Hospital. Who virtually came in here and helped us with many cases.

Researcher: Researcher: How do parents help teachers?

Participant: You set up a meeting and you tell them that the school require a lot of things, what would you parents do to your school, and allow them to write on paper and you will be surprised by what they will write. They will indicate that they will supervise their children with homework, we come when you call us for extra mural activities to support our children; we will help teachers to train them during extra mural activities. We will also come to monitor their progress; they will also come to clean the school. As we peak there are parents who volunteered to clean classrooms they are here. Others volunteered to paint a classroom. I challenge them. They have painted it. During the meeting I thank them and indicate that the project of cleaning classroom is going very well and that I have given them so much or letters of thank you, or I have given them so much. In that way, you may motivate other parents. Keep the communication going; ask them how their children are doing at secondary schools.

Researcher: Researcher: What strategies should be in place to ensure that every learner in a school have a textbook for each subject he/she is doing?

Participant: It is very easy, if you know that this year you have five learners who must graduate to the next grade. You assume that this five will pass and you budget for the five and may be plus two or three in case some learners might come later. The budget must be done in time. It must actually address problems that we on the ground experience, not what is visualised by someone else in the office. It should be us telling them how much we want and for what. Not what they think we want.

Researcher: Is the Department sometimes requests you to submit the budget needs?

Participant: They only say, where have you seen that? They only say do your needs analysis and procure. As long as procurement is rein fenced and is only this textbooks. I will give you a classical example. There was a time when we had enough LTSM material for grade R, we lacked one grade R class. I requested them to give me permission to use that money for purchasing Mobile class. They refused. They don't address what I experience as a challenge. They want to tell me what I must do with the budget. Everybody who came here could see that we have more than sufficient resources for grade R. But, they still refused to

allow me to purchase mobile class by this money. That was going to help to reduce over crowdedness of other mainstream classes.

Researcher: Is there a link between socio-economic background of the child and his performance?

Participant: Not precisely, some of the learners become so affected to the effect that learning becomes a bit of a challenge. Somehow, they would concentrate on poverty that they always come across at home. May be you might find that parents are infected with HIV, that they are the ones who are looking after their parents. Regardless of any socio-economic problem or challenges that they facing at home, you will see first and foremost even though this child is neat and tidy, but the clothes are tattered. And this child is brilliant. When you visit their homes, is like there is this socio-economic problem. But, the child has managed to overcome that situation. I will tell you of my experience, there were learners who were looking after their own parents who were infected by HIV/AIDS. They were somehow affected as well. It is heart breaking, to see a child been very intelligent in grade 1 - 4. When it comes to higher grades you notice that this child is no longer coping. When you dig deep down you find that the child was disturbed by something very serious. Things happen on this world. You also find out that your parents do not work, the child next door can pay for excursion and he is able to buy designer label clothes and you cannot pay. That has effect as well.

Researcher: What should be done to avoid the challenge of placing teachers in subjects that they did not specialise in?

Participant: You will always get such challenges in our schools. In that you come to a school as principal and you find that teachers are not specialising in subjects that they teaching. And you have no authority to change that, or you cannot change post establishment in order to have relevant teachers in those subjects.

Researcher: Let's say all the teachers were hired by you but as time goes on you find that most of them are no longer teaching the subjects they specialised in. What should be done to avoid that or to change that?

Participant: The problem is with the system; let's say you have a teacher who did PTD which catered from primary to higher primary of that time. Now primary it caters from grade 1 to grade 7. It means this poor teacher is a jack of all trade. But surely this teacher should be good in two of these subjects. See if you cannot fit this teacher into one of these subjects. Have one on one interview with the teacher, you find that he is good in one of these subjects. Other teachers may want to help by giving away some of their subjects teacher. In case where a teacher like to teach the subject of which he have not specialised in, he will have to

sacrificed by learning more, you may also have to involve the subject advisors to assist these teachers. You have to inform the subject advisor about this teacher that he lacks this and that skill before he can monitor their work. May agree to support and monitor this teacher in order for the teacher to have knowledge of the subject. The situation of teachers teaching subjects that they are specialised in is unavoidable, especially in primary schools. It is not like in high schools where you have different groups of subjects under one department.

Researcher: What support should the Department of Education provide to make schools effective?

Participant: I expect constant visitation and evaluation. It is a universal norm that when you work someone must come and see what you are doing, someone must evaluate what you are doing is it good or bad or you need support here and there. That is very crucial and it is not happening for a very long time.

Researcher: What challenges do you have that you think they may come and assist you on?

Participant: Sometimes you may think you are doing the right things, and yet you are doing them other way round. That is the crucial support we are lacking. Look I need so many people to come to visit my school for support. Evaluate what I am doing, am I going the right way or what. And they must be able to design a programme that can assist me, support me where ever I go astray. That has not been happening for a very long time. I do not have a lot of problems, other than them visiting me. They should assess me and say this is where we think you are lacking and this is where we can help and this is the programme that can help you out.

Researcher: What are the essential aspects of an on-going professional development programme for teachers to become effective?

Participant: Presently, what is viewed as been essential is the IQMS. IQMS is something that was designed to evaluate, support and even design programmes that will support teachers even more. But this programme is abused, it has been abused and it is not clearly understood by the teachers themselves. What is normally been done is to satisfy them (officials). It is to fill up forms and satisfy the officials. Yes, what I say is a true reflection. It does not contribute to the professional development of teachers. I will tell you. I am the only person in my school who understands IQMS very well. I plan it and give it to the HoD to run with it, they bring reports to me. I may not be in every class, but I know for the fact that, it has not been properly done. You look at the marks given, look at comments from the HoD, they do not correlate. They do not give me a clear picture of what was going on. You look at

the performance of learners, and they do not tally. It does not help us at all, it doesn't. It actually brings more corruption on the side of the teachers because whatever they comment about there, it is not a true reflection. People are been given high marks for something that is not there.

Researcher: As a principal what can you do to remedy this situation?

Participant: Well I try. But, I see it does not even help. I normally would inform them what IQMS is all about, from time to time. I would explain from stage to stage or phase to phase. For example, the first term is the time when we look at those who recently have joined us or promoted and those are the ones that we evaluate and so forth. This is the time when you have fill in your needs, your personal growth plans that will be incorporated in the school improvement plan and submitted to the district. These two or three terms I am supposed to support them where ever is necessary. I keep informing them about the processes, but I see it does not help.

Researcher: Apart from IQMS what else can be used to develop teachers professionally?

Participant: There in only one simple answer. Subject advisors or Subject coordinators, actually they should be called advisors because their work is to evaluate, advice and support. Subject advisors are the people who must constantly visit us. They must be firm and objective in what their findings are all about. That is the only thing and our IQMS lies there, just there. They must just come surreptitiously, they must not even announce it, and they must just come to avoid window dressing. You must understand that window dressing is rife. Starting from principals to an ordinary teacher, window dressing is rife. You see when you come to support me; you can inspect me on anything and look for anything in my office I don't care. What I know is that whenever I lack you must be there to support me. I and you will agree as to what I should do so that when you come back you must find this problem been sorted out. That is simple and logical IQMS done by someone else from the district, who just come in and say I demand one, two, three, four. You must do your inspection.

Researcher: When we want to improve a school what are the key areas that we must look at?

Participant: I will tell you, constant surreptitious visits by subject advisors. Those people must be firm and objective, and very strict. Whoever is not ready to comply must be sacked. No more Unions for educators. Because there is one union that has stage *coup d'tat* with ill equipped people. When I have my principal as my chairperson and I as a secretary in the same executive in that Union, You can imagine what will happen in that school. Get rid of unions, if you want to run schools, get rid of Unions. Teachers are professionals. And if people are professionals their dress code should be looked at; teachers must look

presentable, especially in front of the class. Let us make sure that we appoint the right people into the positions. We must make sure that we first test people before they can become principals of schools. We must scrutinise every candidate. You will get schools running smoothly. And we will produce good results and very competent learners. The district office also should make sure that they employ the right people. There must be succession plan. A principal should not serve for more than 20 years in a school. Some of these principals can become Inspectors, not IDSO. You cannot take junior person who has not gone through the mill and make him an IDSO. This person has never been a principal or a deputy principal; he knows nothing about running a school. Or you take someone who has been a principal and failed as a principal of school and make him an IDSO. You are killing schools. No nepotism. Every person who assumes a position must be thoroughly scrutinised. Right people must be in right position. No cadre deployment in education. Depoliticise this education. You will get it right.

Researcher: What should be in the curriculum for effective teacher training?

Participant: No, effectiveness is purely understandable if this person is comfortable in what is teaching. And if he is doing his work well; if you monitor and support this person. Taking him out of class, he may not have that interest. He will go through the course in order to get certificate and that is it. Because you did not address what has to be done first, the core problems. Make sure that this teacher does his work. Support the principals, deputy principals and HoDs. In an instance where you have a teacher who has absconded from 2007 and come back in 2014, this teacher does not have any knowledge of OBE or any other new system. This teacher comes in here and you are not been informed why this teacher has to back and the teacher is allowed the teacher to come in. And you kick out the person who was in her place, who was very competent and hard working. This person has not been trained and no one is ready to assist her or interested in training this person.

Researcher: Was she paid while she was absent?

Participant: Yes, she was paid well. I might not know what happened, but the department called her back. In that case our education will never improve. Right now as I am talking to you, it is the second week she is absent from school. And she has so many cases, nobody does anything. I have reported everything to district and procedurally so. The district does not support me, how do I take this issue personally? I take it that you don't care as a district. This teacher now becomes my baby.

Researcher: Is the IDSO aware about this?

Participant: The IDSO knows about this, the director knows and the labour unit knows about this, nobody is prepared to do anything.

Researcher: Is she a chronic?

Participant: No. The teacher does what she likes. She comes late to school. This teacher is highly irregular. I gave this teacher even last warning forms and everything else.

Appendix C

Focus Group Interviews

Researcher: What are the characteristics of an effective school?

Participant C: An effective school is one that has its own mission and vision ready, school that looks at the needs of the learners.

Participant D: Teachers are at school in time. Management team looks after the needs of learners in terms of curriculum, social, emotional and a learner in totality. It is the school that looks at the needs of teachers. It is the school that takes curriculum as one of the motor vehicles to put the school on the map. It is the school that produces learners that can present themselves out there and be able to compete with learners from anywhere, learners who can read and know mathematics.

Participant B: It is the school that is effective in using technology; teachers should keep abreast with technology.

Participant F: Teachers should keep abreast with technology; we should encourage everybody including non-teaching staff to continue to learn.

Researcher: What should be done to bring about effective school management?

Participant F: Good administration and good management can help to bring about effective school management. If the management works closely with staff members: from teachers to HoD, deputy, and principal as well as parents. The school should put the learners first.

Participant A: The school should have policies that are understood by everyone: teachers, learners and parents.

Participant F: Advocacy to parents so that they can be able to help educators and learners with school work.

Participant E: the leadership style of the principal is the one that contribute to effective school management. May be a democratic principal who listen to what teachers have to say and make good choices.

Researcher: What are the characteristics of the effective principal?

Participant F: Be a democratic and principled.

Participant C: Good leadership skills, he must be a leader so that we follow, be punctual, be an exemplar, always remember as teachers we are lifelong learners, he must be abreast with learning, he must not take anything from us, he must be abreast with new developments in curriculum, he must make sure that he understands everything in school, computer literate, **Participant B:** The principal should be a good listener, not judgmental,

must not discriminate, he must not take sides, he must be brave, brave in the sense that when problems arise he must be able to solve them.

Participant A: He must have an understanding of a classroom.

Participant D: The principal must be firm, he should not take sides, he must listen to both sides.

Participant E: A good leader has a vision and is able to inspire other people towards the attainment of that vision.

Researcher: What are the characteristics of an effective teacher?

Participant E: He should plan and prepare for the lessons, always be in time and be a lifelong learner.

Participant A: He must have good relationship with learners and fellow workers.

Participant F: He must be an exemplar to the learners.

Participant D: An effective teacher must have knowledge of the subject not only of the textbook but knowledge in general and know the learners he is teaching.

Participant C: He must be a parent also because we are dealing with different learners from different social background. Be caring and have a heart that love and Christianity must be there. Be able to cater for learners with disability like slow learners.

Researcher: What should be done to bring about effective teaching and learning?

Participant E: Learners must have books and textbooks, the teacher must be on time, there should be resources and planning should be done.

Participant B: The teacher should attend workshops and keep abreast with what is happening in curriculum. Call People from the district to come and help him.

Participant D: the teacher should have knowledge of classroom organisation and classroom management.

Researcher: What are the characteristics of an effective classroom management?

Participant D: We are referring to displaying of charts when we talk about effective classroom management.

Participant F: time management: the teacher uses time effectively.

Participant C: The teacher must always be punctual to the class and make sure that he goes to the class prepared and make sure that learners are able to follow him.

Participant F: He must know the whole school planning, phase planning and planning of subject.

Participant A: The teacher should give clear instructions to learners; explain to them how they should behave. Have classroom rules. There must be discipline in class. There should be classroom rules.

Researcher: What are the legally acceptable disciplinary actions that the principal can take to discipline learners in school without referring them to the SGB?

Participant E: Detention, demerit, additional work, withdrawal of privileges, No corporal punishment.

Participant B: There is nothing that one can do to discipline learners effectively without transgressing the law except to refer the matter to the SGB which does not solve the problem at that moment in the classroom.

Researcher: How should we overcome the challenge of language barrier in teaching and learning?

Participant C: Looking at the language barrier, especially us as township schools. I will talk about the transition from foundation to intermediate phase where there is transition that learners used to do everything in Sepedi Language now when they get to intermediate phase, most of the things have changed. Almost all subjects are done in English. That becomes a problem especially to the grade 4 learners as they are expected to do everything in English. I think the department should say, if you wish to choose English as medium of instruction take it from grade 1 to grade 12. Most of these learners can speak English but they cannot spell words. We waste a lot of time teaching learners A E I O U in grade 1.

Researcher: Is that the responsibility of the government or SGB?

Participant F: I want to add to the language problem. We have rural children and urban children. Look at the language we speak in urban area, it is street language. Those who come from rural area, when we do Sepedi they will speak pure Sepedi. But, as time goes on they will change and speak township Sepedi.

Researcher: How should we encourage parental involvement in impoverished communities?

Participant C: Parents must take responsibility of their children's work. They need to check children's work at home.

Researcher: How do you encourage them to do that?

Participant C: In our meetings with parents we need to make sure that we tell them that this is what we will do, and that is what we expect from them. As we give them assessment programme for the term, they must also scrutinise those assessment plans and see the things that are going to be done with learners for the term. It is so challenging to work with parents, to encourage them. Most of them we invite them to the meetings, number one, they don't come. Secondly, when they come, when we try to talk to them about their children, they will always defend their children. The former MEC Barbara Greece introduced parental involvement workshops. Through those workshops parents are eager to learn. They come

to the school get information about how to help their children. Parents, especially nowadays, they need to be compensated to help their children. I do not know why they expect to be compensated. They want to be compensated to help their own children, of which is wrong.

Researcher: What strategies should be in place to ensure that every learner in a school have a textbook for each subject he/she is doing?

Participant A: If parents can volunteer, especially those who can afford. If they can volunteer to say we can afford to supply, or to augment our kids, especially if you know that you can afford to buy books for your learner, you can do that and contribute to the education of the learners.

Researcher: Is there a link between the learner's socio-economic background and his/her academic performance?

Participant C: Yes, there is a link; it affects learners in a way that if learners are not taken care of at home, that affects them at school. They become bully, or they are not performing well. They do all those things because they need attention. They feel they are outdated with the way they are dressing. They always look at themselves like they do not match other learners.

Researcher: What should be done to reduce the negative impact of socio-economic background on learning and teaching?

Participant C: As a school we can have fund raising, at least the department gives us feeding scheme that gives learners food. There is another programme of Bana Pele that provides learners with school uniform. I think If these two systems are in place, our learners will be catered for. If there are any other needs that learners need, the school can look at the very needy children and request those who can afford to make donations for families that cannot afford. Anybody who has some old clothes, food and etcetera, we can make food parcels that for families that needy families.

Participant B: We can ask donations from retailers.

Researcher: What should be done to avoid the challenge of placing teachers in subjects that they did not specialise in?

Participant B: This happen during the process of allocation maybe one volunteers to say I can teach this subject. It is possible as long as the teacher can attend workshops and familiarise himself with the concepts because we are long life learners as teachers.

Participant C: To me there is no such thing such as the teacher cannot teach this subject, when we went to the college, we did all the subjects. It is just the changing of the mind-set, to say I can teach this subject.

Participant B: If there is no teacher who can teach the subject is where we have a problem. If there is a teacher who can teach the subject, that teacher must teach the subject.

Participant C: I think sometimes it is because may be we are not enough. If there is shortage, like for instance, we are a small school so in some other places some of us we teach subjects that we have not specialised in and we are doing excellent.

Researcher: What support should the Department of education provide to make schools effective?

Participant A: The department needs to help us in curriculum issues. Let me just unpack what I said, teachers do teach, most of them have challenges when they get to class.

Researcher: What kind of challenges?

Participant A: Our learners are not dedicated in their school work.

Researcher: Do you motivate them?

Participant A: We do that a lot. Learners don't care. They are not like us. We use to compete. Even if you give them a second chance, you see papa you did not do well in this work, tomorrow you will write another test, and tomorrow they will still not be prepared. They must assist us with learners who are not coping in class.

Researcher: What must they do?

Participant A: This thing of saying all learners should be in one school, what they call it, inclusion, it does not work. Learners cannot be included in one school when they are not the same. We are not the same mentally. You force me to sit with this learner even if I see that this one cannot cope in class. It is dragging me and it is wasting everybody's time in class. Because every day when I prepare I must prepare for this one and say look other learners have already finished and you are still far behind.

Researcher: What must be done?

Participant D: Learners should be referred to suitable schools as early as possible after been identified in grade 1. So that the learner can start to practice what he can do as early as possible and be able to excel in that, not to wait for the learner to pass grade 7. They must change the inclusion policy.

Participant F: Schools need pastoral care and support from the Department of Education. They should take care of schools.

Researcher: By pastoral care what do you mean?

Participant F: They must take care of schools in terms of finance, curriculum and safety.

Researcher: What are the essential aspects of an on-going professional development programme for teachers to become effective?

Participant C: An on-going professional development can be done through IQMS, class visits, attending workshops, registering with higher learning institutions to make sure that you keep yourself abreast with ever changing technologies and systems in the education.

Participant B: You must be a researcher and a lifelong learner. If there is a content that I do not understand I go to the internet and google, different methods of division. If the textbook frustrate me, I can google.

Researcher: What should be in the curriculum for effective teacher training? (E.g. remedial instruction, assessment, etcetera)

Participant C: I think when we train they should give us enough time, especially when we deal with methods or ways that we are going to use in class. Most of us know content but we do not know how to convey the information to learners using different methods. People depend on the textbooks. They can't think. Remember in class we work with different learners who learn in different ways. When they train us they should stress these methods. Because I can be good in this method and that one can be good in that method. We are not the same. Here in school we do that, if I teach certain chapter and I see that learners do not understand, I go to the next teacher and request him to come and assist. She would come to the class and teach that chapter, after that you find that learners understand.

Researcher: What could be focused on in order to improve a school or bring about School Improvement?

Participant C: Time management, been punctual at all times, curriculum delivery, planning and preparation, assessing and sharing whatever knowledge with teachers can help to improve a school.

Participant B: All policies should be correctly implemented in order to bring about improve a school.

Participant F: Good leadership, good administration and good management can help to bring about school improvement.

Participant D: The creation of vision and mission is the beginning of school improvement.

Appendix D

Ethical Clearance Certificate



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

15 June 2016

Ref : 2016/06/15/7063849/13/MC

Student : Mr MW Kobola

Student Number : 7063849

Dear Mr Kobola

Decision: Ethics Approval

Researcher: Mr MW Kobola
Tel: +2712 401 6357
Email: Walterkobola@gmail.com

Supervisor: Prof SG Pretorius
College of Education
Department of Educational Leadership and Management
Tel: 082 444 52 44
Email: Pretosg@unisa.ac.za

Proposal: Managing for improved school effectiveness at selected primary schools in Gauteng Province

Qualification: D Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 15 June 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.*
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for*



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the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2016/06/15/7063849/13/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof VI McKay
EXECUTIVE DEAN

COLLEGE OF EDUCATION
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Appendix E
GDE Research Approval Letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use: Reference no: D2015/406
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GDE RESEARCH APPROVAL LETTER

Date:	19 February 2015
Validity of Research Approval:	19 February 2015 to 2 October 2015
Name of Researcher:	Kobola M.W.
Address of Researcher:	915 Block DD; Soshanguve; 0152
Telephone / Fax Number/s:	012 401 6357; 073 177 0167; 012 401 6358
Email address:	Walterkobola@gmail.com
Research Topic:	Managing for improved effectiveness at selected Primary Schools in Gauteng Province
Number and type of schools:	SIX Primary Schools and TWO District Offices
District/s/HO	Tshwane South and Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the Principal, SGB and the relevant District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS FOR CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter;
2. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB);

Kelcedo
2015/02/20

1

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

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3. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned;
4. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, SGBs, teachers and learners involved. Participation is voluntary and additional remuneration will not be paid;
5. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage;
6. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year;
7. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
8. It is the researcher's responsibility to obtain written parental consent and learner;
9. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources;
10. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations;
11. On completion of the study the researcher must supply the Director: Education Research and Knowledge Management with one Hard Cover, an electronic copy and a Research Summary of the completed Research Report;
12. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned; and
13. Should the researcher have been involved with research at a school and/or a district/head office level, the Director and school concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2015/02/20