

Educators' views on the provision of quality education at selected public schools in Limpopo province

Abstract

This article focused on the assessment of the progress made on the provisioning of quality education at selected public schools in Limpopo province. Qualitative research methodology was used as the author was interested in collecting data on the experiences, perceptions and views of the research participants. Three research instruments for data collection were employed, namely participant observation, document analysis and interviews. Purposive sampling was used to select participants who were likely to be knowledgeable and experienced on the phenomenon under study. Ten educators were sampled from public primary and secondary schools. The findings revealed after 1994 democratic elections in South Africa, little changes on the provisioning of quality education in Limpopo Province happened. Negative attitude of the educators towards transformational policies, lack of competency of the educators in teaching reading and numeracy, lack of equitable distribution of resources to public schools, lack of induction and in-service training of educators were amongst the contributing factors hampering the effective provisioning of quality education. The author recommended recruitment of highly qualified and experienced educators, induction of newly appointed educators, continuous in-service training, mentoring and development of guidelines or prescripts on the implementation of education policies as the tools that can enhance the provisioning of quality education at public schools.

Key words: quality education, education system, effectiveness, implementation, assessment

Introduction

In South Africa, the advent of democracy triggered significant reforms to the management, governance, curriculum redesign and restructuring, and funding of education. The Trends in International Mathematics and Science Study, a quadrennial test conducted in 57 countries, ranks South Africa almost last in its various rankings, even though its scores have been improving. The results show that 27% of our pupils, who have attended school for six years cannot read, compared with 4% in Tanzania and 19% in Zimbabwe. This is despite the fact that on average South Africa allocates between 4.7% and 4.9% of its gross domestic product to basic education whereas Tanzania allocates only about 3.5% but obtains better results. As a percentage of total government expenditure, in Tanzania primary and secondary education receive about 16% whereas in South Africa basic education receives about 17.1% of the total allocation (TIMSS, 2015).

It is now part of the received wisdom in all of the developmental social sciences that economic and social development is not possible without increased access to education and an improvement in the quality thereof Lewin, (2007, p. 2). There are institutional and systemic factors that prevent progress in South Africa's schooling system. According to Lewin, (2007), the four notable of these themes are the improvement of management of education system, the increase of competence and capacity of school principals, a move towards results oriented mutual accountability and improving teacher performance and accountability. Quality education is key for national development in South Africa. Obasi, (2010) noted, "all nations of the world, owe their level of development to the level of their educational system". Education is the veritable instrument for generating all genre and levels of work force in any nation.

One of the indicators of quality education is learner performance. Limpopo, as one of the nine provinces in South Africa, should contribute to the improvement and provisioning of quality education at public schools in the new democratic era. Limpopo province is amongst the lowest performing provinces in the past five years. According to Motshekga, (2015) South Africa's 2014 matric students achieved a pass rate of 75.8%. While the 75.8 pass rate represents a 2.4 percentage point drop from the 2013 pass rate of 78.2%.

In an attempt to assess the progress made the quality of education in South Africa, the indicators such as Systemic Evaluation (Grade Three), National School Effectiveness Study (NSES), Progress in International Reading Literacy Study (PIRLS), TIMSS, Southern and East African Consortium for Monitoring Educational Quality (SACMEQ), and Annual National Assessment (ANA) were administered and the focus was primarily on the learners's ability in Language, Mathematics and Science in the entire country. It was evident that learners in grade 3 and 6 cannot read and numerate at an expected level. (Rooyen, 2011, p. 214).

Problem statement

High funding in education may promote the provision of both physical and human resources that may have positive effect on the provision of quality education. South African spending in education is considerably very high compared to those of other African developing countries and SADEC region in particular. The output seems to be very low in terms of the provision of quality education. This is evident when one studies the TIMSS reports for the past five years. Therefore, the researcher conducted the study on the educators' views on the provision of quality education in selected public schools in Limpopo province to assess if the input and the output is equivalent in respect of funding and expectations from South African government and Limpopo, province in particular. The study will investigate other factors contributing to the provision of quality education and draw conclusions and recommendations that can lead to the attainment of aims and objective of GET phases in South African education system.

Aims of the study

The study aimed at examining the extent in which quality education has been provided at public schools in Limpopo province. The author examined the concept of quality education, international and local minimum standards of education, innovative contextualized teaching provision of free, fair and equal education, reading and numerating audit and assessment on the level of provision of quality education based on international standards in South Africa and Limpopo province in particular with the aim of assessing the level of the provision of quality education.

Research question

What are the educators' views on the provisioning of quality education at selected public schools in Limpopo province?

Literature review

In its attempt to improve quality education provision to all schools, the government of South Africa developed the strategic plan characterized of the following policies and laws for all levels of education: develop "inclusive schools" and other centres of learning so that all learners, including

out-of-school learners, can have equal opportunities to be educated; strengthen education support services, especially at the district level and in schools; conduct national information campaigns to help ordinary schools and other centres of learning to understand Inclusive Education; develop a new curriculum for schools and new way of assessing learners; develop and improve schools and other centres of learning; develop new ways to ensure that good quality education is provided in all schools and centres for learning; train and develop the skills of teachers in both the “ordinary” and the “special” schools; develop programmes to identify and address learning problems and disabilities early in the foundation phase of schooling; address the challenge of HIV/Aids and other infectious diseases; and find ways to ensure that there is enough money to pay for all of these activities (Ndou, 2015). Therefore, the concept of quality education, free education and accessible education as well as the factors contributing to the provision of quality education will be part of literature review.

The concept of quality education locally, nationally and internationally.

Quality education starts with schools that work (Mbazima, 2018). Teu, (2002, p.12) admits that quality is easily defined informally but as soon as one tries to define it formally, vigorous and emotional debates ensue. Education International (EI), definition of quality education: “*A quality education is one that focuses on the whole child—the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing*”. Three key pillars support a quality education: ensuring access to quality teachers; providing use of quality learning tools and professional development; and the establishment of safe and supportive quality learning environments (Teu, 2002).

The South Africans Schools Act (Act 84 of 1996) refers to the quality of education on four occasions. Firstly the preamble of SASA expresses the intention that a new national system for schools will provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people’s talents and capabilities. Secondly, SASA stipulates in Section (8)2 that the code of conduct for learners must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. Thirdly, the first function of the school governing body, as contained in Section 20(1a) of SASA, is to promote the best interest of the school and strive to ensure its development through the provision of quality education for all learners at the school. Finally, when referring to the obligation of the governing body of the public school to supplement the resources supplied by the State in Section 36 (1) of South African Schools Act, the purpose is therefore stated as “ to improve quality education provided by the school to all learners at the school (Rooyen, 2011, p. 213).

Blessing, Thom-otuya, & Dorothy, (2016, p.103) in their paper has noted the following as indices of quality education:

- i) Proper funding
- ii) Effective quality control (to enforce standard)
- iii) Conducive and appropriate teaching and learning environment.
- iv) Sufficient staff quarters and classrooms in schools
- v) Adequate and proper equipment and staffing.
- vi) Good quality and well-motivated staff truly committed to undiluted scholarship.

According to Obasi, (2010) the indicators of quality and functional education are:

- i) Effective and efficient performance of graduates in society, industries and other work places.
- ii) Employability (self, national and international) of products/graduates (Entrepreneurship level)/ Graduate employment statistics.
- iii) National and International mobility of generated manpower.
- iv) Market value or demand level of research products and other services provided by the institutions.
- v) Level of discipline and patriotism of graduates.
- vi) International transferability/admissibility of graduates/ students for higher studies without remedial conditions.
- vii) High rating of an institution and its products nationally and internationally.
- viii) High absorptive capacity at all levels.

In this study, quality education is an all-embracing phenomenon that covers the local, national and international perceptions and standards of quality education.

General criteria for the assessment of quality education

The quality of education can be measured based on the criteria as set by United Nations. According to UNESCO, (2005) education learning goals for global citizens can be categorised in three dimensions namely: Knowledge (geographical and historical knowledge, diversity of society, foreign and intercultural communication approaches); attitudes (openness, positive orientation, sensitivity, self-esteem, respect and tolerance) and skills (technical, critical, comparative, communication, coping and resilience skills). According to Hopkins, (2007, p.174), without quality, access to and equity in education, the UNESCO goals cannot be fully achieved or sustained.

Minimum standards on education in Limpopo Province

Minimum standards on education can be measured against the National Development Plan of the country. According to Obasi, (2010) NDP is the social process by which a nation harnesses and mobilizes all resources (human and material) available to it for the purpose of positively transforming its environment and ultimately improving the quality of the social, economic and political life of its citizenry. It is a holistic process involving the collective will and efforts of the people. Mezieobi, (2013) conceptualized National Development Plan as “A process of systematic transformation of the overall social, economic, political, scientific and technological life of a nation via effective, coherent, co-ordinate management system, result-oriented social mobilization strategy in which the citizens actually participate and exhibit positive attitudinal commitment in the overall reconstruction process for the improved human conditions of the people.

According to its Strategic Performance Plan 2015/2016 – 2019/20, the Limpopo Province, Department of Education expressed its vision and mission statement. Its vision states “Excellence

in provisioning of innovative quality basic education”. The vision and mission of Limpopo Department of Education were crafted from the following legislations, which makes it mandatory for the department to fulfil its obligations: National Education Policy Act, 1996 (Act 27 of 1996); South African Schools Act, 1996, (Act 84 of 1996); General and Further Education and Training and Quality Assurance Act, 2001 (Act 58 of 2001); Education White Paper on Early Childhood Development and Education White Paper 6 on Inclusive Education (DoE, 1995a).

Research design and procedures

The qualitative, interpretive and inductive approaches were used. In-depth knowledge on the provision of quality education were gathered, interpreted and conclusions drawn from the collected data in a constructive way. Constructivism and sense making theoretical frameworks were used to collect and analyse data on the provision of quality education in Limpopo province. According to Tavalker & Mansor, (2010), a theoretical framework is the lens through which a study is approached and denotes the paradigm chosen by the researcher. The combination of two theoretical frames made it possible for the researcher to acquire knowledge from the real world, and establish laws based on findings and interaction with participants in real life situations. Sense making research explores how people socially construct meanings that create and sustain their framings and narratives of reality (Whittle, Housley, Gilchrist, Mueller & Lenny, 2015). Constructivism is a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. The author critically analysed the perception of educators on the provisioning of quality education in quest for the knowledge of the state of education in selected public schools in Limpopo province.

Face- to-face semi-structured individual interviews and documents analysis and were used as data collection instruments. The author drafted ten questions as part of interview schedule and posed follow-up questions to educators during each twenty minutes interview session for a maximum of thirty minutes per participant. Interview schedules were piloted to four participants and questions to ensure validity of data collected. The researcher interviewed ten participants in separate interview schedules, tape-recorded the interviews and took field notes. The field notes were used in data interpretation and analysis stage. The researcher reviewed documents such as educational management books, theses and articles on the provision of quality education, newspaper articles on the current educational practices, South African education policies, Limpopo Province Department of Education grade 12 results and international reports on global education as part of the literature and data analysis.

Research sample

The research sample of ten educators was drawn from public primary and secondary schools as on Table 1 below:

Table 1: Educators from public primary and secondary schools

Description	Public Primary Schools	Public Secondary Schools	Total
--------------------	-------------------------------	---------------------------------	--------------

Number of educators	5	5	10
Ages	27; 36; 38; 42 and 52	30; 32; 41; 60 and 58	
Teaching experience	3; 12; 14; 18 and 27	6; 8 ; 33; 36 and 38	
Educational qualification	BA; BA; BEDFP; NPDE and MEd	STD; BA; BA; NPDE; NPDE	

Purposive sampling was used to select participants who were more likely to be knowledgeable, accessible and relevant to the phenomenon under investigation. The researcher sampled a total of ten educators from primary and secondary schools in Limpopo province. The aim was to gather information across different grades across the General Education and Training Phase. The ages of participants ranges from 27 to 60 years and work experiences from 3 to 36 years. Educators in Limpopo province constituted the population of my study. According to Brewerton & Millward, (2012 p.117), individuals are selected from a population according to underlying interests in particular groups.

Data collection instruments

Qualitative research depends on multi-method strategies to collect and corroborate data. Hence, in this paper, interviews and observations were primary data collection instruments. Document analysis was used as secondary data collection instrument.

Data analysis and interpretation

According to Cohen, Manion, & Morrison, (2011p. 537) data analysis is a rigorous process which involves “organizing, accounting for, and explaining the data, in short, making sense of the data in terms of participants’ definitions of the situations”. In this paper, the researcher adopted a thematic data analysis process of which according to Braun & Clarke, (2006, p.101) is defined as a method followed in identifying, analysing and reporting patterns or themes within data. The researcher analysed data by following Braun and Clarke’s five-phase thematic analysis strategy which covers the following procedure: familiarising oneself with data; generating initial codes; searching for themes; reviewing themes; defining and naming themes; and generating a report (Braun & Clarke, 2006, p. 87). Educators with similar and opposing views on particular aspects relating to quality education were grouped and their perceptions were analysed under five themes.

Findings

The findings were categorized according to the themes and interview schedule questions focusing on the provision of quality education in Limpopo province. The views of educators on the provision of quality education at selected public schools were evaluated with reference to the international definition of quality education which amongst others include free education; reading and numerating level of learners; inclusivity of education and quality of educators.

Provision of free education at all public schools

When educators were asked to express their views on the relationship between funding and provision of quality education, some shared the same views and their responses were as follows:

Educator A: *There is a significant relationship between funding and the provision of quality education. Most of the schools which are categorized as quintiles one and in rural villages lack learning and teaching materials. Most school infrastructure are dilapidated and with poor sanitation facilities. The majority of them have no libraries and laboratories for practical subjects like Physical Sciences and Biology”.*

Educator B: *“Schools that are charging school fees are able to supplement the resources from the department of education. There is a lack of reading materials such as textbooks and learner-teacher support materials such as posters. Route learning is the order of the day as educators teach without learner-support materials.*

Rating the provision of quality education at a three-point scale: low, average and high.

The question posed to educators was “How can you rate the provision of quality education at public schools in Limpopo province in a three-point scale of 1-3 where 1 is **low**, 2 is **average** and 3 **high**? Some of the educators responded as follows:

Educator A: *“Rate 1 can best describe provision of quality education at public schools in Limpopo province. Quality is not there at all. We can receive 75% pass at grade 12 but with no quality, very less bachelor pass.*

I posed this follow up-question to the educator A: “Why do you think are the causes of lack of provision of quality education?”

Educator A: *“Curriculum and Assessment Policy Statement (CAPS) need more days for workshops so that educators can master the content. Educators are not competent in offering subject content to the learners. Discipline is also a problem, especially at secondary schools.. Principals are doing both the governance and management tasks of the school because of the incapacity of the School Governing Bodies.*

Educator B: *”Rate 1, There is no quality education in public schools. You can find a learner in grade 7 who cannot spell his or her name correctly. Most learners cannot write a meaningful sentence in both their mother tongue and English as second additional language.*

Educator C: *“Rate 2, the quality of education is better at townships school that remote rural areas. Learners at township schools can conduct research, communicate in English and their grade 12 results are far much better. Their parents seems to be playing a vital role in improving their standard education. They attend parents meetings discussing learners’ academic performance and discipline.*

Educator D: *“Rate 2, we are trying to move to that level but we have a long way to go. We still have cases of poor performance in our schools. Some educators are not dedicated, teaching is no longer a calling but a job, and the focus is only on earning salaries. The majority of our public schools are providing less quality education. That is the reason why some schools are over-crowded whereas other schools have very less enrolments”*

Definition of quality education

When educators were asked about the yard-stick that they were using to rate the provision of quality education, they were of the following views:

Educator A *“Quality education is good or best education offered to learners”*.

Educator B: *“Quality education is when more than 70% of all learners obtain pass results at school”*.

Educator C: *“When grade 12 learners obtain 90 to 100 percent pass percentage”*.

Educator D: *“Quality education is the one that produce learners who occupy careers that can address the needs of the community”*.

Educator E: *“Education that can develop the child in totality to become an independent adult. Good education that can produce competent adults who can be part of the economic growth of the country”*.

Educator F: *“Quality education is the one that caters for all the needs of the learners, accessed by all people in South Africa irrespective of socio-economic background or level of physical or mental challenges”*.

Reading and numerating competencies in public primary schools

When primary school educators were asked “How can they rate the standard of reading and numerating in your school?” one of them responded as follows:

“I conduct reading audit on quarterly basis. There are many learners who cannot read and numerate at expected grade levels.. In terms of Mathematics, learners perform better than on languages but not in a satisfactory manner. The use of calculators at primary schools deprived learners’ opportunities to master mental from 1 to 12 which was a norm in the past.

Discussions

Provision of free education at all public schools

The Constitution of South Africa, Act 108 of 1996, and policies such as NEPA and SASA have been developed to enable all South Africans to have access to free quality education (Noble et al., (2014). There is no equal distribution of resources and free education in public schools of Limpopo Province. These historically disadvantaged areas lag behind the previously more advantaged areas. According to Maluleka, (2008), among the teacher unions, there is a general impression that the provincial departments of education are neglecting these schools. The Departments of Education supplies little transport for the learners, they do not train members of governing bodies for their tasks, the feeding schemes are inadequate or inconsistent, and the lack of infrastructure (such as electricity and new textbooks) at schools does not receive adequate attention. Renovation programmes are far behind schedule (Mbeki, 2006, p. 5). The responses of the educators indicate that their perception on quality education is based on both learners’ academic performance and access to education. It is evident that high funding of public schools may have direct relationship with the provision of quality of education. The welfare of the learners such as transport, nutrition and access to learner-support materials has negative impact on the delivery of quality education at public schools.

Rating the provision of quality education at a three-point scale: low, average and high.

South Africa has achieved the Millennium Development education, but the quality of education is still a concern. It was against this background that I requested the educators to rate the provision of quality education at public schools. Evidence from the literature study justify the views of the educators on provision of quality education at public schools. By the time learners reach Grade 9, four or more out of ten learners in Limpopo are older than the norm. This is an indication that most learners repeat grades prior to the progression to the next grade. For the past 11 years (from 2002 to 2013), less than 20% of people in Limpopo have achieved their secondary education level. The status of quality education is still low in most public schools at Limpopo province.

Definition of quality education

The researcher defined quality education based on international standards or criteria for the assessment of quality education. Educators perceive quality education in different perspectives. The pass rate of grade twelve learners is still used, albeit controversially, as a credible yardstick to measure success or failure of the outcomes-based teaching-learning interaction. Tau & Mathebula, (2008) insist that grade twelve results do not match the investment in education. Educators who have a wider scope of what quality education is all about, rated the provision of quality education in Limpopo province as “poor”.

Reading and numerating competencies in public primary schools

According to Africa Check, (2014) the quality of education may be judged by the reading and numerating levels of learners in their specific grades. Baatjies, (2003, p.1) states that the most important element of high quality education is the ability to read, pertinent information about health, social, cultural and political issues, as well as sources of pleasure and enrichment. Reading is important for learning as it gives learners independent access to a vast world of information as well as fulfilment and enjoyment (Gunning, 2007, p. 3). Literature review also confirms that the “Systemic Evaluations” tested a random sample of approximately 54000 grade 3 pupils in more than 2000 primary schools in 2001 and 2007 (DoE, 2008a). The department of education concluded in 2008 that there was an ‘urgent need to improve performance in these critical foundation skills namely literacy and numerating skills (DoE, 2008a, p.12)

Conclusions

Inadequate physical and human resources as well as lack of capacity building in teaching and learning has negative impact on the provision of quality education. There are different perceptions amongst the educators in defining quality education. The provision of free education in public schools received average ratings by most educators. The majority of educators rated the provision of quality education in Limpopo province public schools as below average. The improvement and or removal of factors hampering the implementation of education policies developed after 1994 should be prioritised. Culture of teaching and learning should be renewed to meet the education departmental expectations on the provision of quality education. Educators should be trained on learning and teaching methodologies and effective classroom management strategies. There is a need to develop strategic plans that may speed up the process of providing quality education to all South African citizens and Limpopo province in particular.

Recommendations

The researcher made the following recommendations based on the literature review and findings from the participants:

1. Adequate funding is required and necessary to maintain both the human and material resources of the education sector. Funding may improve the maintenance of the physical facilities that have become a hazard to both the learning and living conditions of learners. Creation of conducive learning and teaching environment by the provision of appropriate, well equipped and adequate laboratories, workshops, classrooms, libraries, staff offices, as well as good and adequate hostel and classroom accommodation, teaching and learning techniques may enhance the provision of quality education in Limpopo province. Adequate training of school managers and educators on the proper use of educational resources may promote the provision of quality education in Limpopo province.
2. Quality education depend variety of factors including but not limited to competence of teachers, parental involvement, context, learner motivation and learner discipline.
3. Effective and consistent supervision and monitoring of the school system to confirm their level of compliance to quality assurance and to identify and eliminate poor qualities or misfits. This exercise may reduce the number of the teaching and non-teaching staff who are not committed to duties, and not complying to the operational standards.
4. Continuous evaluation and analysis of the results as well as the output of the department in addressing community needs remains a crucial factor if the functionality of the education system is to be maintained. Ensure periodic supervision, accreditation and reaccreditation of the school system.
5. The annual targets of Limpopo Department of Education should be developed on the basis of the international criteria for the assessment of quality education.

References

- Africa Check, (2014). Does the ANC have a 'good story to tell'? Daily Maverick. 25 April 2014
- Baatjies, I. (2003). Reading in South Africa: An overview of policy, programmes and campaigns 1994. *Innovations*, 26:1-14.
- Blessing, E.N., Thom-otuyal, & Dorothy, C.I. (2016). Quality education for national development: The Nigerian experience. Department of Political Science, Ignatius Ajuru University of Education, Port Harcourt, Nigeria. *African Educational Research Journal Vol.4(3)*, pp.101-108, August ISSN:2354-2160 Review.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2): 77-101.

- Brewerton, P. & Millward, L. (2012). *Organizational research methods*. London, Sage.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th ed.). London, Routledge.
- Department of Education, (2008). Lists of no fee schools by province as gazetted on 1 December 2006; updated for Gauteng.
- Gunning, T.G. (2007). *Creating literacy instruction for all students*. 6thed. New York City, N.Y, Pearson Education.
- Hopkins, D. (2007). *Every school a great school: Realising the potential of system leadership*, New York, NY, Open University Press.
- Lewin, K. (2007). *Improving access, Equity and Transitions in Education*, Creating a Research Agenda, Co.
- Maluleka, J.S., (2008). *The capacity of school governing bodies in rural schools in the Moretele District of the Nkangala Region [Electronic resource]* (Unpublished MED dissertation). Pretoria, University of South Africa.
- Mbazima, N., (2018). *Quality education starts with schools that work*. City Press, 2018-04-12.
- Mbeki, T.M., (2006). State of the Nation Address: Joint Sitting of Parliament, 3 February 2006, Cape Town, South Africa.
- Mezeiobi, K.A, Fubara, V.P., & Meziobi, S.A., (2008). *Social Studies in Nigeria: Teaching Methods, Instructional Materials and Resources*, Owerri Acada Peak Publisher.
- Motsheka, A. (2016). Statement of the Minister of Basic Education on the announcement of National Senior certificate grade 12 examination results for 2016. Media Centre, Midrand, 04 January 2017.
- Ndou, N., (2015). *The implementation of education policies for effective leadership and management of quality education at public schools in the Limpopo province, South Africa*. (Unpublished DEd thesis). South Africa, University of South Africa.
- Noble, M., Zembe, W., & Wright, G., (2014). *Poverty may have declined, but deprivation and poverty are still worst in the former homelands*. Southern African Social Policy Research Institute (SASPRI). Retrieved from <http://www.econ3x3.org/sites/default/files/articles/Noble%20et%20al%202014%20Former%20Ohom%20elands%20FINAL>
- Obasi, E.M., & Calwel ,T, (2010). *Academic performance in African American Undergraduates: Effects of Cultural Mistrust, Educational Value, and Achievement Motivation*, Curators of the University of Missouri, Sage.
- Republic of South Africa., Department of Education. (DoE)., (2008a.) *Foundation for learning campaign*. Government Gazette No. 30880. Pretoria, Department of Education.
- Republic of South Africa. Department of Education. (DoE)., (2008b). *National reading strategy*, Pretoria, Government Printers.
- Republic of South Africa. Department of Education (DoE)., (1995a). *Education White Paper 1: a programme for the transformation of education*, Government Gazette No. 18207., Pretoria, Government Printers.

Tayalker, (2010)

Teu, M.C., (2002.) *Internal quality assurance programme for public schools in North West Province* (Unpublished PhD dissertation). North West Province, North West University.

TIMSS, (2015) Highlights of Mathematics and Science achievement of Grade 9 South African Learners. Human Sciences Research Council.

UNESCO, (2005). *Decentralization in education: National policies and practices*, Paris, UNESCO.

Whittle, A., Housley, W., Gilchrist, A., Mueller, F., & Lenney, P., (2015). Category predication work, discursive leadership and strategic sensemaking, *Human Relations*, 68, 377-407.

Declaration of conflicting interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding

The author received no financial support for the research, authorship, and/or publication of this article.

Author Biography

Nndwamato Ndou is a lecturer in Department of Early Childhood Education at University of South Africa, College of Education. He is a former primary school principal with interest in school reform, educational leadership and management. His research focus on school governance, policy-making and implementation.