

**SCHOOL-BASED MANAGEMENT PRACTICES AT SECONDARY SCHOOLS IN
THE LIMPOPO PROVINCE,
SOUTH AFRICA**

by

MAPITSI PHINEAS SETOABA

Submitted in accordance with the requirements for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: Prof B Smit

CO-SUPERVISOR: Dr L Zimmerman

MARCH 2020

DECLARATION

I, **Mapitsi Phineas SETOABA (Student No. 2838699)**, declare that the thesis: ***School-based management practices at secondary schools in the Limpopo Province, South Africa***, 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.

SIGNATURE: .....
Setoaba, M.P.

DATE: *02/03/2020*.....

DEDICATION

I dedicate this thesis to my late grandmother

Ntotole Monawa Makhura (née Maphaha),

and my late parents,

Marcus Tlou and Mmaphuti Mmatlala Setoaba (née Makhura)

for supporting my schooling journey and ushering me into the world of education.

ACKNOWLEDGEMENTS

The completion of this project reminds me of the valuable and unreserved support I received from the divine power and certain individuals or groups of people. Their undivided support contributed so dearly towards the success of this thesis.

I do therefore value each and every contribution through the extension of my sincere acknowledgement to:

- God Almighty, through the name of Jesus Christ and the power of the Holy Spirit, for giving me the wisdom, patience and strength to start and finish this project.
- My dear, loving and supportive wife, Beauty Leah Motjatji Setoaba and family for supporting, encouraging, persuading and praying for me to have the strength, patience and energy to continue with this academic journey from the beginning up to the finishing line.
- My siblings and their families for trusting and believing in me to successfully complete this study.
- My supervisor, Prof. Brigitte Smit and co-supervisor, Dr Lisa Zimmerman, for unreserved supervision of all the five chapters of the thesis. Both Prof. Smit and Dr Zimmerman have given me scholastic inputs that have helped me frame my entire study.
- Dr Cilla Dowse for language editing and quality assuring each individual chapter and later the full thesis.
- The library staff at Polokwane UNISA Library and Mogalakwena Public Library, who assisted me in accessing appropriate research material information.
- The Limpopo Department of Education for availing their secondary schools for this explorative study on managers' experiences of School-Based Management practices in the Limpopo Province.
- Education District Directors, Circuit Managers and school managers for further permitting their secondary schools for free participation in this project.
- The leadership, management and governance of the selected secondary schools for allowing their school managers to participate freely in this study.
- Participants (that is school managers) who willingly and genuinely participated in the project thereby making the achieved thesis credible.

ABSTRACT

This study explored and described managers' experiences of School-Based Management (SBM) practices at secondary schools in the Limpopo Province, South Africa. Scholars of SBM worldwide regard SBM as a way of decentralising decision-making power and authority from higher offices (for example, national governments) to lower level institutions (for example, schools) aiming at institutional and learner outcome improvement. SBM is the reform that the democratic government in South Africa adopted to promote quality education, through transformation and restructuring at South African secondary schools. Despite this national strategic intervention, most secondary schools in the Limpopo Province, in terms of annual Grade 12 National Senior Certificate (NSC) performance, remain ineffective. A qualitative exploratory multiple case study design, framed within social constructivism and guided by relativist ontology and subjectivist epistemology, was employed to generate the desired data to answer the research question. Thirteen secondary schools, represented by their fifteen secondary school leaders and managers, were purposefully selected for this study from secondary schools in the Limpopo Province. Semi-structured interviews were conducted with experienced school managers distributed as follows: twelve principals, two deputy principals and one departmental head from purposefully selected secondary schools. An inductive data analysis approach was employed to analyse the interview data. The findings of this empirical inquiry unravelled managers' experiences of SBM practices at secondary schools in the Limpopo. My study deemed these experiences vital for use by Limpopo provincial government national and international governments in transforming and restructuring secondary schools through SBM reform.

KEY TERMS

Decentralisation; Autonomy; Participation; Accountability; School-based management; School-based management practices; School effectiveness; School managers; School performance; Secondary school; Quintile; Limpopo Province.

ACRONYMS

APM2 to WHM2	Secondary School Managers
CAQDAS	Computer Assisted Qualitative Data Analysis Software
CAPS	Curriculum and Assessment Policy Statement
CATS	Change As Three Steps
CM	Circuit Manager
CMs	Circuit Managers
COLT	Culture of Learning and Teaching
DBE	Department of Basic Education
DDs	District Directors
DEC	Department of Education and Communities
DoE	Department of Education
EMB	Education and Manpower Bureau
ELRC	Education Labour Relations Council
HoD	Head of Department
HU	Hermeneutic Unit
LDoE	Limpopo Department of Education
LTSMs	Learning and Teaching Support Materials
LMC	Leadership and Management Coach
LOLT	Language of Learning and Teaching
MEC	Member of the Executive Council
NCS	National Curriculum Statement
NECT	National Education Collaboration Trust
NED	National Education Department
NEPA	National Education Policy Act
NSC	National Senior Certificate
PDs	Primary Documents
PED	Provincial Education Department
PEDs	Provincial Education Departments

RANDE	Research and Development Education
RCL	Representative Council of Learners
RSA	Republic of South Africa
SASA	South African Schools Act 84 of 1996
SBM	School-Based Management
SGB	School Governing Body
SGB(s)	School Governing Bodies
SIPs	School Improvement Plans
SMT	School Management Team
UNISA	University of South Africa

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
KEY TERMS	iv
ACRONYMS	v
TABLE OF CONTENTS	vii
LIST OF FIGURES	xii
LIST OF TABLES	xii
CHAPTER 1: INTRODUCTION AND OVERVIEW	13
1.1 INTRODUCTION	13
1.2 PROBLEM STATEMENT	13
1.3 RATIONALE FOR THE STUDY	14
1.4 THE PURPOSE STATEMENT AND OBJECTIVES	15
1.5 EDUCATIONAL SIGNIFICANCE	16
1.6 MAIN RESEARCH QUESTION AND SUB-RESEARCH QUESTIONS	16
1.7 SCHOOLING CONTEXT IN LIMPOPO PROVINCE	17
1.8 LITERATURE REVIEW	18
1.9 RESEARCH PARADIGM AND FUNDAMENTALS	19
1.10 RESEARCH METHODOLOGY AND DESIGN	19
1.11 ETHICAL CONSIDERATIONS	20
1.12 DELIMITATIONS	20
1.13 LIMITATIONS	21
1.14 RESEARCHER REFLEXIVITY	21
1.15 CONCEPTUALISATION OF CONCEPTS	21
1.15.1 School-Based Management	21
1.15.2 School-Based Management Practices	21
1.15.3 School Effectiveness	22
1.15.4 School Managers	22
1.15.5 School Performance	22

1.15.6 Secondary School	22
1.15.7 Quintile	23
1.15.8 Limpopo Province	23
1.16 ORGANISATION OF CHAPTERS	23
CHAPTER 2: LITERATURE REVIEW	25
2.1 INTRODUCTION	25
2.2 DEFINING SCHOOL-BASED MANAGEMENT	25
2.3 SCHOOL-BASED MANAGEMENT MODELS	26
2.3.1 Autonomy Dimension of School-Based Management	27
2.3.2 Participation Dimension of School-Based Management	28
2.3.3 Accountability Dimension of School-Based Management	30
2.3.4 Developing School-based Management Models	33
2.4 SCHOOL-BASED MANAGEMENT OBJECTIVES AND SUCCESSES	36
2.5 SCHOOL-BASED MANAGEMENT IMPLEMENTATION	37
2.5.1 International School-Based Management Implementation	37
2.5.2 South African School-Based Management Implementation	40
2.6 THEORIES UNDERPINNING SCHOOL-BASED MANAGEMENT	43
2.6.1 Decentralisation Theory	45
2.6.2 Democratic Theory	46
2.6.3 Lewin's Three Steps Change Theory	50
2.6.4 Implications in Using the Chosen Theories	52
2.7 CONCEPTS RELATED TO THE THREE THEORIES RELEVANT TO THE CONCEPTUAL FRAMEWORK	53
2.7.1 Decentralisation	53
2.7.2 Deconcentration	54
2.7.3 Delegation	54
2.7.4 Devolution	55
2.7.5 Autonomy	55
2.7.6 Participation	55
2.7.7 Accountability	56

2.8 CONCEPTUAL FRAMEWORK FOR SCHOOL-BASED MANAGEMENT	57
2.8.1 School-Based Management Conceptual Framework Basis	57
2.8.2 Conceptual Framework for the Study	60
2.9 CONCLUSION	68
CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN	69
3.1 INTRODUCTION	69
3.2 RESEARCH PARADIGM AND FUNDAMENTAL BELIEFS	69
3.2.1 Ontology	71
3.2.2 Epistemology	72
3.2.3 Axiology	72
3.2.4 Methodology	72
3.3 RESEARCH APPROACH	73
3.4 RESEARCH METHODOLOGY AND DESIGN	74
3.4.1 Case Study Methodology	75
3.4.2 Case Study Design	75
3.4.3 Case Study Methods	80
3.5 TRUSTWORTHINESS AND METHODOLOGICAL NORMS OF THE INQUIRY	97
3.5.1 Trustworthiness Criteria	97
3.5.2 Limitations	100
3.6 RESEARCHER REFLEXIVITY	101
3.7 ETHICAL CONSIDERATIONS	104
3.7.1 Procedural Ethics	104
3.7.2 Situational Ethics	107
3.7.3 Relational Ethics	107
3.7.4 Exiting Ethics	107
3.7.5 Risk Minimisation	108
3.7.6 Researcher-Participant Relationship	108
3.7.7 Informed and Non-Coerced Consent	108
3.8 CONCLUSION	109

CHAPTER 4: FINDINGS PRESENTATION	110
4.1 INTRODUCTION	110
4.2 RESEARCH FINDINGS	111
4.2.1 Theme 1: School-Based Management Challenges	111
4.2.2 Theme 2: Overcoming School-Based Management Challenges	125
4.2.3 Theme 3: School-Based Management Successes	132
4.2.4 Theme 4: Leading and Managing Decisions	138
4.2.5 Theme 5: Effective School Governance	144
4.2.6 Theme 6: Supporting Curriculum Implementation	151
4.2.7 Theme 7: Education: A Collective Responsibility	162
4.2.8 Theme 8: School-Based Management Practice Model's Constituents	165
4.3. CONCLUSION	171
CHAPTER 5: DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS	172
5.1. INTRODUCTION	172
5.2 SUMMARY OF THE CONCEPTUAL FRAMEWORK	172
5.3 SUMMARY OF RESEARCH METHODOLOGY AND DESIGN	173
5.3.1 Research Design	173
5.3.2 Research Methods	174
5.3.3 Research Limitations	175
5.4 REFLECTIONS ON RESEARCH DESIGN, METHODOLOGY AND METHODS	175
5.4.1 Research Design	175
5.4.2 Research Methodology and Methods	175
5.5 SUMMARY OF FINDINGS	176
5.5.1 School-Based Management Challenges	177
5.5.2 Overcoming School-Based Management Challenges	177
5.5.3 School-Based Management Successes	178
5.5.4 Leading and Managing Decisions	179
5.5.5 Effective School Governance	180
5.5.6 Supporting Curriculum Implementation	180
5.5.7 Education: A Collective Responsibility	181

5.5.8 School-Based Management Practice Model's Constituents	181
5.6 THEORETICAL CONTRIBUTION OF THE STUDY	182
5.7 RECOMMENDATIONS FOR POLICY, PRACTICE AND FURTHER RESEARCH	184
5.7.1 Recommendations for Education Policy on School-Based Management	184
5.7.2 Recommendations for School-Based Management Practices	185
5.7.3 Recommendations for Further School-Based Management Research	186
5.8 CONCLUSION	187
5.9 A FINAL WORD ON SCHOOL-BASED MANAGEMENT PRACTICES	187
REFERENCES	188
APPENDICES	226
Appendix A: UNISA acceptance into DEd. (Education Management) registration	226
Appendix B: Ethics approval	227
Appendix C: Letter requesting permission to conduct research	229
Appendix D: Granted permission to conduct research	230
Appendix E: Request letter for an adult participation in an interview	232
Appendix F: Participant's consent	234
Appendix G: Confidentiality agreement	235
Appendix H: An interview schedule	236
Appendix I: An excerpt from a coded interview transcript	237
Appendix J: Major themes, categories and codes.	238
Appendix K: An example of a theme with categories, codes and quotations	239
Appendix L: An example of a selected code with quotations	248
Appendix M: Proof of editing	249

LIST OF FIGURES

Figure 2.1: The school-based management autonomy-participation nexus for selected countries (Adapted from Vernez et al., 2012).	34
Figure 2.2: Overlapping and non-overlapping Change Theories	44
Figure 2.3: School-Based Management Accountability Framework (Barrera-Osorio et al., 2009)	58
Figure 2.4: Accountability framework under school autonomy (Winkler & Yeo, 2007)	59
Figure 2.5: School-based management model (Pushpanadham, 2006)	60
Figure 2.6: School-Based Management Framework (Adapted from Barrera-Osorio et al., 2009; Pushpanadham, 2006; Winkler & Yeo, 2007)	62
Figure 3.1: A multiple case study design for the study (Adapted from Baškarada, 2014; Melnikovas, 2018; Kumar, 2018)	79
Figure 4.1: School-based management challenges with categories and codes	112
Figure 4.2: Overcoming school-based management challenges with categories and codes	126
Figure 4.3: School-based management successes with categories and codes	133
Figure 4.4: Leading and managing decisions with categories and codes	139
Figure 4.5: Effective school governance with categories and codes	145
Figure 4.6: Supporting curriculum implementation with categories and codes	152
Figure 4.7: Education: A collective responsibility with categories and codes	163
Figure 4.8: School-based management practice model's constituents with categories and codes	166
Figure 5.1: A representation of overlapping change theories	183

LIST OF TABLES

Table 1.1: Population of schools, learners and educators for public ordinary and public ordinary independent schools (2010-2017) (Adapted from RSA, 2015; 2018a; 2018b).	17
Table 2.1: Classification of SBM reforms implemented in selected countries (Adapted from Barrera-Osorio, Fasih, Patrinos and Santibáñez, 2009; Gertler et al., 2007; The World Bank, 2008)	28
Table 3.1: Research questions for the study	76
Table 3.2: Saturation forms (Adapted from Saunders et al., 2018; Sebele-Mpofu, 2020).	81
Table 3.3: Sampled secondary schools information (Adapted from DBE, 2014; 2016c; 2017)	82
Table 3.4: Participants (representatives of sampled schools)	88

CHAPTER 1: INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

The purpose of this research is to explore managers' experiences of School-Based Management (SBM) practices at secondary schools in the Limpopo Province. SBM is internationally popular and practised in various countries such as the United States of America, Canada, Australia, Brazil, the United Kingdom and New Zealand (Ayeni & Ibukun, 2013; Moradi, Beidokhti, & Fathi, 2016; Moradi, Hussin, & Barzegar, 2012).

SBM was introduced and implemented in schools in democratic South Africa in 1996 (Bagarette, 2011; Botha, 2011; Christie, 2010; RSA, 2007). Scholars of SBM worldwide regard SBM as a way of decentralising power and authority from higher offices (for example, national governments) to lower level institutions (for example, schools) aiming at institutional and learner outcome improvement (Ayeni & Ibukun, 2013). Schools involve stakeholders (parents of learners, administrators, educators, Grade 8-12 learners and local community) in decision-making when engaging SBM practices. The Department of Basic Education (DBE), previously Department of Education (DoE), draws local communities into school affairs through adoptive processes conducted by the democratically-elected School Governing Bodies (SGBs) (RSA, 2007).

This chapter sequentially describes the following critical areas of the study: the problem statement (1.2), the rationale (1.3), the purpose statement and objectives (1.4), educational significance (1.5), main research question and sub-research questions (1.6), schooling context in Limpopo Province (1.7), literature review (1.8), research paradigms and fundamentals (1.9), research methodology and design (1.10), ethical considerations (1.11), delimitations (1.12), limitations (1.13), research reflexivity (1.14), conceptualisation of concepts (1.15), and finally organisation of the thesis (1.16).

1.2 PROBLEM STATEMENT

The main objective of SBM has been to transform and restructure centralised education systems into decentralised institutions targeting school and learner performance improvement (Ayeni & Ibukun, 2013; Botha, 2011; Mollootimile & Zengele, 2015; Murtin, 2013). The South African government has through SBM, decentralised power and authority to public ordinary schools with the aim of transforming and restructuring them to become first-rate performers in

terms of leading, managing and administering the teaching and learning processes (Mollootimile & Zengele, 2015; Murtin, 2013). Despite this approach, Limpopo secondary schools remain underperformers in terms of the National Senior Certificate (NSC), commonly known as Matric, of the National Curriculum Statement (NCS) performance, with an average of 19,8% learners achieving entrance for a Bachelor's degree at a university over the 2010-2017 period (DBE, 2012; 2014; 2016b; 2016c; 2017). The implied problem is that Limpopo secondary schools seem unable, through SBM practices, to produce quality learner outcomes at the end of each year.

1.3 RATIONALE FOR THE STUDY

The rationale for pursuing this study is grounded within the reviewed SBM literature (Chapter 2), my experiences in educational management and interests in conducting SBM research. Consequently, the rationale for this study is based on five aspects. First, SBM literature concentrates mostly around the devolution of both power and authority to school governance, thereby aggregating all school activities within this theme alone (The World Bank, 2008). In some countries, school activities fall under more than one theme, thereby compounding the receipt and application of the transferred power and authority to school level. For example, in South Africa, school activities either belong to school governance or professional management (Mncube, Harber & Du Plessis, 2011). This division of school activities implemented in developing democratic countries, often results in limiting or concentrating the devolution of both power and authority predominantly within school governance thereby confining SBM research mostly to school governance matters, such as resource management, learner discipline, staff appointments and finance management. Such research has often excluded or compromised managers' experiences of SBM from a broader perspective (governance and professional issues) of this reform. My study, conducted within the bounds of South Africa where principal school managers (in the area of professional management) are ex-officio members of the SGBs, is in a better position to explore managers' experiences of SBM practices in the Limpopo Province from this broader perspective.

Second, I found that the reviewed SBM literature demonstrates mixed feelings about this reform. For example, Bandur (2012a), Botha (2011) and Moradi *et al.* (2016) independently concluded that SBM reforms have been vehicles through which governments could achieve a number of educational goals amongst which are school effectiveness and teaching and learning improvement. However, Botha (2006) and De Grauwe (2005) observed that SBM practices have added extra responsibilities to (secondary) school principals and have no direct impact upon learner performance. In the context of South Africa, the department (DBE, 2012;

2014; 2016c; 2017) had indirectly confirmed this observation in terms of annual Matric achievements by revealing that on average only 19.7% learners had achieved entrance for a Bachelor's degree at a university during 2010-2017. In South Africa, Matric performance is used as a barometer to gauge the effectiveness and efficiency of the school system (Msila, 2014). The foregoing researchers' mixed feelings about SBM practices motivated this inquiry.

Third, both Christie (2010) and De Grauwe (2005) indicate that the South African government, through the South African Schools Act 84 of 1996 (SASA) sections 16, 17, 20 and 21 (RSA, 1996), gives more power and authority to SGBs than school managers (under principals' leadership). This leads to power struggles between SGBs and school managers (Christie, 2010) which need to be investigated. Fourth, Botha (2011) demonstrates that 'how to help secondary schools in establishing an effective framework for SBM' in South Africa, is a gap in the current body of knowledge pertaining to this educational reform. Fifth, I served with the Limpopo Department of Education (LDoE) for many years as educator (1975-1978), vice principal (at an educator training college, 1979), school principal (1980-1984), Departmental Head at a college of education (1985-2000) and Circuit Manager (CM) of primary, secondary and independent (formerly private) schools (2001-2012). Lastly, I worked (2014-2017) for the DBE under Deloitte (later known as the National Education Collaboration Trust (NECT) as Leadership and Management Coach (LMC), in their School Turn-Around Project. During these years of employment, I observed that secondary school managers' management and leadership styles are vital for the successful implementation of educational reforms, including SBM. The above stated issues, coupled with my experiences as CM and LMC, aroused my interest to explore managers' experiences of SBM practices at secondary schools in the Limpopo Province.

1.4 THE PURPOSE STATEMENT AND OBJECTIVES

The purpose of this research is to explore managers' experiences of SBM practices at secondary schools in the Limpopo Province. The purpose statement, underpinned by the following specific objectives, aims to:

- explore SBM practice challenges at secondary schools in the Limpopo Province;
- explore strategies for addressing SBM practice challenges at secondary schools in the Limpopo Province;
- describe SBM practice successes at secondary schools in the Limpopo Province;
- describe decision-making processes for promoting SBM practices at secondary schools in the Limpopo;

- find requirements for promoting SBM practices at secondary schools in the Limpopo Province; and
- determine constituents of an SBM practice model of secondary schools in the Limpopo Province.

1.5 EDUCATIONAL SIGNIFICANCE

It is hoped that the findings of this study, focusing on the exploration of managers' experiences of SBM practices at secondary schools in the Limpopo, would be helpful in filling the above-identified gaps in shaping secondary school transformation and restructuring processes. I believe the findings of this study would expand the understanding of SBM practices not only in the Limpopo Province schools, but also nationally and internationally. Furthermore, the revealed constituents of the SBM practice model, based on study findings, would add value to the significance of this study. These constituents for promoting the SBM practice model would also emphasise the importance of the use of a social constructivist approach to secondary school teaching and learning activities.

1.6 MAIN RESEARCH QUESTION AND SUB-RESEARCH QUESTIONS

Research questions were important in giving direction to the whole research processes (Neri de Souza, Neri & Costa, 2016). Consequently, Neri de Souza *et al.* (2016:16) maintain that a research question or group of research questions "serves as a compass" for the entire research process. Kross and Giust (2019) emphasise the interrelatedness of research questions and processes (data generation, analysis and interpretation) in a given investigation. Qualitative research questions divide into main research question and sub-research questions (Kross & Giust, 2019; Neri de Souza *et al.*, 2016).

Given the problem statement in this inquiry (1.2), I would like to pose the following main research question: *What are managers' experiences of SBM practices at secondary schools in the Limpopo Province?*

Given the main research question in this study, I pose the following sub-research questions:

- What challenges SBM practices at secondary schools in the Limpopo Province?
- How can challenges on SBM practices at secondary schools in the Limpopo Province be addressed?

- What successes associate with SBM practices at secondary schools in the Limpopo Province?
- What decision-making processes can promote SBM practices at secondary schools in the Limpopo Province?
- What are the requirements for promoting SBM practices at secondary schools in the Limpopo Province?
- What constitutes an SBM practice model for secondary schools in the Limpopo Province?

1.7 SCHOOLING CONTEXT IN LIMPOPO PROVINCE

In this section, I make reference to schooling context in terms of amounts of schools, learners and educators in the Limpopo over the period 2010 to 2017. Extracts from Education Statistics in South Africa and School Realities reports reveal that schools in this province are categorised into public ordinary and public ordinary independent schools (commonly referred to as independent schools) all registered with the State as facilitated by provincial governments (RSA, 2015; 2018a; 2018bb). This is in line with the national school categorisations in South Africa (RSA, 1996). Each of these school groups admits learners in one or more grades from R (Reception) to grade twelve (Matric) (RSA, 1996). In the following paragraphs, I relate, over the said period and in terms of school, learner and educator amounts/enrolments, the public schooling context in Limpopo Province, as follows:

Table 1.1: Population of schools, learners and educators for public ordinary and public ordinary independent schools (2010-2017) (Adapted from RSA, 2015; 2018a; 2018b).

YEAR	Public Ordinary Schools			Public Ordinary Independent Schools		
	Schools (Amounts)	Learners (Enrolments)	Educators (Enrolments)	Schools	Learners	Educators
2010	3 965	1 660700	55 992	141	45 701	2 202
2011	3 931	1 645 746	55 672	142	49 778	2 344
2012	3 935	1 665 013	55 277	143	50 765	2 393
2013	3 924	1 662 106	54 708	143	52 726	2 400
2014	3 929	1 665 516	54 706	147	55 069	2 552
2015	3 893	1 694 884	53 310	152	58 850	2 620
2016	3 867	1 706 725	51 650	151	58 830	2 768
2017	3 866	1 717 779	50 825	159	58 688	2 911

School amounts, at public ordinary schools in the region, varied between 3965 (in 2010) and 3866 (in 2017) with corresponding learners and educators sizes of 1660700 (in 2010) and 1717779 (in 2017) respectively. Educator enrolments wavered between 55992 (in 2010) and 50825 (in 2017). In the public ordinary independent schools sector, enrolments almost had the same wavy dynamics between initial and final situations: schools (141 in 2010; 159 in 2017); learners (45701 in 2010; 58688 in 2017) and educators (2344 in 2010; 2911 in 2017). The amounts I have stated in the preceding sentences indicate that amounts/enrolments for schools, learners and educators in the public ordinary sector greatly outnumber those in the public ordinary independent category. They also show that, in each category of schools, amounts of schools and enrolments of learners and educators changed (but sometimes remained constant). Contributing factors to these changes might have been (but not limited to) the establishment of new settlements in the region, exorbitant school fees charged at public ordinary schools, people/educators exodus from deep rural villages to cities and towns, learners transferring from schools that were generally underperforming or not producing quality examination outcomes, educator attrition and unfilled vacant posts.

In Limpopo Province, and other provinces in South Africa, public ordinary schools are either primary, or secondary schools each being assigned a quintile (quintiles range from one to five) by LDoE. Contrary to this, public ordinary independent schools (primary or secondary) are not allocated quintiles because of their independent statuses on finances and governance from the state. Quintiles tell more about the socioeconomic conditions in which a particular school finds itself. Quintile 1, followed by quintile 2, signifies that a particular school is situated in the poorest of the poor community (Mestry & Ndhlovu, 2014). Quintile 1, followed by quintile 2, signifies that a particular school is situated in the poorest of the poor communities (Mestry & Ndhlovu, 2014). A high proportion of the Limpopo public ordinary schools are socio-economically disadvantaged and belong to the category of either quintile 1 or 2 institutions (McLaren, 2017; Mestry, 2017). Therefore quintile one or two schools are situated in villages far away from economically viable places. Such schools are under-resourced (in terms of infrastructure, finances and human resources) and cannot deliver quality education service to their clients. Education providers at levels depicted in the conceptual framework for the study need to work together with the school leadership, management and governance to plan collectively on how to render these schools self-sufficient.

1.8 LITERATURE REVIEW

Boote and Beile (2005) assert that to produce credible research, a researcher needs to review and understand the existing literature on the researched phenomenon. Within this

understanding, I conducted a literature review on past and contemporary worldwide scholarly empirical SBM articles to gather and understand the information on SBM practices at international and national schools, especially secondary schools. The reviewed SBM literature guided the organisation of Chapter 2 that included the chosen study theories and the conceptual framework underpinning SBM implementation within the South African context.

1.9 RESEARCH PARADIGM AND FUNDAMENTALS

A research paradigm is a set of axioms or fundamental beliefs or metaphysics through which worldviews and knowledge about a researched phenomenon are socially constructed and interpreted (Chilisa, Major, Gaotlhobogwe, & Mokgokolodi, 2016; Jaworsky, 2019; Rehman & Alharthi, 2016). Operationally, “a paradigm provides beliefs and dictates which influence what should be studied, how it should be studied and how the findings of the study should be studied” and spells out “researcher’s philosophical orientation” thereby significantly influencing decisions taken about the research process (Kivunja & Kuyini, 2017:26). Such research process decisions include, for example, methodology and methods and construction of meaning from the gathered data. Therefore, I situated my study of the exploration of managers’ experiences of SBM practices within social constructivism which dictated appropriate fundamentals for this research.

1.10 RESEARCH METHODOLOGY AND DESIGN

Booth, Colomb and Williams (2008) uphold that the importance of a research plan/design is to limit a study within specific boundaries in terms of the research paradigm, research approach and fundamental beliefs. Based on this description of the research plan/design and the qualitative nature of my topic, I have confined the research design and methodology of this study within the bounds of social constructivism. I have also identified, within the bounds of the purpose statement, the main unit of analysis for this project as managers representing the thirteen sampled secondary schools (Creswell, 2014; Khan, 2014). The managers (that is principals, deputy principals and departmental head) “as unit of analysis, could provide insight into problems” related to SBM practices at the selected secondary schools (Kumar, 2018:72). Finally, I have engaged a qualitative multiple case study design to pursue the purpose statement and research questions beyond a single secondary school (Baxter & Jack, 2008). Chapter 3 in this study presents the research design and methodology relevant to the exploration of managers’ experiences of SBM practices at secondary schools in the Limpopo Province.

1.11 ETHICAL CONSIDERATIONS

The social constructivist approach placed a demand for ethical considerations upon my study for the production of trustworthy findings. Creswell (2013) asserts that in qualitative research, like my study, ethical issues occur throughout the research. Thus, in this exploration, I engaged ethically bound research processes across the study to ensure credible, transferable, dependable, confirmable and applicable study findings (Casey & Houghton, 2010; Creswell, 2013). Furthermore, I committed myself to ethical behaviour as prescribed by University of South Africa (UNISA, 2016) and Chapter 2 of the Constitution of the Republic of South Africa (RSA, 2012b) during my pursuit on managers' experiences of SBM practices at secondary schools in the Limpopo Province. In Chapter 3, I discuss ethical considerations appropriate for this study under procedural ethics, situational ethics, relational ethics, exiting ethics, risk minimisation, researcher-participant relationship and informed and non-coerced consent.

1.12 DELIMITATIONS

Delimitations are characteristics that describe the boundaries of a study with reference to the topic, purpose, objectives, research paradigm and fundamental beliefs, research approach, research methodology and design (including sampling and data generation and analysis) (Bloomberg & Volpe, 2012). Consequently, I defined and described boundaries for my study under sections on research paradigm and fundamental beliefs, research approach and research methodology and design. The next paragraph gives a brief description of boundaries for this study.

First, I nested my study within the social constructivism paradigm using a qualitative research approach. Second, the world view and knowledge about the studied phenomenon (namely SBM practices) were respectively relativistic ontology and subjective epistemology. Third, I used purposeful/purposive sampling to conduct both site sampling and participant sampling. Through this sampling technique I limited the chosen sites for my study to Limpopo quintile 1 and 2 secondary schools and the research sample to their school managers (principals, deputy principals and departmental head) who have had vast experience in SBM practices at their institutions. Fourth, I employed individual face-to-face semi-structured interviews to generate data from the purposeful research sample (described in the previous paragraph) of school managers who willingly and freely participated in the study. Fifth, I engaged an interpretivist approach, using descriptive, in-vivo and process coding techniques to inductively analyse the qualitative data, creating categories to theme the data for reporting the findings.

1.13 LIMITATIONS

Limitations are important external factors that keep one's research within limits or boundaries and influence the quality of the findings of that study (Bloomberg & Volpe, 2012). Additionally, Smith and Noble (2014:101) argue that ethically researchers have to "outline the limitations of studies and account for potential sources of bias". I therefore identified 'researcher as instrument' and 'participant's reactivity' as potential sources of the following respective biases: researcher bias (*cf.* 3.5.2.1), analysis bias (*cf.* 3.5.2.2) and participant's reactivity bias (*cf.* 3.5.2.3) that might influence the findings of this study.

1.14 RESEARCHER REFLEXIVITY

Under this section, described in Chapter 3, I reflected on my role as the researcher and its associated potential threat to my study findings (Makombe, 2017). I also indicated how I attempted to either minimise or nullify each of the potential threats so that my study findings would remain credible. My role was that of planning and conducting this study where assumptions made related to both the social constructivist ontology and epistemology adopted in the study.

1.15 CONCEPTUALISATION OF CONCEPTS

I have identified key concepts in this study as school-based management, school-based management practices, school effectiveness, school managers, school performance, secondary school, quintile and Limpopo Province. Sub-sections 1.15.1 to 1.15.8 offer conceptualisation of these key concepts as used in my study (Bloomberg & Volpe, 2012).

1.15.1 School-Based Management

SBM is an educational reform through which governments or educational departments decentralise, transfer or devolve decision-making power and authority on governance and management to school level authorities (Mojtahedzadeh & Sayadmanesh, 2013; Nebres, 2009). SBM implementation increases school autonomy, school stakeholder participation and improves accountability by schools to their clients (Mojtahedzadeh & Sayadmanesh, 2013).

1.15.2 School-Based Management Practices

SBM practices are school activities inherent in SBM, of which examples are planning, co-ordination, monitoring, curriculum management, governance, resource management,

accountability and involvement of all actors in education service delivery (Bruns, Filmer & Patrinos, 2011; Msila, 2014).

1.15.3 School Effectiveness

School effectiveness refers to how well devolved decision-making powers to school level are being utilised by stakeholders to bring about quality improvement at their schools/institutions (Botha, 2010; Mollootimile & Zengele, 2015; Shava, 2015). In this study, the goals and objectives of school effectiveness are considered inseparable from those of school performance and improvement (Botha, 2010).

1.15.4 School Managers

School managers manage and lead professional management matters necessary to promote the quality of teaching and learning at SBM secondary schools (RSA, 2007). Key or primary managers at these schools are the principals, followed by deputy principals, departmental heads, senior educators and other educators. Managers are responsible for the successful implementation of SBM practices for the realisation of good teaching performance and quality learner outcomes (Mpungose & Ngwenya, 2017; Msila, 2014).

1.15.5 School Performance

Within an SBM approach, schools are declared performing only if they are able to demonstrate achievement of objectives that have been set through participatory and deliberate democratic decision-making processes as underpinned by the existing national, provincial and district education standards (Farah, 2013; Rawung, 2015). This study views school performance as how well a school could best engage SBM practices to successfully attain the democratically-set objectives on curriculum management, financial management, human resource management and school governance within autonomous, participatory and accountability environments (Bruns *et al.*, 2011; Rawung, 2015).

1.15.6 Secondary School

Secondary school is a public educational institution that offers Grade 8 to 12 teaching and learning programmes (DBE, 2011b). These schools administer nationally-set external Grade 12 NSC examinations at the end of each year (DBE, 2009).

1.15.7 Quintile

Quintile is “one of five poverty-based categories to which public schools are allocated for purposes of non-personnel funding” (DBE, 2011b:65). Naicker, Grant and Pillay (2016:3) state that Provincial Education Departments (PEDs) “allocate quintiles to public schools taking into account the poverty of the community surrounding the school and the quality of the infrastructure of the school” within ‘national standards’. These quintiles range from 1 to 5 with quintile 1 denoting the poorest schools and quintile 5 the least poor (that is affluent) schools (DBE, 2011b; McLaren, 2017; Mestry, 2017).

1.15.8 Limpopo Province

Limpopo Province is one of the nine provinces in South Africa. It is located in the far northern part of South Africa and is predominantly rural and rated amongst the poorest provinces in the country (RSA, 2012a). Almost forty out of hundred employable persons in this province are without employment thereby have no financial muscle to support quality education for their youth (RSA, 2012a). Most of the regions in this part of South Africa are situated remotely from economically viable city and towns. In 2017, the economy was unfavourable for supporting any development as it stood at thirty-eight comma nine percent (RSA, 2012a). Geographically, Limpopo Province comprises District and Local Municipalities demarcated into areas/villages accommodating the majority of public ordinary schools from which I sampled those secondary schools for this study (RSA, 2012a). In brief, the Census 2011 (RSA, 2012a) made revelation of the severity of the degree of poverty that prevailed in this province. Given this information, I inductively conclude that the said adverse conditions in Limpopo Province had or would have negative impact upon past or future SBM practices in the absence of quality school management and leadership.

1.16 ORGANISATION OF CHAPTERS

The organisational structure of the study, comprising five chapters, is presented in this section. Chapter 1 introduced this study. Central to this chapter were the problem statement, rationale for the study, research objectives and research paradigm and fundamentals necessary to guide the research processes (Bloomberg & Volpe 2012). The purpose and objective as well as the educational significance was described and the main research question and the sub-research questions were presented. Thereafter, sections and subsections on the literature and the methodology followed were outlined, but these are presented in-depth in Chapters 2 and 3 of this study.

Chapter 2 looks into past and contemporary worldwide SBM literature that has shaped the organisation of this chapter. After the chapter introduction, school-based management is defined. Thereafter, school-based management models, school-based management objectives and successes are discussed, as well as school-based management implementation. Of importance is the discussion of theories underpinning school-based management. Concepts related to the theories relevant to the conceptual framework for school-based management are then presented which leads into the development of a conceptual framework for school-based management. The description on conceptual framework for school-based management leads to the chapter conclusion.

Chapter 3, presenting the research methodology and design which guide the study, is composed of eight subsections. After the chapter introduction, the three four subsections situate the study within appropriate research paradigm and fundamental beliefs, research approach and research methodology and design underlying a qualitative research study. Thereafter, three subsections that follow describe and discuss trustworthiness and methodological norms of the inquiry, researcher reflexivity and ethical considerations concentrating trustworthiness criteria and limitations in the study. The remaining subsection brings the chapter to a conclusion.

Chapter 4 concentrates on the presentation and interpretation of research findings given in terms of themes and categories. The chapter begins with outlining the introduction and demographics in the study giving brief descriptions of both participants and their secondary schools. Thereafter, the research findings of the study are presented with their interpretation ending with a chapter conclusion.

Chapter 5 comprises nine subsections. After the introduction, the first three subsections present summaries of the conceptual framework, research design and methodology, and reflections on design, methodology and methods. The last three subsections offer summary of findings, theoretical contributions of the study and recommendations for policy, practice and further research leading to the two remaining subsections: conclusion and a final word on school-based management practices. The next chapter focusses on a review of past and contemporary SBM literature.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents a review of the past and contemporary worldwide scholarly empirical information on SBM practices. It reviews SBM literature in order to realise authentic research and to search for empirical information pertaining to the phenomenon under study. To conduct a significant research, I needed to review and understand the existing literature that would underpin my research on SBM practices (Boote & Beile, 2005). I reviewed the SBM literature to gather information and education scholars' understandings of this reform. The literature consulted reveal differing but interesting aspects of SBM (De Grauwe, 2005). The extreme views were relevant to my study in guiding the exploration of managers' the experiences of SBM practices at secondary schools in the Limpopo.

Within this context, this chapter looks first at defining SBM (2.2) and then SBM models (2.3). In Subsection 2.4, SBM objectives and successes are described with SBM implementation (2.5). Theories underpinning SBM and concepts related to the three theories relevant to the conceptual framework are respectively outlined in Sub-sections 2.6 and 2.7, while the conceptual framework for SBM is presented and discussed in Subsection 2.8. These are significant aspects, which lead to the understanding of SBM practices in the context of secondary schools in the Limpopo Province. The literature reviewed in this chapter is important in guiding this research, particularly the generation and interpretation of the interview data and answering the main research question: *What are managers' experiences of SBM practices at secondary schools in the Limpopo Province?*

2.2 DEFINING SCHOOL-BASED MANAGEMENT

The reviewed literature reveals that defining SBM is no simple exercise. Cook (2007) reports that despite existing SBM definitions, schools have always existed in some larger policy and administrative contexts that have affected their operations. With this in mind, I start this subsection with an SBM definition and description and conclude with my own. Nebres (2009) defines SBM as the decentralisation of decision-making authority from central, regional and division levels to individual school sites and in the process, uniting school heads, educators, students as well as parents, local government units and the community in promoting effective schools. Sihono and Yusof (2012) describe SBM as a form of formal decision-making authority in planning for a school's main functional areas such as budget, personnel and programmes.

Lindberg and Vanyushyn (2013), who researched SBM developments in Sweden, report that SBM definitions have been associated with some variations. These variations have bred uncertainties in defining SBM and have brought into the literature many different terms that have referred to one and the same concept (namely SBM). These terms include school-based governance, shared governance, school self-management, school site management, school-site autonomy, decentralised management, shared decision-making, school-based decision-making, participative decision-making, participative management, school empowerment, responsible autonomy, the autonomous school concept and administrative decentralisation (Bandur, 2012b; Mokoena, 2011; Yau & Cheng, 2014). Clearly, these different names for the same concept testify that SBM “has no clear-cut definition” (Yau & Cheng, 2014:45).

Based on these various SBM definitions and terms, I define the concept SBM as a policy of decentralising decision-making power and authority within school professional management and governance to school managers (principals) for them to transfer the same to their schools’ structures and stakeholders. According to this SBM definition, school managers transfer the relevant decision-making power and authority to school structures without abdicating their authority, responsibilities and accountability. This SBM approach gears provincial, district and school education providers towards the realisation of quality teaching and learning within their means and broader national educational systems. This SBM definition suggests the underpinning of SBM practices within inclusive decentralised and deliberative democratic decision-making processes that focus on quality teaching and learning outcomes.

2.3 SCHOOL-BASED MANAGEMENT MODELS

The reviewed SBM literature indicates that autonomy, participation and accountability are the three dimensions that evaluators use to classify SBM approaches by governments (Mojtahedzadeh & Sayadmanesh, 2013). From this indication, I deduce that SBM approaches are essential in spelling out and guiding decentralisation of decision-making power and authority and that any combination of autonomy, participation and accountability is critical in constructing SBM models by governments (Leithwood & Menzies, 1998). Leithwood and Menzies (1998) maintain that a combination of these dimensions in developing the SBM models usually differs from one country to the other. Implying that no SBM approach is unique (Al-Ghefeili & Hoque, 2013). Governments couple combinations of these SBM dimensions, namely autonomy, participation and accountability, with their national objectives to develop feasible SBM models for their education systems (Al-Ghefeili & Hoque, 2013; De Grauwe, 2005; Lindberg & Vanyushyn, 2013).

This study describes each of the SBM dimensions (namely autonomy, participation and accountability) in 2.3.1 through 2.3.3 and then shows how the knowledge of their combination is critical in developing school-based management models (2.3.4) by governments.

2.3.1 Autonomy Dimension of School-Based Management

The autonomy dimension (continuum) is considered an important constituent in the construction of SBM models. Autonomy addresses the degree or extent of the 'what' is being devolved during the devolution of decision-making power and authority (The World Bank, 2008). The 'what' could be any of the school operations such as allocating school budgets, hiring and firing of principals and educators, setting the curriculum, selecting textbooks and instructional materials, improving the facility's infrastructure and developing and implementing targeted academic and extra-curricular programmes (Khattri, Ling & Jha, 2012; Vernez, Karam & Marshall, 2012). Summarily, SBM approaches that incorporate 'autonomy' deal with the degree of that which is being transferred. School autonomy has improved performance in many ways. For example, Heyward, Cannon and Sarjono (2011) attest that school autonomy in both budgeting and staffing has been associated with improved learning outcomes.

The World Bank (2008) describes the effect of the 'what' (that is the degree of that which has been devolved in decision-making authority) along the autonomy continuum ranging from weak reforms (no autonomy) to robust (full autonomy) in the SBM initiative (Table 2.1). The terms 'weak', 'moderate', 'somewhat strong', 'strong' and 'very strong', reveal the degree of autonomy in SBM reform. Gertler, Patrinos and Rubio-Codina (2007) state that the terms 'weak' to 'very strong', do not indicate that the implementation of an SBM programme in one country is better or worse than that in another country. The governments of Argentina and Chile decentralise decision-making to their states and yet their schools have remained non-autonomous (Gertler *et al.*, 2007). Contrary to this, SBM initiatives in the United Kingdom and the Netherlands have been solid SBM reforms because their parents or communities control schools and have powers to create their own independent schools (Gertler *et al.*, 2007; The World Bank, 2008).

Cummins (2012) demonstrates that supporters of autonomy in schools argue that school autonomy facilitates the choice of schools by parents for their children, brings about learner outcome promotion and strengthens school leadership and management. School autonomy promotes functional structures that facilitate increased school leadership capacity through which people could make and own decisions on governance, curriculum, syllabus, welfare structures and staffing, all of which would lead to the betterment of learner outcomes in more

schools (Cheng, Ko & Lee, 2016). Winkler and Yeo (2007) add that decentralisation through school autonomy gives school principals and administrators the tools to lead schools effectively.

Table 2.1: Classification of SBM reforms implemented in selected countries (Adapted from Barrera-Osorio, Fasih, Patrinos and Santibáñez, 2009; Gertler et al., 2007; The World Bank, 2008)

SBM Reform Types	Indicators	Countries
Very strong	Parents or communities control schools or any choice of model in which parents or others can create schools.	Denmark Netherlands Qatar
Strong	School councils control substantial resources (for example, lump-sum of funding).	Niger United Kingdom Australia China El Salvador Ghana Guatemala Honduras Hong Kong Madagascar New Zealand Nicaragua Rwanda
Somewhat strong	School councils have the autonomy to hire and fire educators and principals and set curricula.	Chicago (The United States of America) New York (The United States of America) Spain The Gambia
Moderate	School councils have been established, but serve only an advisory role. or Schools and /or councils have limited autonomy over school affairs mainly for planning and instruction.	Brazil Cambodia Canada Czech Republic Florida Indonesia Israel Mexico (PEC) Thailand Virginia
Weak	The education system is decentralised to states of localities, but individual schools have no autonomy.	Argentina Chile Mexico (AGEs)

2.3.2 Participation Dimension of School-Based Management

The participation dimension (continuum), under SBM, concerns ‘who’ at the school level receives the devolved decision-making authority (Moradi, Aminbidohkti, Barzegar & Hussin, 2013). The reviewed literature shows that at the school level, the recipient of the transferred authority could be the principal, educators, parents or community. Chen (2011) and Kiragu,

King'oina and Migosi (2013) aver that people who participate in matters affecting them are more likely to own and commit themselves to those decisions and situations. Mokoena (2011) adds that participatory decision-making is a progressive way of making schools more democratic and more efficient. Leithwood and Menzies (1998) and the Department of Education and Communities in Australia (DEC, 2012) describe four 'controls' along the participation continuum to demonstrate the effect of the 'who' (that is, the recipient of the devolved decision-making authority) in any SBM initiatives, discussed in Sub-sections 2.3.2.1 through 2.3.2.4.

2.3.2.1 Administrative controls

Administrative 'controls' are SBM initiatives where school principals are the primary decision-makers (Bruns *et al.*, 2011). This implies that under administrative controls, school principals are the recipients of the devolved authority (Leithwood & Menzies, 1998). This SBM model gives limitless administrative authority to individuals (namely school principals) putting aside all other stakeholders in schools (Bruns *et al.*, 2011; Shatkin & Gershberg, 2007). Seemingly, under administrative 'controls', each school principal alone accounts to higher education authorities (for example, circuit and district officials). Bruns *et al.* (2011:92) describe the benefits of administrative controls as "increasing the efficiency of expenditures on personnel and curriculum, and making one person at each school more accountable to the central authority". The World Bank (2003:53) demonstrates that administrative controls, though they may work well for logistical tasks, are "often overwhelmed when they attempt to monitor the millions of daily interactions of teachers with students".

2.3.2.2 Professional controls

Professional controls are SBM approaches that devolve the "largest proportion" of decision-making authority at schools to educators (Leithwood & Menzies, 1998:329). The professional controls utilise the educators' knowledge of what schools need to enhance teaching and learning at the classroom level (Leithwood & Menzies, 1998). "Full participation in the decision-making process is seen as the motivating factor to the educators" (The World Bank, 2008:8). Gertler *et al.* (2007) identify the weakness of professional controls as that of not holding the recipients (namely educators) of the devolved decision-making authority accountable to their clients.

2.3.2.3 Community controls

Community controls are SBM controls through which parents or communities are the recipients of the transferred decision-making authority (Leithwood & Menzies, 1998). Parents or communities are in charge of the decision-making authority process through formal structures such as SGBs. The advantage of community controls is embedded in

“strengthening client-provider relationship” in education service delivery (The World Bank, 2003:12).

2.3.2.4 Balanced controls

Balanced controls are controls where educators (including school principals) and parents share the decision-making authority (Leithwood & Menzies, 1998). Within community controls, all immediate key education service delivery actors (parents, educators, principals and learners for a secondary school) share responsibilities (Gertler *et al.*, 2007). Arguably balanced controls are there to promote collective decision-making processes on school management and accountability (The World Bank, 2008). Under balanced controls, schools account to all immediate key stakeholders especially to parents.

Each of these fundamental control types essentially displays the scope of stakeholders’ participation or non-participation in authority decision-making processes through SBM initiatives at individual schools (Mokoena, 2011). Barrera-Osorio *et al.* (2009) assert that separate application of these reforms is impracticable. For example, under community controls, parents/communities require the assistance of educators as well as that of school principals in making sound decisions on school matters (Barrera-Osorio *et al.*, 2009). Similarly, under administrative controls, school principals require educators and parents to make appropriate decisions about some school issues. Schools usually apply a ‘blend’ or ‘mix’ or a combination of these four SBM controls to reach fair decisions that have addressed matters within their authority (Bruns *et al.*, 2011; The World Bank, 2008). While this subsection concentrated on the participation dimension of the SBM initiative, the subsequent paragraph describes the other dimension of SBM initiative namely accountability.

2.3.3 Accountability Dimension of School-Based Management

Accountability dimension of SBM concerns who accounts to whom amongst the education providers under SBM. SBM holds school-level service providers accountable to their clients and central education authorities (The World Bank, 2003). Under SBM practices, the School Governing Body (SGB) and professional management at an individual school, are accountable to both central education authorities (vertical accountability) and to the school communities and donors (horizontal accountability) (RSA, 1996). Within this understanding, an SGB and professional school management, at individual schools, give accounts on their school performance successes or failures to the Department, parents and local communities. Mosoge and Pilane (2014) argue that for schools to achieve the goal of rendering quality education to communities they serve, governments need to set up accountability systems for controlling performance at these public organisations.

The accounting systems would ensure that schools as well as governments are accountable and responsive to the needs, interests and desires of their people. Prabhakar and Rao (2011) contend that SBM reforms, through decentralisation, have enhanced accountability in school management. Accountability ensures that school decision-makers are answerable to parents and other community members, learners, educators and national and provincial education authorities (Botha, 2010; 2011). Accountability empowerment equips school actors with binding decision-making skills necessary for the development of policies regarding school budgets, curriculum and extramural activities (Shatkin & Gershberg, 2007). School-level service providers require empowerment on autonomy before accounting to the public on their school performance (Cummins, 2012).

Schools exercise accountability through long (voice and compact) and short (management and client power) routes (Figure 2.3). The long route might take some time or be impractical to improve conditions in comparison to the short route (Chen, 2011). Shatkin and Gershberg (2007) place SBM reforms that fall within this continuum under accountability models or relationships. Along the accountability continuum, the critical aspects of accountability have been given as the 'voice', 'compact', 'management' and 'client power' (Bruns *et al.*, 2011; Komba, 2017).

2.3.3.1 Voice

Paragraphs under Subsection 2.3.3 have concentrated on a broad description of the accountability dimension of SBM initiative without pointing out accurately 'who' accounts to 'whom' and 'why'. Under the 'voice' feature of accountability, both citizens and clients are in a position to hold politicians and policy-makers responsible concerning the failures in providing education to their communities. Within this understanding, 'voice' does, therefore, refer to the citizen-politician/policy-makers accountability relationships. Bruns *et al.* (2011:12) articulate that parents and learners use "voice and vote" to hold both politicians and policy-makers responsible for education provisioning. Chen (2011) expresses that 'voice' comprises formal or informal processes through which citizens/clients hold politicians and policy-makers accountable in discharging their responsibilities to provide quality educational services. What matters for the success of SBM is "how well" the public sector could hold those responsible for providing education in their areas accountable (The World Bank, 2008:13). For example, in South Africa, civil society holds the national government (represented by the DBE) "accountable to meeting its obligations in respect of basic education service delivery" (Veriava, 2017:234).

2.3.3.2 Compact

The pressure that citizens put on politicians and national policy-makers calls for another accountability aspect in the education service delivery - the 'compact'. 'Compact' is an aspect of accountability that deals with "how well and how the responsibilities and objectives of public education policy are communicated to the clients" and schools as frontline education providers (Chen, 2011:3). In this study, 'compact' describes an accountability relationship between the National Education Department (NED) and a Provincial Education Department (PED). In this aspect of the accountability relationship, DBE represents NED and a Member of the Executive Council (MEC) his/her PED. Through DBE policy-makers, the national government develops policies aligned to norms and standards and delegates some tasks to the PED. Therefore, within the South African context, 'compact' spells out the national policymakers-member of executive council accountability relationship in a province. Through this relationship, the PED account to the national government on their education service delivery through SBM by their provincial schools. Veriava (2017:226) succinctly put this as follows: "provinces are held accountable, at the very least, to complying with the benchmarks established in these norms and standards for basic education provision" in South Africa.

2.3.3.3 Management

The preceding discussion on 'compact' indicates that provincial education service providers are responsible for communicating the responsibilities and objectives of public education policy to schools' clients. The World Bank (2003) indicates that 'management' is the accountability aspect made up of actions such as for example, empowerment and motivation of school managers and governors by PEDs on curriculum management, financial management, school governance and human resource management within the dictates of SBM. In this way, 'management' becomes an aspect of accountability that comprises SBM processes or actions that develop effective front-line (that is, school) education service providers (Winkler & Yeo, 2007). Empowerment of school actors on accountability has remained central to SBM reform success. For example, the Indonesian government capacitates its school councils on SBM practices (for example, policy formulation approval, implementation monitoring of policies, annual school programmes and school budgeting frameworks) to enhance their school accountability to local communities and clients (Bandur, 2012b). The following description on 'client power' is needed to complement 'voice', 'compact' and 'management' aspects of accountability (2.3.3.1-2.3.3.3).

2.3.3.4 Client power

'Client power' describes how well citizens, as clients, could increase the accountability of schools and school systems (Bruns *et al.*, 2011; Chen, 2011). Citizens/clients also freely hold

schools accountable for their performance in executing their day-to-day activities. The World Bank (2003) demonstrates that communities or parents who actively participate in school matters are in a better position to influence decision-making processes on school performance. Freely practised school accountability gives various school stakeholders, for example, communities and parents, the voice to hold schools accountable (Shatkin & Gershberg, 2007). Schools that are committed to accountability usually conduct more transparent and corruption-free practices that lead to the promotion of school performances in terms of teaching and learning. Rockoff and Turner (2010) comment that school accountability systems link rewards and consequences to a set of measurable outcomes such as student scores on standardised tests. Implying that citizens'/clients' voice enables schools to produce quality learners through teaching and learning when using School-Based Management.

2.3.4 Developing School-based Management Models

The studied literature discloses that countries develop SBM models or reforms by combining SBM dimensions of autonomy, participation and accountability (2.3.1-2.3.3). Combinations of these key dimensions breed innumerable variants of SBM initiatives available for use by different economies (Leithwood & Menzies, 1998). Suyata (2017) adds that due to such variants, uniform SBM models become difficult to create and consequently countries engage different approaches under this reform. Consequently, “developing one model of SBM for implementation by all schools even within a country would be found problematic” (Suyata, 2017:202). Within this understanding, the construction of SBM models remains open in the education reform literature. In the following sections, I first present the application of two indicators (autonomy and participation) and then that of the three dimensions (autonomy, participation and accountability) in developing SBM models.

2.3.4.1 School-based management autonomy-participation connection

The reviewed literature shows autonomy-participation connection (nexus) in an X-Y coordinate system with X-axis: Participation and Y-axis: Autonomy. Bruns *et al.* (2011) attests that the autonomy-participation connection defines the essence of an SBM reform. Figure 2.1 depicts the autonomy-participation connection of selected countries. According to this approach, the SBM models are determined in terms of autonomy and participation. For example, one SBM could show low autonomy and low participation. I explicate autonomy-participation nexus with reference to specific countries in the next paragraphs.

Based on Figure 2.1, I highlighted descriptions of SBM reforms as in the Netherlands, Indonesia and Chicago. Barrera-Osorio *et al.* (2009:72) observe that “shared decision-making within schools is not the only SBM goal in the Netherlands” because in that country different

control types of SBM initiative are in use. In the Netherlands, decentralisation of power and authority give full autonomy (very high autonomy value) with limited stakeholder involvement (low participation value) to their schools. First, under robust administrative SBM controls, the Netherlands government devolves decision-making power to school principals to establish more school efficiency (Barrera-Osorio *et al.*, 2009).

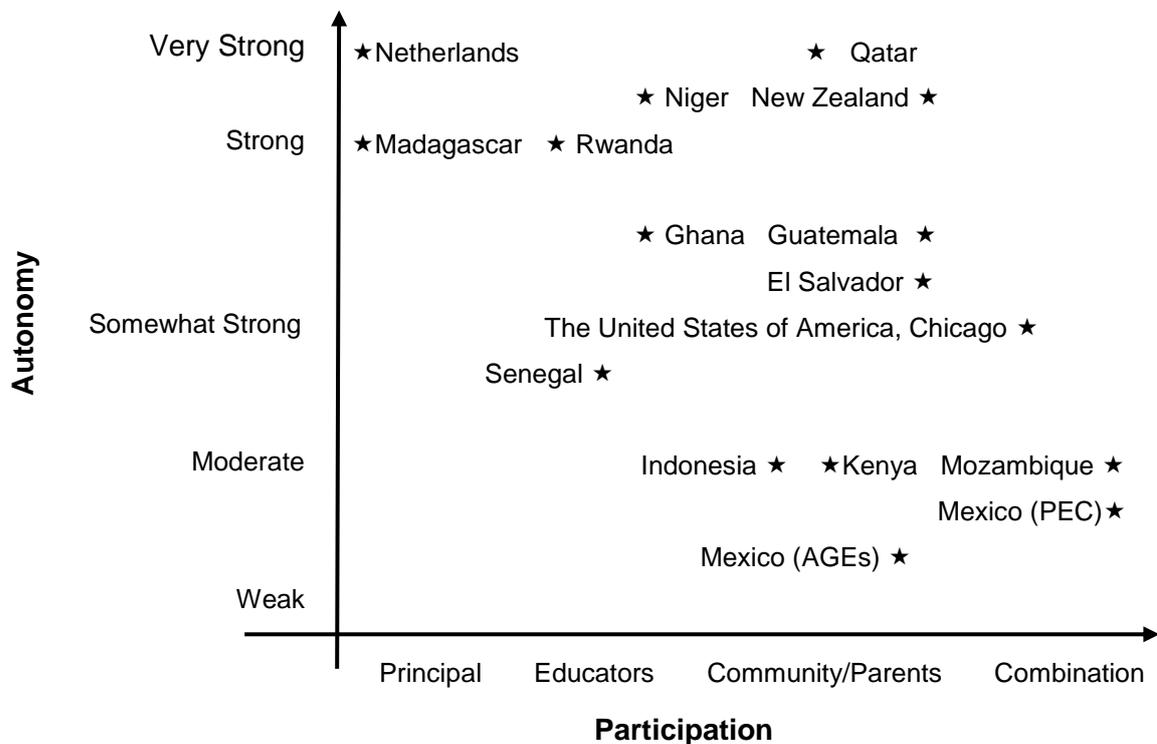


Figure 2.1: The school-based management autonomy-participation nexus for selected countries (Adapted from Vernez *et al.*, 2012).

Second, under the community SBM controls, some parents in the Netherlands “mandate” the creation of new schools to be under their control to realise their own specific cultural and religious needs (The World Bank, 2008:9). Therefore, the Netherlands parents do have a complete choice for and control over their own fully autonomous schools created to meet their own specific cultural, religious and academic needs (Abu-Duhou, 1999)

In the case of Indonesia, school personnel (that is school principals, educators and other staff) and parents together manage schools. The SBM control in Indonesia is moderate (in terms of autonomy) and balanced (in terms of participation). Schools in this region are more accountable and responsive to parents and learners (Vernez *et al.*, 2012).

The city of Chicago in The United States of America devolves the power and authority of hiring and firing educators and principals to a combination of community members, principals and

educators in schools (Moradi *et al.*, 2013). Chicago schools are therefore somewhat autonomous within balanced/combined SBM controls and are more transparent, accountable and responsive to their clients (Moradi *et al.*, 2013).

Bruns *et al.* (2011) demonstrates that absolute adherence to the autonomy-participation continuum with accountability excluded, downgrades the effect of autonomy and participation on SBM implementation. In this study, there is, therefore, a need to present, in the next paragraphs, a description of an SBM model that engages autonomy, participation and accountability under autonomy-participation-accountability connection (nexus).

2.3.4.2 School-based management autonomy-participation-accountability connection

Bruns *et al.* (2011) argue for the addition of the accountability to autonomy-participation link to escalate the description of SBM initiative to an advanced level. On a more advanced level, the advocates of SBM combine autonomy, participation and accountability into an autonomy-participation-accountability nexus (The World Bank, 2008). In the autonomy-participation-accountability connection, the three SBM dimensions (autonomy, participation and accountability) of SBM become inseparable. The reviewed literature also presents autonomy, participation and accountability in an X-Y-Z coordinate system (with X-axis: Participation, Y-axis: Autonomy and Z-axis: Accountability) under autonomy-participation-accountability connection (nexus). Within this understanding, an ideal SBM model would be the combination in which each of autonomy, participation and accountability is high. SBM reforms around the world are inevitably different from each other (Al-Ghefeili & Hoque, 2013). Suyata (2017) avers that no SBM model exists for equal application by different countries in the world. Suyata (2017:202) expands this assertion by saying that “there is no ideal model of SBM, the model would be a matter of degree, no absolute model of SBM applicable anywhere”.

Consequently, different countries develop or have developed a variety of SBM models. Barrera-Osorio *et al.* (2009) point out that economically developed countries (for example, New Zealand, Australia, The United States of America and the United Kingdom) use advanced SBM models in contrast to developing ones (for example, Brazil, India, Indonesia, Kenya, Mexico and South Africa). In South Africa, the devolution of governance and professional management controls target SGBs and principals respectively (RSA, 2007). This split SBM control creates two operational parallel areas (namely, governance and professional management) within the same school (RSA, 1996). Principals remain coordinating and accounting officers on these two parallel areas (RSA, 2007).

Despite these varying SBM models, most worldwide SBM reforms aim at decentralisation that encompasses high stakeholder involvement (Sihono & Yusof, 2012). SBM reforms that engage high stakeholder involvement are “balanced” and “more outcomes-driven” SBM forms that involve not only educators and parents, but also the broader community that includes learners and the business community in decision making (Sihono & Yusof, 2012:149). These varying models have introduced differing school practices with consequences on school and learner performance. Bandur (2012b), in his research on SBM, demonstrates varying SBM models that are adopted in New South Wales and Australia (New South Wales model), The United States of America (Chicago and Los Angeles models), Indonesia (Indonesian model) and South Africa (flexible SBM model). The next subsection describes the objectives and the successes associated with the SBM implementation.

2.4 SCHOOL-BASED MANAGEMENT OBJECTIVES AND SUCCESSES

The key SBM objective is to obtain high academic performance that results in high academic standards, enhanced positive human relationships, developed sense of ownership and reputation in the society, acceptance of innovation and quality change at school level (Pushpanadham, 2006). SBM objectives convey reasons for the introduction of SBM reforms in education systems as a response to schooling systems that fail to deliver quality education (Gertler *et al.*, 2007; Shatkin & Gershberg, 2007). The schooling systems’ failures include the lack of accountability, the wastage of funds and in-appropriate and outdated curriculum and instructional practices. The SBM implementation supports governments in addressing these failures and similar short-comings by giving local school actors power, authority and responsibility to freely take decisions through which they could develop policies to promote educational service delivery (Chen, 2011; Idrus, 2013; Lindberg & Vanyushyn, 2013).

Swanepoel (2008) reiterates that SBM emerges as an instrument to accomplish decentralisation of decision-making powers to the school level. Through SBM, governments decentralise authority from their central administration to school level (Lindberg & Vanyushyn, 2013; Vernez *et al.*, 2012), shifting central administration on decision-making authority and responsibility for budget, personnel and curriculum to the school level with a view of bettering educational practices (Moradi *et al.*, 2013). Mizel (2018) maintains that the amount of decentralised authority and responsibility determines the existence of SBM within a school or school system. Implying that decentralising school leadership and management practices to stakeholders could bring about promotion in school and learner performances.

In addition, SBM enhances participatory and shared-decision-making within schools. Kuhns and Chapman (2006) express that shared decision-making is a style of leadership that affords ownership, provides empowerment and allows individuals to be part of a team that could make a difference. Chen (2011:24) explains that “the idea behind decentralised decision-making and management is that the frontline providers and clients know best what they want, and what goes on in schools and other public service provision facilities”. Florestal and Cooper (1997) state that education decentralisation takes place through three main degrees of authority transfers, namely deconcentration, devolution and delegation. Subsection 2.5 provides a discussion on SBM implementation in international and South African contexts.

2.5 SCHOOL-BASED MANAGEMENT IMPLEMENTATION

Past and current empirical SBM literature point at the contextual influences upon the adoption and successful application of SBM by countries (Fullan & Watson, 1999; Holbrook, 2010). Extreme opposing views associated with SBM implementation have also appeared in the same SBM literature (Gertler *et al.*, 2007; Khattri *et al.*, 2012). Hence, these opposing views accompany both SBM adoption and implementation by countries of varying statuses worldwide (Abu-Duhou, 1999; Bandur, 2012a). Cook (2007) and Sihono and Yusof (2012) demonstrate that SBM implementation has not been that simple and could be problematic. Khattri *et al.* (2012) strongly denounce this claim and reiterate that contemporarily SBM implementation is the right move towards positive transformation and restructuring of education service delivery centres for clients’ benefit. Besides, LaRocque and Boyer (2007) report that if SBM is implemented carefully with clear objectives, it could provide governments with a vehicle for achieving a number of policy goals, including increasing community ownership of schools, improving student learning outcomes and providing a more streamlined administration of the education system.

Within this context, most importantly with successes associated with SBM implementation, I therefore organise the description of School-Based Management implementation under two broad areas: international school-based management implementation (2.5.1) and South African school-based management implementation (2.5.2).

2.5.1 International School-Based Management Implementation

Table 2.1 and Figure 2.1 indicate the reviewed literature demonstrating SBM reforms applied internationally in a wide range of developed and developing countries (LaRocque & Boyer, 2007). The World Bank (2008) reports that the economic status of a country (developed or

developing) determines the extent of SBM implementation and success. For example, The World Bank (2008) concludes that in the context of developing countries, the idea behind SBM has been less ambitious than that of developed countries. Developing countries focus mainly on involving communities and parents in school decision-making processes rather than putting them entirely in control, as in developed countries (The World Bank, 2008).

Internationally, countries such as Australia, New Zealand, Canada, the United States of America, United Kingdom, Spain, Indonesia, Hong Kong, Iran, Kenya, Uganda, Segal, Qatar and Nigeria have decentralised their education systems (Bandur, 2012b). This stance results from the realisation that centralised bureaucracies are not quick enough to respond to the rapidly changing economic realities (Mollootimile & Zengele, 2015). Decentralisation of educational institutions has been applied to transform, restructure and decentralise educational systems to introduce self-managing public schools (LaRocque & Boyer, 2007). The Education and Manpower Bureau (EMB, 2006) reports that in Hong Kong, a 'self-managing' or independent school does not operate independently from the central government. Hence, Caldwell (2014) and The World Bank (2008) point out that the concept of autonomy in public education, in the full sense of the word, is misleading because a school in a system of public education is not fully autonomous, as the central government always plays some role in education, as seen in many international contexts.

Ayeni and Ibukun (2013) report that in the United States of America, SBM applications started as early as 1909, but became a more popular educational reform initiative in the 1970s and 1980s (Moradi *et al.*, 2016; The World Bank, 2008). The Australian Department of Education started with SBM reform implementation during the 1980s (Kimber & Ehrich, 2011). In Australia, the most worrying negative factor has been the possible weakening of accountability by managerialism and marketisation associated with SBM implementation (Kimber & Ehrich, 2011). Managerialism refers to the introduction of private-sector practices, such as contractual appointments and competition for clients, into the public sector and the likening of public goods and services to those of the private sector (Kimber & Ehrich, 2011; Mpungose & Ngwenya, 2017). McGinn and Welsh (1999) argue that marketisation becomes evident when independent schools offer different kinds of education, meaning that parents within their communities having liberty in choosing the best for their children. Kimber and Ehrich (2011) assert that not every parent is well-equipped in choosing the best school for his/her child or children. Managerialism and marketisation have the potential to "erode the democratic principles upon which public schooling in Australia is founded", thereby narrowing the scope of school accountability to its clients and local communities (Kimber & Ehrich, 2011:179).

The Israeli education system gradually began with SBM in the 1990s (Arar & Abu-Romi, 2016). Arar and Abu-Romi (2016) indicate that the SBM initiative has benefited the Israeli schooling system in various areas. SBM strengthens performance in areas such as pedagogy, organisational structure, stakeholder participation in decision-making, budget management and educator satisfaction in the Israeli schooling system (Arar & Abu-Romi, 2016).

The Department of Education in The Philippines commenced with SBM implementation in the early 2000s with associated differing observations (Khattari *et al.*, 2012; World Bank Group, 2016). For example, Khattri *et al.* (2012:289) demonstrate that the SBM programme in The Philippines shows that “school-averaged student performance on national tests improved between 2002/03 and 2004/05 and that the level of improvement is higher for schools involved in SBM for two years compared with schools that have not yet received the intervention or received the intervention later”. And World Bank Group (2016), in note No. 5 on the assessment of SBM implementation, highlights three important observations that most Philippines schools have not as yet progressed very far in the implementation of SBM, schools are managing significant amounts of resources and using their funds to implement their own School Improvement Plans (SIPs) and parents and local communities are limited in decision-making and therefore not holding their schools accountable.

Indonesia adopted and implemented SBM reform in 2003 (Bandur, 2012a; Heyward *et al.*, 2011; Idrus, 2013; RANDE, 2012). Since then, Heyward *et al.*, (2011) have observed that SBM implementation has had a major impact on school performance in Indonesia. Contrary to this observation, RANDE (2012) concludes that SBM implementation in Indonesia has faced a number of retarding factors such as incapacity to implement SBM by schools, continued district influence on school decision-making and non-alignment of SBM implementation with learner achievement. Despite this conclusion, RANDE (2012) lists a few supportive factors like highly qualified principals and some principals’ readiness for SBM implementation. This imbalance between SBM challenging and supporting factors breeds ‘mixed’ outcomes from the implementation of this reform in Indonesia (RANDE, 2012). Bandur (2012a) concludes that SBM practices in Indonesia promote stakeholder partnerships that together with their autonomous statuses create conducive environments necessary for improving teaching and learning outcomes. Importantly, Idrus (2013) emphasises that since the SBM adoption, Indonesian principals have gained autonomy and decision-making power and authority to lead and manage school programmes.

International educational institutions, which implement SBM, enjoy a variety of benefits. For example, through SBM engagement, in Indonesia, SBM implementation is effective in

improving student achievement (Bandur, 2012a). And Nigerian schools have become more transparent, accountable and committed in the delivery of quality education and overall goal attainment (Ayeni & Ibukun, 2013). The description of SBM implementation within the South African context follows under 2.5.2.

2.5.2 South African School-Based Management Implementation

The South African government, through the Education White Paper 2 of 14 February 1996, called for the restructuring and transformation of school organisation and management through decentralisation (DoE, 1996). Therefore, the DoE was mandated to establish and legislate a new educational approach that would restructure, decentralise and democratise school governance and professional management in the country (DoE, 1996). Consequently, in 1996 the South African Ministry of DoE established and legislated a new education approach, namely SBM reform underpinned by SASA, to transform and restructure school organisation and management through decentralisation and democratisation for the promotion of quality education (RSA, 1996).

Packaged with this decentralisation has been the devolution of power and authority from the central office to the school level through two parallel routes: school governance and professional management (RSA, 1996). Mosoge and Van der Westhuizen (1998) assert that school governance and professional management overlap and are inseparable concepts. Despite the presence of the democratically established SGBs at schools, Mosoge and Van der Westhuizen (1998) reiterate that school principals are in total command and control of their schools.

The SGB determined policies, together with those generated by the government, are there to guide the movement from exclusive to an “inclusive participatory education system” through SBM reform implementation (Mabasa & Themane, 2002:112). Inherent in SBM implementation are undemocratic participatory decision-making processes where some participants are dominant over others during school meetings (Mabasa & Themane, 2002). This is a power shift that “is not easy to implement for school governance given the long and entrenched history of undemocratic and exclusionary practices in the school environment” especially in a country like South Africa where there is a demand for quality education (in terms of school performance and teaching and learning outcomes) that addresses set educational standards (Mabasa & Themane, 2002:112).

De Grauwe (2005:273) argues that “the devolution of power and authority to schools through SBM gives the School Management Boards (an equivalent of SGB) a great deal of authority”. This includes determining the level of fees and the language of teaching. De Grauwe (2005:285) describes the SBM reform in South Africa as a “flexible decentralisation policy” where the degree of the transferred power and authority by the government to schools depends upon the schools’ choice for different levels of autonomy and their internal strengths and resource needs. Falleti (2005) points at the possibility of states falling back to the centralist functions during the intended SBM implementation.

The preceding SBM views by Mosoge and Van Der Westhuizen (1998), Mabasa and Themane (2002), Falleti (2005) and De Grauwe (2005) depict some uncertainties about the democratisation and transformation of school governance and management through the SBM implementation in South Africa. However, Botha (2007:28) reports that “SBM is no longer an option but, rather, a reality in the South African education system”. All educational legislation and policy documents on school governance and professional management connect with SBM policy (Botha, 2007). In South African schools, school governance is the responsibility of the SGB that determines and adopts school policies within the provincial and national laws. The SGB composes of democratically elected people (representatives of the parents, non-teaching staff, teaching staff and secondary school learners), co-opted members and the school principal, as ex officio member (RSA, 2007). Through an SBM programme, a government gives self-governance powers to the SGB to determine its school’s admission policy, language policy, mission statement, choice of subject options, the extramural curriculum of a school and code of conduct for learners (RSA, 2007).

Professional management is the responsibility of school managers, consisting of the principal, deputy principals and departmental heads (RSA, 2007). The intent of SBM implementation is the devolution and decentralisation of powers and authority on school governance and professional school management decision-making to school level, thereby promoting partnerships amongst schools’ stakeholders. One of the added advantages of these stakeholder partnerships is enhance parental involvement at schools (Mncube, 2009). Christie (2010) maintains that the intent of the introduction of SBM in the schooling system of a country is to devolve powers and authority on school governance and professional school management decision-making to school level. However, Christie (2010), concurring with Falleti (2005), raises the possibility of states falling back to centralist functions during the intended SBM implementation. During the relapse into centralisation from decentralisation, “states have put in place national curriculum and reporting frameworks; formulated strategic objectives for the education; set standards of practice; monitored quality; and established

accountability measures for performance and outcomes” (Christie, 2010:700). Christie (2010:700) remarks that “greater autonomy comes with more visible accountability pressures” that often result in genuine dilemmas at the school level.

Bagarette (2011) posits that such an arrangement exposes the principal to more demanding and strenuous school leadership and management position. Despite this possible relapse into the old order (that is educational centralisation), SBM implementation in South Africa associates with some critical educational benefits or advantages. For example, Bagarette (2011) asserts that SBM promotes participatory democratic school environments and enables schools to make room for professional self-development by educators. Furthermore, SBM implementation recognises the constitutional right of every South African to quality basic education, including adult basic education (RSA, 2012b). Botha (2012a) concludes that via SBM, financial autonomy (as part of school governance) granted by the government to SGBs, has enhanced the schools’ educational potential. Again, SBM enables school leaders and managers to introduce and inculcate values of democracy at their schools. Botha (2012b) echoes that empowering school managers through capacitation on being responsible and accountable to both systemic authorities and school communities renders schools successful in the execution of their school promotion plans through SBM implementation. Bandur (2012a:45), who studied and researched SBM in both developed and developing countries (including South Africa), concludes that despite the presence of the implementation challenges which are often institutional, SBM remains “an effective way of enhancing participatory decision-making, budgetary transparency, community participation and learner achievements”.

Running parallel to SBM advantages have been disadvantages, which if not proactively taken care of, could adversely affect the implementation of this educational reform. Mouton, Louw and Strydom (2013) and Msila (2014) identify SBM disadvantages as the absence of each of the following: reform implementation skills, resources, state support, feedback, teamwork, professionalism, accountability and strong school leadership. True adherence and application of democratic principles in decision-making processes on school governance and professional management promotes teamwork, educator professionalism and ethical principalship behaviour that in a way required for effective schooling (Msila, 2014). Mollootimile and Zengele (2015) agree that learning and teaching take place effectively and efficiently under decentralised and conflict-free decision-making processes conducted by all stakeholders at schools.

Within the context of the reviewed South African literature, SBM implementation associates with prevalent counteracting forces inherent in any [educational] reform (Cummings, Bridgman & Brown, 2016; Hussain, Lei, Akram, Haider, Hussain & Ali., 2018). Hence, the importance of the main research question in this study: *What are managers' experiences of SBM practices at secondary schools in the Limpopo Province?*

2.6 THEORIES UNDERPINNING SCHOOL-BASED MANAGEMENT

Burnes (2004) asserts that change is a constant feature of organisational life and the ability to manage it is seen as a core competency of a successful organisation. Implying that change is inherent to the day to day functioning of organisations such as schools when implementing SBM practices. Here, I argue that for change to benefit organisations/schools, they need to apply skilful school management and leadership augmented with application of appropriate change theories. Consequently, I see the need for organisations/schools to manage change effectively by applying reform tools based on existing change theories. I therefore position the knowledge and knowhow of change theories at the heart of the application of such reform tools by organisational managers and leaders. I confirm this stance by making reference to some scholars in change theories. Kritsonis (2005) states that there are many change theories from which researchers might choose to underpin their studies. These theories frame the path along which a change process evolves within an educational system (Kail & Lumley, 2012). Ford (2009) describes a change process as sequences of individual and collective events, actions and activities on how entities develop or change. Fullan (2006) points out that for a change process to succeed, it requires the hands, minds and hearts of the people who have a deep knowledge of the dynamics of how the factors in question, within a certain theoretical framework, operate to get particular attainment.

This study describes SBM practices implemented at secondary schools within three complementary theories, deemed as enabling tools for the school decision-making processes that focus on achievement of the targeted goals. These theories are the decentralisation theory, democratic theory, and Lewin's Three Steps Change Theory (2.6.1-2.6.3 & Figure 2.2). Critical to these theories of change are the human interactions that are important to bring about successful implementation of SBM practices at secondary schools. However, in the literature on change theories, debates on merits and demerits of each of these theories do exist (Železnik, 2017). Consequently I have suggested an operational complementation amongst them as in Figure 2.2. I believe that application of the simultaneous application of these three change theories will offset such demerits and augment the merits. In this figure, I have virtually displayed the non-overlapping theories above and the overlapping change

theories below the broken line respectively. The symbols Dc, Dm and Lw. represent decentralisation theory, democratic theory and Lewin's Three Steps Change Theory, respectively.

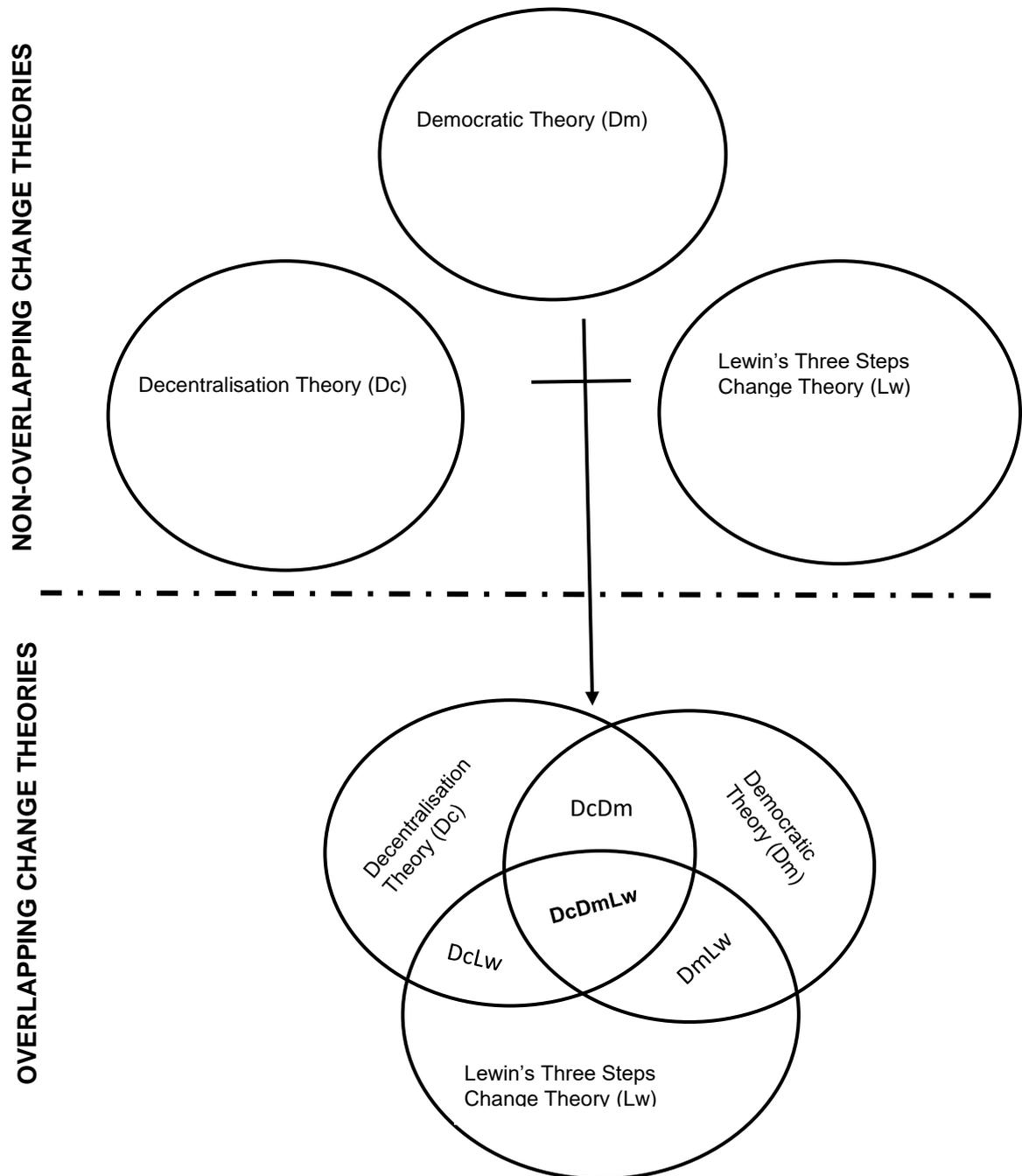


Figure 2.2: Overlapping and non-overlapping Change Theories

The region marked DcDmLw is where the chosen theories are ideally overlapping and reinforcing during planning sessions on SBM implementation, the transfer of power and authority, employment collective participatory and deliberative decision-making processes by organisations such as schools. Decision making processes, inherent to the simultaneous

employment of the chosen three change theories for this study, underpin their mutual interdependence. For example, through the decentralisation theory as well as the democratic and Lewin's Three Steps Change Theory, vital decisions aimed at the achievement of anticipated goals at specific localities (national, provincial, school, local community), would be decided upon by human actors (2.6 & Figure 2.6). I have reproduced the lower part of Figure 2.2 in Chapter 5 (as Figure 5.1) to highlight theoretical contribution of this study. I explicate the implication of opting for these theories in this study in 2.6.4.

2.6.1 Decentralisation Theory

I place decentralisation theory at the centre of SBM practices at secondary schools in the Limpopo Province. Decentralisation theorists believe in the transfer of power and authority in decision-making from higher institutions (for example, central government) to lower institutions (for example, schools) (Nebres, 2009). Chhetri (2013) argues that sharing of power, authority and responsibilities and participation are key aspects in decentralisation theories. Meaning that those implementing decentralisation reforms in organisations (for example, schools) do so through collective participation and sharing of ideas in decision-making. This is done by participation and sharing activities that lead to increases in democracy, through participatory and deliberative decision-making processes, shared decision-making, efficiency, equity and inclusion at schools (Chhetri, 2013). Decentralisation fosters participatory and shared decision-making within a school and enhances its accountability to clients (Prabhakar & Rao, 2011).

The above discussion indicates that decentralisation of education, according to participatory democratic theory and deliberative democratic theory, becomes a key aspect of educational restructuring and transformation in the international arena (Chhetri, 2013; Prabhakar & Rao, 2011). Samkange (2015) and Yusoff, Sarjoon, Awang and Efendi (2016) describe decentralisation as a process comprising a combination of decentralisation types (also called dimensions). Yusoff *et al.* (2016) describe decentralisation types in terms of decentralisation objectives. For example, if the decentralisation concerns the transfer of the political power from the central government to the lower level, then the decentralisation type is "political decentralisation" (Samkange, 2015:844). Falleti (2005) describes fundamental decentralisation types as administrative, fiscal or political decentralisation policies necessary to shape the educational restructuring and transformation.

2.6.1.1 Administrative (institutional) decentralisation

'Administrative (institutional) decentralisation' involves policies that transfer administration and delivery of social services (for example, education) to subnational governments (for example,

provinces, districts and schools) with or without revenues (Yusoff *et al.*, 2016). Such policies devolve decision-making authority to the low levels of administration and have thus brought central government agents to work closer with the local people (Chhetri, 2013). Within the South African context, SBM reform combines administrative, fiscal and political decentralisation to devolve power and authority in decision-making through norms and standards to schools and this is done through SASA (Loock & Gravett, 2014; RSA, 2007) which transfers powers and authority to the politically elected SGBs for them to administer and conduct decisions on financial matters.

2.6.1.2 Fiscal (financial management) decentralisation

'Fiscal (financial management) decentralisation' constitutes policies developed to increase revenues or fiscal autonomy to the decentralisation recipient (for example, schools) (Yusoff *et al.*, 2016). Yau and Cheng (2011) indicate that SBM is necessary to give schools political autonomous budget controls first, then fiscal, followed by administrative decentralisation. Falleti (2005:343) concludes that a "sequence of political decentralisation, fiscal decentralisation and administrative decentralisation is likely to create a significant change in the degree of autonomy" of the decentralised power and authority recipients to promote the quality of public education at [secondary] schools.

2.6.1.3 Political (democratic) decentralisation

'Political (democratic) decentralisation' comprises policies designed to devolve political authority or electoral capacities to subnational governments (Chhetri, 2013; Yusoff *et al.*, 2016). The SA government empowers schools, through SASA, to democratically conduct Representative Council of Learners (RCL) and SGB elections (RSA, 2007). In South Africa, SGBs and school managers are charged with the responsibility of implementing decentralisation under an SBM approach (RSA, 1996). From the current literature on decentralisation, it is clear that decentralisation parallels autonomy (self-management) and accountability. This study assumes that SGBs and school managers in South African schools are capable of promoting democratic participatory and shared decision-making processes at their schools.

2.6.2 Democratic Theory

Democratic theory (theory of democracy) has evolved over the centuries from the model of direct democracy to the modern representative models of liberal democracy, republican, elitism, participative democracy and deliberative democracy (Smit & Oosthuizen, 2011). Democracy theorists organise political equality in practice by distinguishing seven democratic variations for use in decision-making processes (Carpentier, 2012). Defining democratic

theory is problematic, if not impossible, as it does not include all variations which would satisfy the proponents of each theory (Smit & Oosthuizen, 2011). Feu, Serra, Canimas, Lázaro and Simó-Gil (2017:647) assert that the concept of democracy has been used without being accurately defined in the school setting. Feu *et al.* (2017) associate education democracy indiscriminately with governability, altruism, equality, the common good, collaboration and participation.

Democratic theory is important for use at educational institutions where various actors are engaged in SBM decision-making processes. However, schools face some dilemmas and uncertainties in promoting democratic educational practices through SBM reforms (Feu *et al.*, 2017). For example, Mncube (2008) points out that problematic issues concerning values and skills necessary for full democratic participation are evident in the South African education system. Central to democratic theory is equality in decision-making processes for the benefit of the affected government, institution or organisation (Moradi *et al.*, 2016). Political equality remains central to equal opportunities for inclusion, participation, representation and influence in contemporary democratic theory (Železnik, 2017).

Smit and Oosthuizen (2011) state that the application of democratic theory in institutions, especially schools, facilitates the continued cultivation of democratic values such as rationality, equality, freedom, tolerance and respect through democratisation processes. Indeed, one of the significant features of education democratisation revolves around school governance as is seen in South Africa, where education has been decentralised for the promotion of the democratisation of schooling within the participatory and deliberative forms of democracy (Železnik, 2017). Democracy theorists have identified the main criticism of deliberative democracy as its lack of decision rule, while that of participatory democracy lies in the fact that its participants have not sufficiently reflected and deliberated. Železnik (2017) demonstrates that combination of participatory and deliberative democracy models, regardless of tensions between them and their institutional mechanisms, promotes the existing democratic regime in practice by opening up spaces for the inclusion of various interests.

Democracy theorists divide each of the democratic representations and participations into either minimalist/formal or maximalist/substantive models. The minimalist model is the form of democracy where both the societal decision-making remains centralised and participation limited in space and time, while the maximalist model is in direct contradiction by allowing full and free participation and democratic deliberations in decision-making processes (Carpentier, 2012).

This study considers participatory and deliberative democratic types of democratic models for decision-making processes while investigating SBM practices at secondary schools in the Limpopo Province. These two approaches to democratic decision-making involve the participation of society (that is the local and external school communities) beyond the vote and representation (Mellinger & Floriani, 2015). In the following discussion on democratic models, I recognise that the crucial theme in democracy has always been the constantly-present balance between representation and participation, referred to as the equal balance in decision-making processes (Carpentier, 2012).

The notion of representation referred to here, is governance representation, grounded in the formal delegation of power, where specific actors are authorised on behalf of others “to sign”, “to act” and “to speak” on their behalf and where these actors received “the power of a proxy” (Bourdieu, 1991:203). Within the South African education system, these specific actors are SGBs constituted of parents, educators, secondary school learners, non-teaching staff, co-opted members and the principal as an ex-officio member. One of the fundamental democratic instruments for the formal delegation of power is elections, where, through the organisation of a popular vote, these actors are legitimised to gain (at least partial) control over distinct parts of a school’s resources and decision-making structures (Carpentier, 2012). Železnik (2017) warns that election mechanisms can quickly reduce the freedom to communicate by restricting the representative possibilities and voices, resulting in power imbalances that usually jeopardise the outcomes of decision-making processes. Železnik (2017) further stresses that truly fair representation (political equality) is characterised by the inclusion of every interest affected by collective decision-making.

Theoretically defined, participatory democracy refers to a form of direct democracy that enables all members of a society to participate in decision-making processes in institutions, organisations, societal and government structures (Smit & Oosthuizen, 2011). In short, the participatory democratic model calls for democratic participation in decision-making processes by those likely to be affected and collectively responsible and accountable for the outcome of the participatory decision(s).

The key defining element of participation is power (Carpentier, 2012). The debates on participation in institutionalised politics and in all other societal fields, including media participation, have much in common in that they all focus on the distribution of power within society at both the macro- and micro- levels (Carpentier, 2012). Under balanced power participatory models mimic effective ways of guaranteeing the real participation of society in

decision-making processes (Mellinger & Floriani, 2015). However, ineffective participative decision-making processes can and do surface at some schools. As reported earlier, Mncube (2008) avers that full democratic participation in the South African education system tends to be compromised by problematic issues concerning values and skills.

Participation's "embeddedness in a democratic logic helps institutions" (for example, schools) to conduct decision-making processes that are value-driven and free of elite dominance and consequently not repressing some individuals (Carpentier, 2012:174). Železnik (2017:114) asserts that participatory and deliberative democratic approaches in decision-making processes "can empower minority interests and enhance political equality". Mathebula (2013) argues for participatory democracy as a viable model of participation in governing South African schools. This participatory democracy model becomes more effective and productive when integrated with a deliberative democratic model (Carpentier, 2012; Železnik, 2017).

The application of the theory of deliberative democracy and the principles of responsiveness, accountability and justification of decisions through rational discourse, facilitate promotion of school governance and the education system (Smit & Oosthuizen, 2011). Deliberative democracy refers to the notion that legitimate political decision-making emanates from the public deliberation of morally free citizens, where actors are treated equally in the decision-making process (Smit & Oosthuizen, 2011). Abdullah and Rahman (2015) describe deliberative democracy as a technique that stabilises citizens' interests by diminishing domination, despotism and better assessing public choices. Deliberative democracy allows the impulses, which come from participants' views, in order to reach the decision-making arenas that are set up by the democratic order (Mellinger & Floriani, 2015).

Some scholars doubt the feasibility of a deliberative approach in decision-making practices. For example, Abdullah and Rahman (2015) conclude that the process of deliberation does not always go smoothly due to associated conflicts that might arise at any moment from the diversity of participants' views. Organisations resolve such conflicts through developing a strong sense of belonging among participants who sincerely participate to maximise common goods. Abdullah and Rahman (2015:223) maintain that decision-making managers could avoid potential deliberation conflicts by inculcating an ownership spirit of organisation values amongst participants and thereby influencing them to deliberate "towards common goods without conflicting others' interest". Mellinger and Floriani (2015) demonstrate that democratic models provide real and deeper participation of actors in decision-making processes despite their common critiques in the literature.

2.6.3 Lewin's Three Steps Change Theory

In addition to the above change theories, I adopt Lewin's Three Steps Change Theory to inform SBM practices strategies. This change theory is commonly known as *unfreezing* → *changing* → *refreezing* or *freezing* processes (Hussain *et al.*, 2018) or "Change as Three Steps (CATS)" (Cummings *et al.*, 2016:34). However, I prefer to use Lewin's Three Steps Change Theory over the alternative names.

Lewin's Three Steps Change Theory describes behavioural change as a sequential process of unfreezing, movement and refreezing steps and as a dynamic balance between driving and restraining forces (Ford, 2009:304). The driving forces work in the direction of the desired change while the restraining forces work against the change (Hussain *et al.*, 2018). These counterbalancing forces permeate through the three phases of Lewin's Three Steps Change Theory. Factors that determine the amounts of each group of these forces vary from individual actor's or group's will for engagement in the change process and amount of the expectation gap between the old (that is the current) and the new (that is the desired) situation. Kakucha (2015) maintains that this gap largely influences the expected outcome of the engaged change process.

This change theory has been criticised, challenged or discredited by some social theorists due to its linearity, simplicity, classical nature and disregard of personal and environmental factors that can affect the change (Asumeng & Osaë-Larbi, 2015; Burnes, 2004; Kritsonis, 2005). Wang and Ellinger (2009) dismiss these criticisms by attributing them to critiques' misreading and misinterpretation of the Lewin's Three Steps Change Theory. Other social theorists like Hussain *et al.* (2018) and Cummings *et al.* (2016) maintain that this change theory remains pre-eminent as a grand foundation stone upon which the field of change management is built. Schein (1996) adds that it is rational, goal orientated and makes change dynamics more understandable and manageable. Kritsonis (2005) asserts that there is no right or wrong theory to change management and that change theories remain complementary to one another. The very rationality and goal orientation in association with plan-orientation of the Lewin's Three Steps Change model urged me to consider this change management approach for this study. Hussain *et al.* (2018) demonstrate the success of the employment of the Lewin's Three Steps Change Theory in developing countries, namely Malaysia and China respectively. As a result, Lewin's Three Steps Change Theory with its three phases, is more relevant in directing the change management process of SBM practices at secondary schools in the Limpopo Province.

2.6.3.1 The first (unfreezing) phase of Lewin's Three Steps Change Theory

Social theorists describe the unfreezing phase as the initial stage in the management of organisational change (Burnes, 2004; Hussain *et al.*, 2018). During this phase, the changing organisation engages itself in the collective destabilisation or disconfirming of the ineffective old status quo (equilibrium). Destabilisation methods of the old or current state of affairs, amongst others, are described as recognising the need for a change, participants' motivation and increasing driving forces (as opposed to restraining forces) (Kritsonis, 2005). Kakucha (2015) recommends that the old/current state of affairs be destabilised before the new one is established. The destabilisation of the old/current state of affairs process is not easy due to a lack of universal method(s) for unfreezing all situations (Burnes, 2004). But for human beings to become motivated to change, they must accept the information and connect it to something they care about (Schein, 1996). The fact that human behaviour is learned from past observational happenings and cultural influences further adds to the first stage of organisational change problems. This implies that it is imperative for organisations to adopt a new effective culture during the application of Lewin's Three Steps Change Theory. Kakucha (2015) maintains that the unfreezing phase is not an end in itself, hence organisations need to extend it into the second and third stages of Lewin's Three Steps Change Theory for them to realise full organisational change.

2.6.3.2 The second (changing) phase of Lewin's Three Steps Change Theory

The second phase of the Lewin's Three Steps Change Theory is realised when the whole organisation and its entire human capacity moves organisational change towards the expected collective goal. Here, the organisation engages all human actors towards a common goal (Hussain *et al.*, 2018). This is an organisational shift from the old human quasi-stationary equilibrium to the new equilibrium state of affairs. During this stage, the agreed-upon methods or actions necessary to get the organisation to the desired outcomes (short, medium or long) become implemented and realised. This is a stage during which serious human interactions are pronounced through the sharing of expertise, teamwork and continued staff motivation through support by leadership and management. Hussain *et al.* (2018) and Kakucha (2015) assert that changing organisations require quality leadership to control and direct them towards the desired common goal throughout the change process.

2.6.3.3 The third (refreezing or freezing) phase of Lewin's Three Steps Change Theory

The third phase (namely refreezing), of Lewin's Three Steps Change Theory, takes place after the new organisational change is successfully absorbed and stable, resulting in a new culture and practices in an organisation. However, to reach this stage requires plenty of time (Hussain *et al.*, 2018). The changes taking place during the second stage, of Lewin's Three Steps

Change Theory, involves a move from the old quasi-stationary equilibrium to the new quasi-stationary equilibrium, sometimes moving back and forth between these two equilibrium positions. Reverting to the old way of doing seemingly non-effective actions stagnates an organisation due to actors or employees' relapse to the old state of affairs. Employing actions, such as re-engineering new self-concepts and identities and building new interpersonal relationships, has the potential to acquire permanent new quasi-stationary equilibrium (Kakucha, 2015). Refreezing requires organisations to change and adapt their cultures, norms, policies and practices to the newly-established equilibrium of the driving and restraining forces (Burnes, 2004). Here, transformed group norms and routines become key to sustain changed individual or group behaviour. Kritsonis (2005) summarises actions required for making a permanent change into stabilisation of the new equilibrium resulting from the change by balancing both the driving and restraining forces through the reinforcement and institutionalisation of new patterns.

2.6.4 Implications in Using the Chosen Theories

The underpinnings of the decentralisation, democratic and the Lewin's Three Steps Change theories offer a series of implications for this study on SBM practices at secondary schools in the Limpopo Province. First, the combination of these three theories reinforces actors' active participation and deliberative democratic interactions at individual schools under a supportive external environment. Evers and Lakomski (2012) emphasise that the common focal point in these theories is active participation of accountable stakeholders and their continued interaction within a supportive environment in pursuit of organisational goals.

Second, the success of the combination of decentralisation, democratic and the Lewin's Three Steps Change theories in decision-making processes is dependent upon productive actors' interactions that target organisational performance promotion and sustenance within organisations (such as schools) (Webber, Goussak & Ser, 2013). Nebres (2009) concludes that the common denominator in all SBM initiatives is the engagement of communities, school superintendents and supervisors, principals, school heads, educators, students, parents and political and civic leaders within individual schools.

Third, capacitating individuals (for example, school actors), along the change process, drives the transformation towards the desired organisational outcomes (for example, improved school and learner performance). Fullan (2006) asserts that capacity building with outcomes in mind is critical for the success of a transformation process. For example, the capacity to manage lump sums of money, allocated by the government, assists schools in realising their institutional targets through sufficient financial support (Yau & Cheng, 2011). Fourth,

governments need to give continued support and guidance to individual schools in making decentralised and deliberative decisions to effect SBM practices. Fifth, challenges and incentives, likely to impact on the expected outcomes, are inherent in a change process (Lunenburg, 2010).

Finally, the decentralisation, democratic and the Lewin's Three Steps Change theories guide sense-making of the data in this study. Making sense of data is an ongoing process (Paull, Boudville & Sitlington, 2013) and it becomes imperative throughout the exploration of managers' experiences of SBM implementation at secondary schools. I submit that the intersection created by the simultaneous use of these three theories in school management and leadership especially within the implementation of SBM practices is central to the theoretical contribution inherent in this study (*cf.* 5.6). The implication of the choice of these theories is demonstrated in concepts (decentralisation, deconcentration, delegation, devolution, autonomy, participation and accountability) appropriate to SBM implementation, all of which are discussed below.

2.7 CONCEPTS RELATED TO THE THREE THEORIES RELEVANT TO THE CONCEPTUAL FRAMEWORK

Concepts related to the three theories relevant to the conceptual framework are decentralisation, deconcentration, delegation, devolution, autonomy, participation and accountability. These concepts are the backbone of SBM implementation processes (Florestal & Cooper, 1997). Sub-subsection 2.7.1 discusses decentralisation and the remaining sub-subsections (2.7.2-2.7.7) focus on delegation, devolution, autonomy, participation and accountability, respectively. I relate these concepts to education service providers under the conceptual framework for this study (2.8.2).

2.7.1 Decentralisation

I embed my discussion on decentralisation and its relevance to this study in the bounds of decentralisation theory. Power-sharing, authority, responsibilities and participation are key in decentralisation processes (Chhetri, 2013). This means that decentralisation processes happen through collective participation and sharing of ideas during decision-making processes aimed at organisational democratisation. SBM is instrumental in facilitating democratisation at schools (Železnik, 2017). Decentralisation fosters participatory and shared decision-making within a school and enhances its accountability to clients (Prabhakar & Rao, 2011).

SBM reforms decentralise decision-making authority from central, regional and division levels (government/national, provincial and district) to individual school sites and in the process unite school heads, educators, students as well as parents, local government units and the community in promoting effective schools (Botha, 2006; Cheng & Mok, 2007; Nebres, 2009). The recipients of the decentralised decision-making authority gain self-management and self-governance. Through these successes, affected school actors become empowered, capacitated and motivated to take valuable decisions concerning curriculum management, financial management, school governance and human resource management (Pushpanadham, 2006). This active decision-making ensures that schools are more effective, efficient and competitive with the likelihood of achieving quality teaching and learning outcomes through social interactions (Pushpanadham, 2006). My view is that the success of decentralisation in fostering participatory and shared decision-making at or across all educational levels (2.8) by schools depends upon them employing simultaneously the three chosen theories for this study (2.6).

2.7.2 Deconcentration

Deconcentration is concerned with the transfer of some administrative authority or responsibility to ministry officials (for example, provincial, district or circuit officials) at offices established closer to educational service receivers (schools) (Florestal & Cooper, 1997). Through deconcentration, governments spread the authority to these establishments to ensure the implementation of rules but not for making the rules (McGinn & Welsh, 1999). For example, national governments establish provincial, district and circuit offices to ensure proper examination administration by schools (McGinn & Welsh, 1999).

2.7.3 Delegation

The delegation, or school autonomy, is the administrative or legal transfer of responsibilities to school councils, school management committees and school governing boards (Florestal & Cooper, 1997). The principle behind SBM has been the belief that giving school-level actors more autonomy over school affairs would result in school promotion as they are in a better position to make decisions to meet their school needs more efficiently (Kiragu *et al.*, 2013). Therefore, I regard delegation, within the bounds of the overlapping area between the suggested theories for the study, as an interactive process through which service providers at higher levels transfer duty responsibilities to an individual(s) or group(s) at lower levels in the system (Morake, Monobe & Mbulawa, 2012).

2.7.4 Devolution

Devolution implies that “something (for example, decision-making responsibility) is given back to an organisation (for example, a school) from which it has been taken” (McGinn & Welsh, 1999:18). Devolution is, therefore, the transfer of decision-making responsibilities in education from the central government to lower levels of government such as provinces, districts, circuits or schools (Winkler & Yeo, 2007). Recipients of the devolved responsibility are then tasked to function within the existing national laws (Florestal & Cooper, 1997). Additionally, I present that the application of decentralisation, democratic and Lewin’s Three Steps Change theories would facilitate devolution of authority by leaders and managers to lower school levels where school plans are being executed. For example school leaders and managers could devolve authority to educators for them to run freely and actively teaching and learner assessment activities.

2.7.5 Autonomy

Through autonomy, SBM is able to facilitate the choice in schools, quality learner outcomes and strengthening of leadership and management (Cummins, 2012). School autonomy promotes functional structures that facilitate increased school leadership capacity through which people could make and own decisions on curriculum management, financial management, school governance and human resource management (Cheng *et al.*, 2016). School autonomy addresses operational activities such as allocating school budgets, hiring and firing principals and educators, setting the curriculum, selecting textbooks and instructional materials, improving the facility’s infrastructure and developing and implementing targeted academic and extra-curricular programmes. Therefore, one may argue that school autonomy has the potential to promote school performance. For example, Heyward *et al.* (2011) attest that school autonomy in budgeting and staffing is associated with learner outcome promotion (that is, high academic promotion).

2.7.6 Participation

I describe participation at secondary schools within [participative] democratic theory (2.6.2). SBM is instrumental in promoting stakeholder participation in curriculum management, financial management, school governance and human resource management at schools (Mathebula, 2013). Chen (2011) and Kiragu *et al.* (2013) claim that people participating in matters affecting them are more likely to own and commit themselves to those decisions and situations. Participation in decision-making processes concerning school matters by school actors establishes a sense of ownership, breeds high reputation in the community and

generates innovation and change acceptance. I believe that participation education actors at school level become effective and efficient when schools engage the decentralisation, democratic and Lewin's Three Steps Change theories during decision-making activities. In this way, SBM facilitates the quality teaching and learning culture and environment at schools. Pushpanadham (2006) asserts that SBM has the potential to generate effective learning environment for learners at schools.

2.7.7 Accountability

SBM holds school-level service providers (principals, deputy principals, departmental heads, educators and the SGB) accountable to their clients (parents, learners and their local communities) and central education authorities (Botha, 2010; 2011). This requires the establishment of accountability systems by educational authorities. Mosoge and Pilane (2014) strongly believe that for schools to demonstrate quality education delivery to their communities they serve, governments need to put accountability systems in place for controlling performance at such public institutions. Rockoff and Turner (2010) indicate that school accountability systems link rewards and consequences to a set of measurable outcomes such as student scores on standardised tests.

SBM ensures that school-decision makers and policy/programme implementers are accountable to their clients and central education authorities (Botha, 2010; 2011). Schools that are committed to accountability are inclined to conduct more transparent and corrupt-free practices that lead to school performance promotion in terms of teaching and learning. Jones (2004:589) advocates that "a balanced school accountability model" holds both internal and external educational participants equally accountable for a school's performance. This culminates in reciprocal but complex school accountability, which holds all stakeholders accountable to school performance. The World Bank (2008) argues that school autonomy and accountability could help in solving some fundamental problems in education. For example, balanced school autonomy and accountability have a direct relationship with learner achievement (Caldwell, 2014).

Imenda (2014) asserts that the conceptual framework guides future areas for research concerning the researched phenomenon. In this study, the combination of decentralisation, participation, autonomy and accountability as indicated in the conceptual framework for the SBM (Figure 2.6) limits the methodological procedures, for example, to inductive data analysis and interpretation for my research question. Furthermore, the use of these concepts, being confined to the three theories chosen for this study, integrates the information from the

reviewed literature with the research findings thereby guiding the compilation of recommendations and identification of areas for future research on SBM practices.

2.8 CONCEPTUAL FRAMEWORK FOR SCHOOL-BASED MANAGEMENT

Chapter 1 presented the purpose of this study as to explore managers' experiences of SBM practices at secondary schools in the Limpopo Province. This purpose and the reviewed SBM literature have directed the construction of a conceptual framework for this study. Barrera-Osorio *et al.* (2009), Chen (2011) and The World Bank (2003) posit that participation, autonomy and accountability are the key elements in a conceptual model for an SBM initiative. The World Bank (2003) expands this list of elements to include actors and decentralisation (that is deconcentration, devolution and delegation). Adom, Hussein and Agyem (2018) point out that researchers are at liberty to innovate their own conceptual models or adapt conceptual frameworks created by others to suit their research purpose. Within this understanding, I have amalgamated some SBM frameworks found in the literature (Zimmerman, 2010) and constructed a specific conceptual framework for this study (Figure 2.6). Therefore, the conceptual framework for this study derives from the integration and synthesis of the existing theoretical and empirically supported concepts on SBM literature (Adom *et al.*, 2018; Imenda, 2014).

2.8.1 School-Based Management Conceptual Framework Basis

This sub-subsection presents and describes the basis upon which the conceptual framework for this study (Figure 2.6) has been developed. This basis results from the explication and subsequent amalgamation of the SBM frameworks outlined by Barrera-Osorio *et al.* (2009), Winkler and Yeo (2007) and Pushpanadham (2006) (Figures 2.2-2.4). The SBM frameworks by Barrera-Osorio *et al.* (2009) and Winkler and Yeo (2007) describe SBM implementation with reference to autonomy and accountability. The World Bank (2003:121) asserts that "autonomy and accountability are like twins" and hence are inseparable in nature, meaning that autonomous schools should account on their performance to other role players in the education service delivery. The accountability frameworks, Figures 2.2 to 2.4, proposed by Barrera-Osorio *et al.* (2009), Winkler and Yeo (2007) and Pushpanadham (2006) respectively, have been informative and valuable for the development of the conceptual framework for this study (Figure 2.6).

The SBM accountability framework (Figure 2.3), by Barrera-Osorio *et al.* (2009), depicts service provision and accountability relationships amongst actors (the state, frontline and

organisational providers, school committees and citizens and clients) responsible for quality education delivery. Chen (2011) remarks that such relationships between actors are complicated and the incentives and accountability relationships that work for one group might be different from those that work for other groups. Figure 2.3 also portrays the four aspects of accountability (voice, compacts, management and client power) (2.3.3.1-2.3.3.4). It further depicts the short and long accountability routes along which clients could hold service providers accountable for not delivering acceptable goods (Bruns *et al.*, 2011; Chen, 2011).

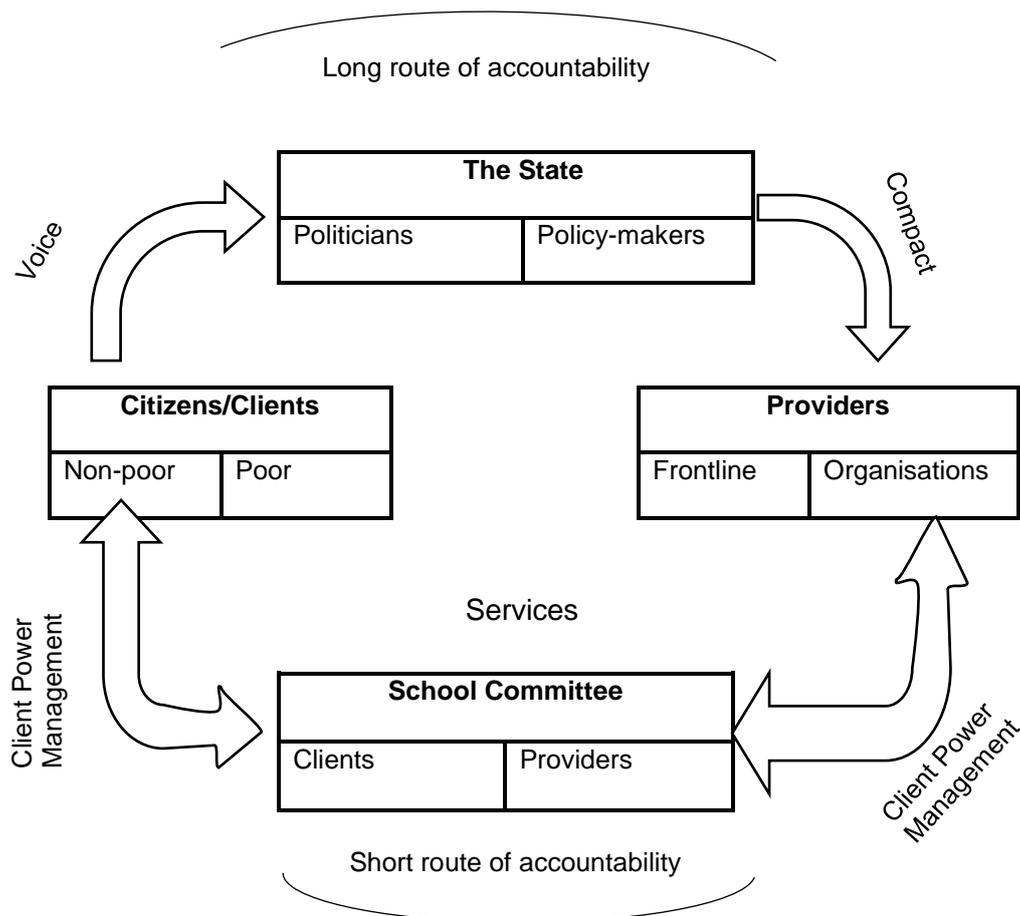


Figure 2.3: School-Based Management Accountability Framework (Barrera-Osorio et al., 2009)

The accountability framework under autonomy (Figure 2.4) proposed by Winkler and Yeo (2007), presents actors (politicians, policy-makers, education leaders, local education leaders, education service providers, citizens and parents) and their responsibilities in education service delivery. For example, politicians and policy-makers (the government) are responsible for establishing mandates, goals, laws and benchmarking performance standards necessary to guide the implementation of an education initiative such as SBM (Komba, 2017)

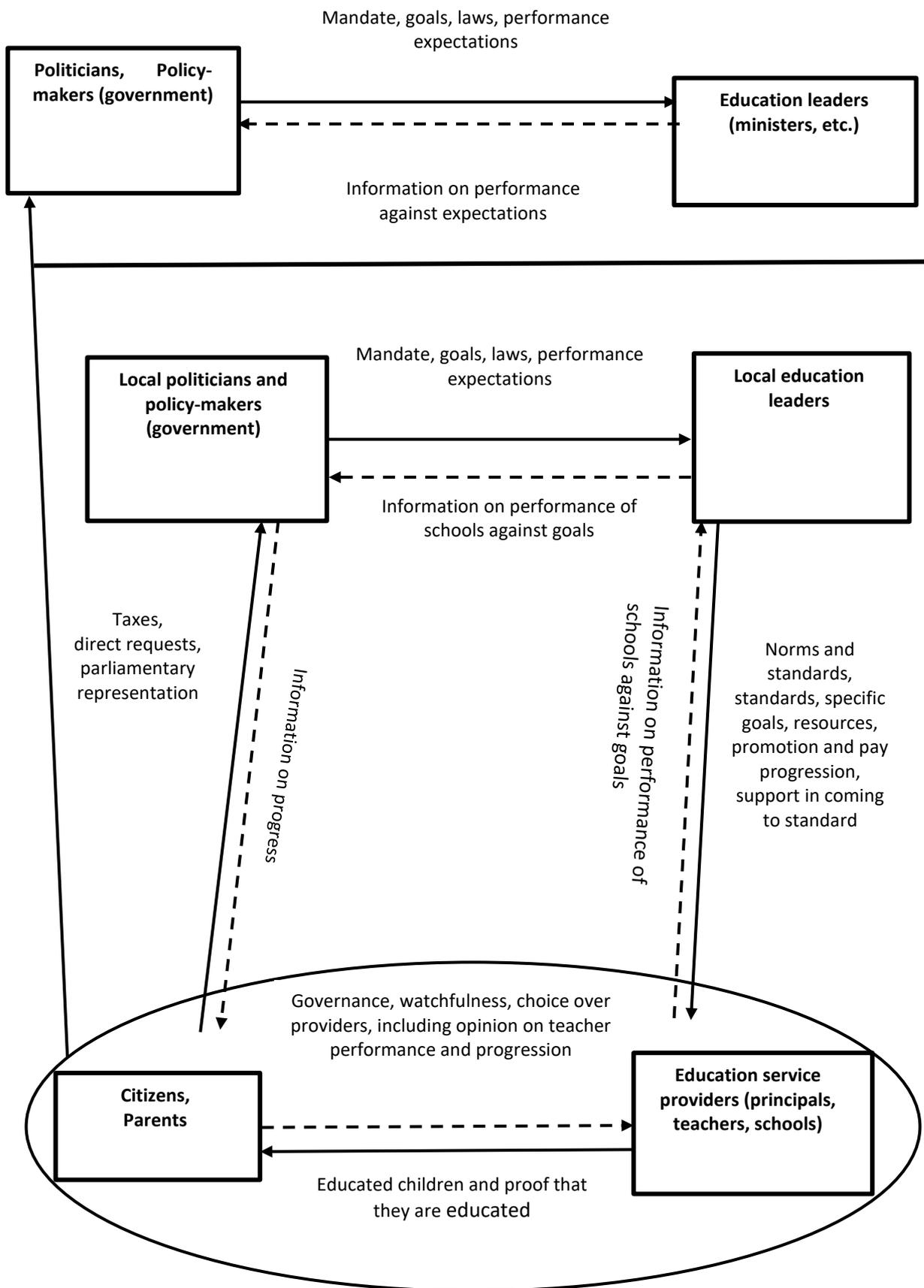


Figure 2.4: Accountability framework under school autonomy (Winkler & Yeo, 2007)

The SBM model (Figure 2.5) created by Pushpanadham (2006), refers to curriculum management, financial management, school governance and human resource management. This model portrays some common features displayed in excellent schools (Sergiovanni, 1984). According to Pushpanadham (2006), the demonstration of these excellent features by schools manifests successful SBM practices.

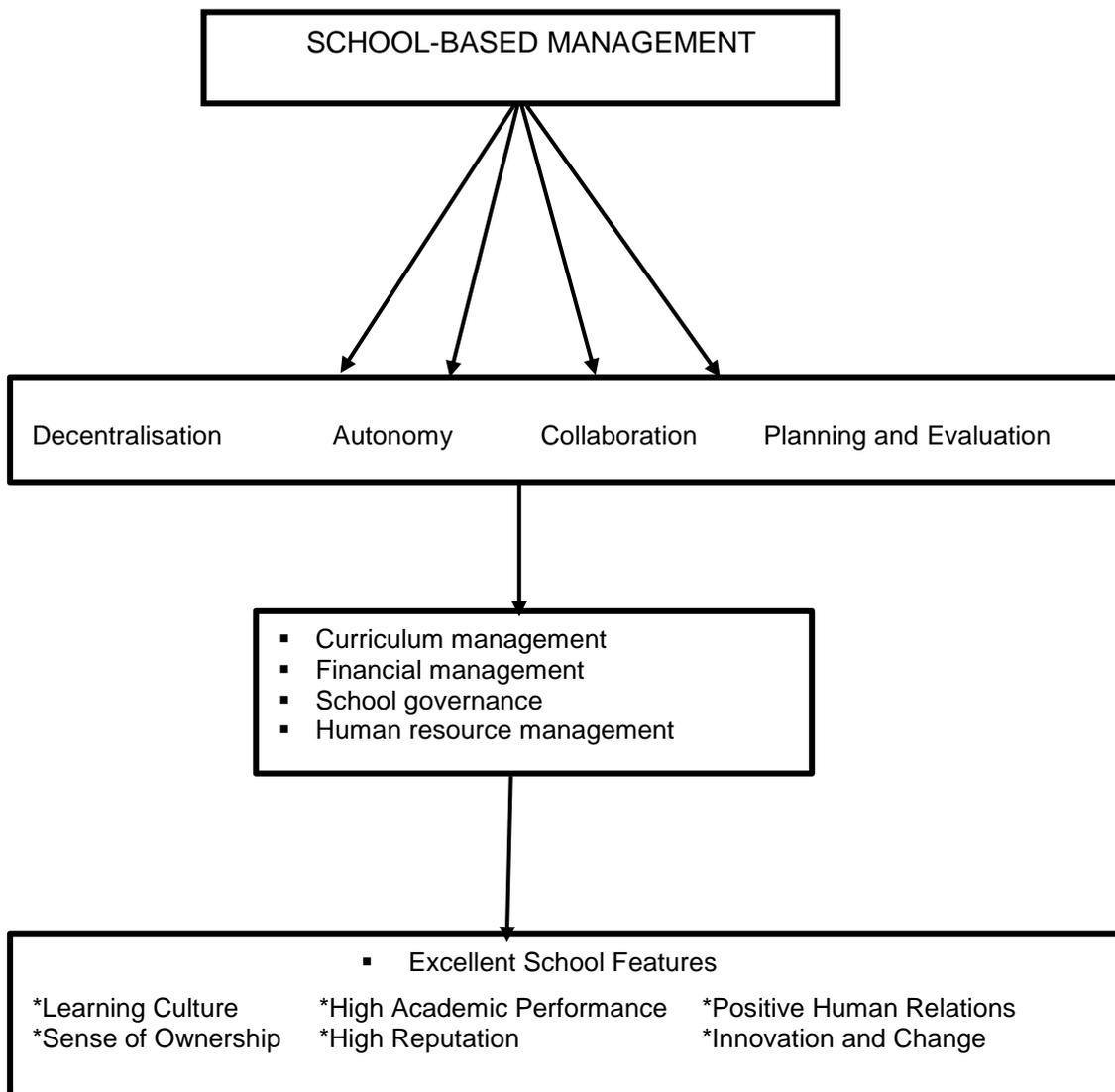


Figure 2.5: School-based management model (Pushpanadham, 2006)

2.8.2 Conceptual Framework for the Study

The conceptual framework for the study (Figure 2.6) derives from the reviewed literature on SBM models and concepts (2.3.1-2.3.4), SBM conceptual framework basis (2.8.1) and research design and methodology especially the adopted social constructivist paradigm (Chapter 3). In the 'World Development Report 2004: Making services work for the poor', The

World Bank (2003) describes three key actors (namely clients, the state and providers). However, the developed conceptual framework expands the number of SBM implementation actors to four (local community clients, the state, organisational providers and school providers), who's interrelatedness have the potential to impact upon the SBM implementation at the individual schools (Winkler & Yeo, 2007). Figure 2.6 displays relationships amongst the major conceptual framework components: 'National', 'Provincial' and 'Secondary School' Education Providers and the 'Local Community Citizens'. The interactions of these four main components are pivotal of achieving the purpose of this study. Figure 2.6 displays the recognition, for my study, of the social constructivist nature inherent in SBM practices. Subsection 3.2 in Chapter 3 presents and describes 'social constructivism' as the research paradigm of choice in this study. The solid and dashed arrowheads display a mutual relationship between each pair of elements in the conceptual framework (Christie, 1992).

Figure 2.6 also shows the interdependence of the four major components in SBM implementation at a school. The World Bank (2003) asserts that the strength of the relationship between each and every pair of these components has a direct impact upon the quality of education service delivery (and hence SBM implementation) at a school. The conceptual framework for the study depicts, in relation to its other components, Quality Outcomes: School Performance and Teaching and Learning Activities.

The key concepts in the conceptual framework for the study are decentralisation, deconcentration, delegation, devolution, autonomy, participation and accountability, as discussed in Subsection 2.7. The conceptual framework places these concepts in critical positions amongst the social interactions during the education service provisioning through the SBM implementation. First, the conceptual framework indicates deconcentration and delegation as critical (without undermining the importance of devolution, autonomy, participation and accountability at this level) for the social interactions that occur along the route of National, Provincial and Secondary School Education Providers. Deconcentration and delegation processes bring education services delivery structures (that is provinces, districts and circuits) closer to secondary schools (Florestal & Cooper, 1997). Again, decentralisation through delegation processes transfers decision-making authority from higher education service delivery structures to those closer to secondary schools (Florestal & Cooper, 1997).

Second, the conceptual framework provides delegation and devolution as critical (without undermining the importance of deconcentration, autonomy, participation and accountability) for the direct transfer of authority and power on decision-making on SBM implementation to Secondary School Education Providers (Florestal & Cooper, 1997; McGinn & Welsh, 1999).

Third, the conceptual framework gives autonomy, participation and accountability as key concepts (again without devaluing deconcentration, delegation and devolution) in SBM implementation within a school (Cheng *et al.* 2016; Cummins, 2012; Mathebula, 2013). Proper application of autonomy, participation and accountability at school level facilitate coherence among all stakeholders (Sergiovanni, 1984). Decentralisation (including its inherent forms) is included in the conceptual framework to path the flow of the devolved power and authority within the bounds of social constructivist epistemology and ontology. In the following subsections, the conceptual framework is discussed according to the specific role players who make up the SBM framework.

2.8.2.1 National education providers

National Education Providers (comprising politicians/policy-makers) directly or indirectly connect with the Local Community Citizens, Secondary School Education Providers and the Provincial Education Providers. My study regards these componential elements of the conceptual framework important in the development of SBM policies as guiding tools for education service delivery. Subsection 2.8 also presents the Local Community Citizens-National Education Providers link that The World Bank (2003:48) coin as “voice-politics accountability” relationship that Komba (2017:5) refers to as “voice relationship”, as important in connecting other education providers with government officials in education service delivery. Sub-subsection 2.3.3 describes how clients’ voices relate to politicians/policy-makers. The national government, represented by the National Minister of DBE, orders both politicians and policy-makers to discharge its legislative, regulatory and rule-making responsibilities with regard to education reform (DBE, 2011a).

Politicians are usually elected or non-elected community members who represent their local communities at the national level (Winkler & Yeo, 2007). Politicians communicate community expectations to policy-makers thereby influencing policymaking on education reform at the national level. Politicians do, therefore establish guidelines for use by policy-makers when developing policies for the implementation of education reform (Komba, 2017).

Figure 2.6 indicates that giving information on [school] performance [feedback] by politicians to their communities is a way of accounting. The National Education Policy Act (NEPA), 27 of 1996, mandates the national Minister of DBE to determine national education policy for the education service delivery in South Africa (ELRC, 2003). Included in the national policy are guidelines for curriculum management, school governance, financial resource management and human resource management (Pushpanadham, 2006). The developed policies that are fundamental to decentralisation are either administrative, fiscal or political policies for shaping

education, restructuring and transformation in a country (Falleti, 2005). Subsection 2.6.1 discusses these fundamental decentralisation policies for inclusion in a national education policy designed for restructuring and transforming service delivery system (for example, national education service delivery system).

The South African Ministry of Education, underpinned by SASA, establishes and legislates SBM as an education approach, for implementation in schools to promote education service delivery (DBE, 2011a). The national DBE, through deconcentration and delegation compacts with Provincial Departments of Education providers to implement the delegated SBM activities in South Africa. I therefore regard deconcentration, delegation, devolution and autonomy as processes for authority transfers within an organisation (2.7.2-2.7.5).

2.8.2.2 Provincial education providers

Provincial Education Providers link with Local Community Citizens, National Education Service Providers and Secondary School Education Providers. Figure 2.6 shows key education providers and their service stations within a province. These are the Member of the Executive Council (MEC), provincial Head of Department (HoD), District Directors (DDs) and Circuit Managers (CMs), who receive the deconcentrated and delegated education tasks from the national government (DBE 2016a). Applicable deconcentrated and delegated tasks on education reform (for example, SBM) permeate 'as is' from the national level through these areas to [secondary] schools (DBE, 2011a; McGinn & Welsh, 1999).

The MEC is the political head and the HoD the professional head in the PED (DBE, 2011a; 2016a). DBE (2016a) adds that the MEC is the executive authority responsible for the organisation of the PED. The MEC also determines the district and school staff establishments within the existing acts and laws (Sephton, 2017). Schools need appropriate individual staff and educator establishments for successful SBM implementation (DBE, 2016a). Veriava (2017:229) states that created post-establishments remain in-appropriate and also do "favour more advantaged schools". Mpungose and Ngwenya (2017:14) assert that these establishments are inclined to "favour the interests of the rich and powerful". This assertion on post-establishments is critical in pursuit of managers' knowledge of SBM practices through this study.

The HoD is responsible for ensuring progressive district and circuit organisation, staffing and resourcing for these organisations to achieve the provincial and national education goals (DBE, 2016a). The HoD allocates post-establishments to schools only after the MEC has created the provincial post-establishments (Sephton, 2017). The strength of the creation and allocation of post-establishments is in their collaborative nature which recognises staff unions

in the education sector (Sephton, 2017). Collaboration is inherent in participatory and deliberative democratic decision-making in SBM practices (Farah, 2013). The HoD also delegates some functions under curriculum management, human resource management, school governance and financial management to DDs for them to make quick decisions and execute their mandates efficiently in giving support to circuits and [secondary] schools (DBE, 2016a).

Figure 2.6 includes Education Districts and Circuits as areas for education delivery in a province. The DBE (2016a) points out that the MEC deconcentrates a provincial education area into Education Districts (the first level of administration) and Circuits (the second level of administration) for administrative progress. DDs and CMs lead and manage district and circuit offices respectively (DBE, 2016a). Both districts and circuits are positioned to give support to schools and facilitate school planning, public-engagement by schools and accounting relationship with schools (DBE, 2016a). The overall picture depicted in the conceptual framework is that National and Provincial Education Providers support school governance and professional management at secondary schools in line with NEPA and SASA prescripts and tools.

The developed conceptual framework portrays Provincial Education Providers as recipients of the education expectations from the Local Community Citizens for incorporation into their education plans. There is also a flow of information on education reform (SBM) performance from Provincial Education Providers to National Education Providers and the Local Community Citizens. This feedback fosters “participatory and deliberative” (Železnik, 2017:123) decisions with the potential to enhance SBM practices. Participatory and deliberative decision-making processes improve the existing democratic regime in practice by opening up spaces for the inclusion of various interests (Carpentier, 2012; Železnik, 2017).

2.8.2.3 Local community citizens

Local Community Citizens or Local Community Education Providers relate with three conceptual framework elements: National Education Providers, Provincial Education Providers and Secondary School Education Providers. These connections spell out Local Community Citizens-National Education Providers, Local Community Citizens-Provincial Education Providers and Local Community Citizens-Secondary School Education Providers partnership relationships that impact upon SBM practices at the secondary schools. Local Community Citizens comprise parents of learners at a secondary school (designated as ‘Parents’) and other community members (designated as ‘Others’) in the conceptual framework of this study (DBE, 2011a; ELRC, 2003). In this study, other community members comprise community leaders, members of non-government organisations and local political

formations, educator union members, adults (excluding parents of learners) and learners in the community.

The Local Community Citizens identify, set and communicate the local education expectations in collaboration with secondary schools to National Education Providers (through their representative politicians) and Provincial Education Providers (through the MEC) (DBE, 2016a; ELRC, 2003). The Local Community Citizens also assist the [secondary] schools in developing their visions, missions and school promotion plans (Mpungose & Ngwenya, 2017). Areas targeted in promoting plans for SBM practices are curriculum management, financial management, school governance and human resource management (Pushpanadham, 2006). Komba (2017) states that the Local Community Citizens, through the 'voice' route could hold both the National and Provincial Education Providers accountable for school underperformance. Furthermore, proper engagement of the Local Community Citizens has been a tool used by schools, for transferring values such as personal responsibility and respect for self and others to their learners (RSA, 2012b). The World Bank (2003) remarks that in public service delivery, the partnerships Local Community Citizens-National Education Providers, Local Community Citizens-Provincial Education Providers and Local Community Citizens-Secondary School Education Providers are often weak and thus need strengthening. This weakness is associated with weak principal leadership that manifests in school underperformance (Mpungose & Ngwenya, 2017). Consequently, The World Bank (2003) suggests 'strengthening' of the Local Community Citizens-Provincial Education Providers and Local Community Citizens-Secondary School Education Providers connections, through proper training, to promote school performance and learner outcomes through SBM implementation.

2.8.2.4 Secondary school education providers

Two categories of SBM implementation relationships (external and internal) under the Secondary School Service Providers are represented in Figure 2.6. External education providers support the SBM implementation in terms of policy provisioning and training. For example, National Education Providers (2.8.2.2-2.8.2.3) legislate decentralisation (deconcentration, devolution and delegation) laws and establish policies in support of the SBM implementation by Secondary School Providers (DBE, 2011a; 2016a). The Local Community Citizens assist schools in determining their visions, missions and expectations on school performance and learner achievements (Mpungose & Ngwenya, 2017).

Internal education providers, constituting the school community, are the actual SBM implementers. Within the South African context, a secondary school community consists of school managers, educators, learners and the SGB (comprising elected parents, educators,

non-teaching staff, learners in the RCL and co-opted members) (RSA, 2007). These are the constituents of a school community that collaboratively give support, as directed by their school policies and performance promotion plans, to the SBM practice implementation (Bandur, 2012a; Botha, 2006). SGBs (in school governance) are responsible for the recommendation of staff appointments, financial management and infrastructural provisioning and management, thereby supporting SBM implementation in terms of resources (Botha, 2012a).

School managers (in professional management) lead and co-ordinate curriculum management and human resource management activities targeting school excellence through the promotion of SBM implementation features such as teaching and learning culture, teaching and learning climate, teamwork, professionalism, educator professionalism and ethical behaviour (Msila, 2014). Secondary school principals remain principal actors in carrying all the responsibilities for the SBM failures and successes. For example, Mpungose and Ngwenya (2017:5) posit that “very often parents and local community members” say that poor leadership of the principals has a direct bearing upon schools’ underperformance. Implying that strong principal leadership is required for fostering quality school performance and learner outcomes through SBM.

A school principal, who is strong in leadership, builds a school culture that includes “values, symbols, and beliefs” with stakeholders committed to working together towards a shared organisational vision supporting management activities (curriculum, financial, resource and human) (Sergiovanni, 1984:9). This school culture is usually demonstrated in teaching and learning areas (usually the classrooms) where educators and learners are the main actors in curriculum activities. Figure 2.6 displays three groups of actors (SGB, school managers and educators and learners) expected to work together towards a common goal that ultimately breeds quality outcomes of school performance and teaching and learning through SBM implementation.

The constructed conceptual framework for this study incorporates professional management (that is curriculum management and human resource management) and school governance (financial management, physical resource management) (Pushpanadham, 2006). It also shows accountability relationships during which SBM implementation actors hold each other accountable for their schools’ failures or successes (Barrera-Osorio *et al.*, 2009). Winkler and Yeo (2007) state that clients or education beneficiaries and education service providers at each area of the education service delivery, should freely hold each other accountable for the poor system performance.

This conceptual framework is helpful in this study in six critical ways. It facilitates identification of appropriate research approach, paradigm, epistemology, ontology and methods for generating, analysing and interpreting the generated data. It limits the methodological procedures aimed at the realisation of the research questions to the social constructivist approaches to data generation, analysis and interpretation in this study. It categorises actors in education service delivery through SBM under National Education Providers, Provincial Education Providers, Secondary School Education Providers and Local Community Citizens). The constructed conceptual framework shows that decentralisation of decision-making authority originates from higher educational levels, namely national and provincial DBE to the public-school level, particularly with DBE-legislated SBM reform, compelling all public schools to implement it (Botha, 2007). The integration of the conceptual framework with the SBM information gathered from the literature review and the research findings will direct and shape the compilation of the constituents of an SBM practice model which may enhance secondary school performance in the Limpopo Province. Finally, it guides the compilation of recommendations and future research areas in SBM practice thereby affirming the assertion that conceptual frameworks also dictate possible future research areas with respect to the researched phenomenon (Imenda, 2014).

2.9 CONCLUSION

This chapter concentrated on reviewing SBM literature focusing on SBM definitions, models, objectives and successes as well as implementation. Additionally, it presented the chosen theories that underpin this research on managers' experiences of SBM at secondary schools. The final subsection 2.8 presented and described the conceptual framework developed for the study. This conceptual framework guided the organisation and structuring of Chapters 3, 4 and 5 (that is, methodology and methods, findings presentation and discussion of the findings chapters respectively).

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

Chapter 2 discussed the review of the literature resulting in the development of a conceptual framework for this study. This conceptual framework portrayed social interactions amongst education service providers at national, provincial, secondary school and local community levels within the South African education system. These social interactions exposed school managers to vital experiences on SBM practices at secondary schools in the Limpopo Province. It was therefore imperative in this chapter to prepare a plan needed to guide this research. Booth *et al.* (2008) assert that a research plan helps researchers prepare and conduct their research.

Within this context, this chapter looked first at choosing and describing a research paradigm and fundamentals (3.2) suitable for this study. Then the chapter presented the research approach (3.3) associated with the chosen paradigm and philosophical beliefs for this study. Subsection 3.4 discussed the research methodology and design necessary to direct and spell out procedures followed in the study. Furthermore, this chapter presented trustworthiness and methodological norms of the inquiry (3.5), researcher reflexivity (3.6) and ethical considerations (3.7).

3.2 RESEARCH PARADIGM AND FUNDAMENTAL BELIEFS

A research paradigm is a set of axioms or fundamental beliefs or metaphysics through which worldviews and knowledge about a researched phenomenon are socially constructed and interpreted (Chilisa *et al.*, 2016; Jaworsky, 2019; Rehman & Alharthi, 2016). Researchers engage paradigms to decide upon the content of their research within certain “philosophical orientations” that would dictate their study worldviews and making sense of their produced data (Kivunja & Kuyini, 2017:26). In this qualitative research, the research content includes, for example, research approach, methodology and design and construction of meaning from the gathered data. Therefore, I situated my study on SBM practices within one of the contemporary education paradigms. Rehman and Alharthi (2016) enumerate three major paradigms as: positivism, interpretivism/social constructivism and critical paradigms. This study identified elements or fundamental beliefs of a paradigm as ontology, epistemology, axiology and methodology (Chilisa *et al.*, 2016; Jaworsky, 2019)). In the next paragraphs, I

described each of these paradigms and that of paradigmatic elements in Subsections 3.2.1 through 3.2.4.

Rahman (2017:102) states that positivism maintains that the componential make-up of a reality in “the social world” is a product of concrete and absolute parts that can be objectively quantified. Therefore, positivism “regards the world as made up of observable, measurable facts” (Cypress, 2017:256). Positivism is often referred to as the scientific paradigm or scientific method that is “prescriptive about how to practise science” (Makombe, 2017:3369). Advocates of positivism are staunch believers of the existence of “absolute truth out there, whether human beings are conscious of it or not, meaning exists on its own” (Uzun, 2016:837). This implies that positivists maintain that researchers are there to discover that absolute truth without consideration of informants’ perspective of the researched. In contrast, the interpretivism/social constructivism paradigm understands “the world” and interpretation thereof from the participant’s perspective rather than that of the researcher (Ponelis, 2015:538). In brief, interpretivism/social constructivism maintains that “reality is constructed by human consciousness” producing multiple realities that are as many as participants (Uzun, 2016:838).

Kivunja and Kuyini (2017:35) posit that central to the critical paradigm is “social justice” where the pursued studies turn to work on those “political, social and economic issues” impacting negatively upon people’s lives. Advocates of the critical paradigm conduct research on peoples’ emancipation through “social, political, and cultural” transformation for the betterment of their lives (Shah & Al-Bargi, 2013:259). This inclination towards social justice associates the critical paradigm with a relativist ontology and subjective epistemology (Rehman & Alharthi, 2016).

Based on paradigmatic descriptions above, I therefore situated my study on SBM practices within a social constructivist paradigm through which constructed multiple realities of SBM practices at secondary schools in the Limpopo Province were brought to light (Makombe, 2017). Creswell (2014) states that the (social) constructivist belief is that human beings interactively apply their minds in making sense of what they perceive. The adoption of the social constructivist beliefs involved valuing of the roles played by both the participants and myself in this inquiry. The participants had a pivotal interactive relationship/s with the SBM practices, thereby socially constructing and reconstructing the meaning of these practices within their social environment (namely selected secondary schools) (Churcher, Downs & Tewksbury, 2014).

Within the social constructivist positioning of this study, I assumed that study participants socially shared and negotiated with fellow education service providers their experiences of SBM practices at their secondary schools (Creswell, 2014). Therefore, I aligned this study with the view that participants co-created reality, co-constructed knowledge and accrued experiences (the nature and meaning) of the SBM practices with their fellow education providers at the sampled secondary schools (Kivunja & Kuyini, 2017). Hence, the study outcomes were products of human engagement through sharing, collaboration and negotiations on SBM issues. As previously discussed, the elements or fundamental beliefs of the paradigm of this study consisted of ontology (3.2.1), epistemology (3.2.2), axiology (3.2.3) and methodology (3.2.4) all of which are briefly discussed below.

3.2.1 Ontology

In this study, ontology meant speaking of “the existence of things, objects and experiences” in the world or universe (Tai & Ajjawi, 2016:176). This description of ontology evoked the question of whether the perceived things in the world do really exist (Tai & Ajjawi, 2016). Within this understanding, this study adopted a relativist ontology as a base for describing the reality or being of SBM practices at the sampled secondary schools in the Limpopo Province. I adopted relativist ontology to view the construction of reality of SBM from the insider’s or ‘emic’ perspective (Scotland, 2012). This bred “multiple realities” of SBM practices from the respondents’ perspective (Gray, 2014:19).

Ontologically the reality or being of SBM practices was the multiple and inter-subjective social constructs founded upon the respondents’ interactions with fellow education service providers (Stout, 2013). Hence, this study regarded SBM practices as the multiple and inter-subjective human constructs distanced from absolute truth (Chilisa *et al.*, 2016). These multiple and subjective real worldviews of SBM practices were important in describing the ontological and epistemological relationships between participants with the researched phenomenon (Biddle & Schafft, 2014). Here the ontological perspective pertained to “the reality of the world” and the epistemological perspective pertains to “knowledge and meaning of that world” (Jackson, 2013:55). In this study, context-bound SBM practices and their related manifestations at secondary schools were thus social constructivist products from the participants’ perspectives (Kivunja & Kuyini, 2017). The adoption of the relativist ontology informed construction of the subjective epistemological assumptions in this study (Rehman & Alharthi, 2016).

3.2.2 Epistemology

Kivunja and Kuyini (2017:27) contend that “epistemology is concerned with the very bases of knowledge - its nature and forms and how it can be acquired and how it can be communicated to other human beings”. In this study, epistemology was necessary to guide me on how to make sense of the generated data from the participating school managers’ experiences of SBM practices at secondary schools in the Limpopo Province within the social context (Kivunja & Kuyini, 2017). In this context, I found it appropriate to align epistemology with my relativist ontology. This implied that the relativist stance influenced the choice for an appropriate epistemology (Rehman & Alharti, 2016). I therefore adopted a (social) constructivist epistemology that concerned itself with subjective knowledge making and interpretation (Antwi & Hamza, 2015).

The epistemological positioning raised the notion that individual SBM leaders and managers constructed knowledge and meaning about the studied phenomenon within unique social contexts, thereby producing multiple interpretations of SBM practices at the studied secondary schools (Rehman & Alharti, 2016). Basic categories of being and existence or the standards have been available for school leaders and managers to construct own worldviews of SBM (Day & Sammons, 2017). Basic categories of being and existence for SBM practices were the degree of stakeholder participation, accountability and autonomy demonstrated at SBM schools (Mestry, 2017). These standards had established an environment within which SBM practices could be benchmarked at each sampled secondary school.

3.2.3 Axiology

Chilisa *et al.* (2016:319) asserts that “axiology refers to the nature of values and focuses on the question of what we value”. Kivunja and Kuyini (2017:28) say that axiology “considers what value we shall attribute to the different aspects of our research, the participants, the data and the audience to which we shall report the results of our research”. Clearly, [balanced] axiology refers to “ethical issues” that a researcher upholds during the planning and execution of his/her research (Kivunja & Kuyini, 2017:28). Therefore, I respected and valued the participants’ voices and human rights. Subsections 3.6 (researcher reflexivity) and 3.7 (ethical considerations) made reference to my axiological positioning throughout this study.

3.2.4 Methodology

Kennedy (2016:1369) states that “methodology is based upon the researcher’s world view; how the researcher defines his ontology, epistemology and axiology”. Kivunja and Kuyini

(2017:28) describe methodology as a broad term that is used to “articulates the logic and flow of the systematic processes followed in conducting a research project, so as to gain knowledge about a research problem”. In this study, I considered the systematic processes to include amongst others sampling, data generation, data analysis, making and mitigating or minimising study assumptions and limitations, research design and research approach selection (Kivunja & Kuyini, 2017). Functionally, these systematic research processes were valuable on how to “discover more about reality” and knowledge of SBM practices at secondary schools in the Limpopo Province (Jaworsky, 2019:4). Subsections 3.3 and 3.4 respectively presented the research approach, methodology and design for this study.

3.3 RESEARCH APPROACH

A social constructivist paradigm, as described in Subsection 3.2, underpinned this study. This paradigmatic positioning, together with the nature of the research problem and the purpose statement, influenced my choice for the research approach. “A research approach is a plan of action that gives direction to conduct research systematically and efficiently” (Mohajan, 2017:2). Grover (2015:5) gives three mostly applied and “independent approaches” as: quantitative, qualitative and mixed methods. Additionally, Rehman and Alharthi (2016) describe the fourth equally important research approach: the critical theory. However, I chose the research approach for this study from the list: quantitative, qualitative and mixed methods. I presented respectively each of these research approaches in the following paragraphs.

The quantitative approach deals with objective reality and deduction-based knowledge creation that is free of human influence (Kivunja & Kuyini, 2017). I considered this approach as purely a positivist way of looking at worldviews and knowledge generation that would contradict the nature of the research problem and purpose statement of this study. The qualitative research approach is concerned with subjective reality and inductive knowledge generation (Makombe, 2017; Rehman & Alharthi, 2016). Mixed Methods is pragmatic by employing both quantitative and qualitative methods in a single research. Consequently, the mixed methods approach is an objective-subjective approach that is helpful in generating, analysing, interpreting and reporting statistical and textual data in a single research (Grover, 2015). These descriptions of the three research approaches (Grover, 2015) were helpful in choosing a qualitative research approach for conducting this explorative project. In this study, the strength of qualitative research approach is its facilitation of the exploration on managers’ experiences of SBM practices from the participant perspective.

In choosing a qualitative research approach, I (the researcher) became inseparable from all the research actions: data generation, analysis and interpretation and therefore played the role of the main instrument that finally reported the findings of this study from the 'emic' position (Makombe, 2017). Therefore, through the qualitative research approach, my study revealed participants' experiences of SBM practices at the sampled secondary schools from their perspective and within their context (Antwi & Hamza, 2015). A qualitative research approach, through the engaged research methodology and design, brought to light the understanding and expression of SBM practices, as realised and interpreted by the respondents.

3.4 RESEARCH METHODOLOGY AND DESIGN

Rajasekar, Philominathan and Chinnathambi (2013:5) briefly state that "research methodology is a systematic way to solve a problem". Mohajan (2017:1) asserts that research methodology "provides the principles for organizing, planning, designing and conducting research". Melnikovas (2018:33) adds that research methodology development begins with the "delineation of the main philosophy, choosing approaches, methods and strategies as well as defining time horizons, which altogether take the research logic to the research design and main techniques and procedures of data generation". The philosophical orientation in a study, for example, the exploration of managers' experiences of SBM practices at secondary schools in the Limpopo Province, thus dictated the choice of a research methodology from the available methodologies.

Kivunja and Kuyini (2017:36-38) list available "research methodologies suited for use in each of the paradigms: positivism, interpretivism/social constructivism, mixed methods/pragmatic and critical theory". Describing each of such research methodologies is beyond the scope of this study. Therefore, I focussed on qualitative case study methodology and design in the interpretivist/social constructivist category to allow generation and interpretation of socially developed and constantly evolving "reality with subsequent relative and subjective knowledge and facts of SBM practices" (Melnikovas, 2018:35).

In the subsequent sections, I described the case study methodology (3.4.1) and case study design (3.4.2) followed by case study methods (3.4.3) all needed for answering the research questions and also realising the study purpose.

3.4.1 Case Study Methodology

This section described the concept 'case study' followed by case study methodology, as given by some scholars of research methodologies. Yazan (2015:134) points out that different viewpoints of "case study" can be described along two extreme points on a continuum. For example, Miles (2015:311) explains that "a case study provides context-dependent knowledge and accounts of practice that are drawn together from the voices, actions, interactions and creations of the carriers of practice in a site". The foregoing quotation strengthens the belief in this study that the gathered managers' experiences of SBM practices were context-dependent constructions of participants' voices, actions, interactions and creations at their secondary schools. Within this understanding, I believed that multiple managers' experiential constructions of SBM practices could be found at the sampled secondary schools. I also believed that the use of a case study in this research would provide an in-depth understanding of SBM practices and therefore would yield empirically-gathered managers' experiences of the studied phenomenon (Dresch, Lacerda & Miguel, 2015).

Exploring study participants' perspectives of SBM practices at secondary schools in the Limpopo Province, therefore required an engagement of a case study methodology for understanding the studied phenomenon within its natural setting (Lucas, Fleming & Bhosale, 2018). The case study methodology allowed for flexibility in terms of applicable research questions and data generation methods (Pearson, Albon & Hubball, 2015; Ponelis, 2015). The demonstration of this flexibility becomes evident when I use in this study various techniques at hand for generating, analysing, interpreting and presenting data (Lucas *et al.*, 2018) and in this study, the methodological flexibility associated with case study methodology is illustrated in Figure 3.1.

3.4.2 Case Study Design

Contemporary research literature presents the following common qualitative study design types: narrative, phenomenology, ethnography, grounded theory and case study (Astalin, 2013). From these qualitative study designs, a qualitative case study design (hereafter referred to as case study design) was deemed appropriate to answer the sub-research questions and finally, the main research question of this study. A case study design guided study plans and procedures during the data generation, analysis, interpretation and reporting through an "interactive model" (Maxwell, 2008:215). Types of case study designs, including single and multiple designs, have been of use to qualitative researchers (Yazan, 2015; Vu & Feinstein, 2017; Yin, 2012). In this exploratory study, I engaged a multiple case study design to explore respondents' perceptions of the SBM practices, as earmarked in the research. In

the following sections, answering research questions (3.4.2.1) in brief, the unit of analysis/the case (3.4.2.2) and then a multiple case study design (3.4.2.3) were discussed.

3.4.2.1 Answering research questions

The research questions, presented in Chapter 1 of this study, are according to Kross and Giust (2019) and Neri de Souza *et al.* (2016) interrelated with research methods and all procedures in this qualitative research. For example, Kross and Giust (2019:26) point out that research questions are “found embedded in the problem and purpose of the given research in the introduction, description and analysis of results”. Therefore, how this qualitative research was conducted from planning through all stages to interpretation (as in the research design) had the potential to influence the realisation of its research questions (Zimmerman, 2010). The multiple case study design for the study (Figure 3.1) gave the relationship between research questions and all research processes.

In this study, the main research question is: *What are managers’ experiences of SBM practices at secondary schools in the Limpopo Province?* Corresponding to the main research question are six sub-research questions (Table 3.1). The realisation of these six sub-research questions determined that of the main research question, that is, to answer the main research question I had to satisfactorily answer each of the six sub-research questions.

Table 3.1: Research questions for the study

Main Research Question	Sub-research Questions
What are managers’ experiences of SBM practices at secondary schools in the Limpopo Province?	What challenges SBM practices at secondary schools in the Limpopo Province?
	How can challenges on SBM practices at secondary schools in the Limpopo be addressed?
	What successes associate with SBM practices at secondary schools in the Limpopo Province?
	What decision-making processes can promote SBM practices at secondary schools in the Limpopo Province?
	What are the requirements for promoting SBM practices at secondary schools in the Limpopo Province require?
	What constitutes an SBM practice model for secondary schools in the Limpopo Province?

The first sub-research question was: *What challenges SBM practices at secondary schools in the Limpopo Province?* Answering this question required responses from each individual participant to the open-ended semi-structured interview questions and follow-up questions (probes). Conducting within-case analysis and cross-case analysis aided comparison and

integration of findings corresponding to this first sub-research question. In Figure 3.1, vertical and horizontal double arrowheads, in the data analysis rectangle, portrayed within-case and cross-case analytic processes, respectively. These comparison and integration processes coupled with the application of the interpretation of empathy produced answers to the first sub-research question. I repeated the same technique for answering each of the remaining five sub-research questions.

3.4.2.2 The unit of analysis

Creswell (2014:10) asserts that the unit of analysis is important during data analysis “as a means to data reduction” in an inquiry. Khan (2014:228) emphasises that the unit of analysis is “the most important part” of an inquiry. Ponelis (2015:539) describes the relation between the unit of analysis and case in the phrase “a unit of analysis is the basis of a case” in a study. Baškarada (2014:5) adds that “the unit of analysis defines what the case is”. But, Yazan (2015) has observed that case methodologists seem to define or describe ‘case’ differently. According to Yazan (2015), ‘case’ definitions often refer to the concept of boundary or boundaries, whether clear or unclear. Gaya and Smith (2016:533) describe a “case as a unit, entity or phenomenon with defined boundaries that the researcher can demarcate or fence in and therefore, determine what will or will not be studied”. Baxter and Jack (2008) consider the case and the unit of analysis in research as one and the same thing. Equally, descriptions of the unit of analysis and case by some methodologists show that these two concepts are interchangeable (Baškarada, 2014; Kumar, 2018; Ponelis, 2015). Based on the aforementioned descriptions and explanations by qualitative methodologists, I drew a conclusion that a unit of analysis and a case are interchangeable concepts.

As a result, the cases/the units of analysis in this explorative case study research were managers (APM2-WHM2) where SBM was practised. Hence, I identified managers (that is principals, deputy principals and a departmental head) as the unit of analysis. I believe that managers, “as unit of analysis, could provide insight into problems” related to SBM practices at the selected secondary schools (Kumar, 2018:72). Furthermore, managers (subjects) were very useful in the success of SBM practices because their information and experiences would disclose important facts” (Kumar, 2018:73). The identified unit of analysis was therefore important in guiding the analytic and interpretative processes on managers’ experiences of SBM practices (Yin, 2012).

3.4.2.3 Multiple case study design

A multiple case study was adopted for this explorative project and is presented in Figure 3.1. The main elements of this multiple case study design were topic, study orientations, literature

review, research problem, purpose and questions, definitions and descriptions, sampling, data generation, data analysis, interpretations and presentation/reporting. In Figure 3.1, the solid double arrow-heads reflect the flexibility associated with case study methodology. This flexibility showed that procedures associated with the design might be reviewed as the study unfolded. The broken double arrows manifest the continued data analysis across cases, from APM2 through WHM2, until the point of saturation.

Mohajan (2018:12) briefly differentiates single/singular case studies from multiple case studies as in: “when examining one case, we refer to a singular case study and a multiple case study is used to describe a study examining several cases”. Within this understanding, the designed multiple case study design, was prepared for studying more than one case, implying that data were to be generated from multiple cases, which were secondary school managers at the chosen secondary schools. Vohra (2014:55) maintains that multiple case study designs have been used to “produce detailed descriptions” of the studied phenomenon. In this study, I believed that the designed multiple case study design, underpinned by the social constructivist paradigm, had the appropriate potential to assist me in gathering the desired managers’ perceptions of SBM practices at secondary schools in the Limpopo Province. Furthermore, the developed multiple case study design was necessary to qualitatively generate textual data on the SBM practices at secondary schools in the Limpopo Province “across sites and scales” (Bartlett & Vavrus, 2017:8). I therefore engaged the multiple case study design to generate managers’ experiences of SBM practices at the secondary school environments.

The engaged qualitative case study design assisted in unravelling the social, political and contextual meanings and understandings of the SBM practices at each selected secondary schools (Ridder, 2017; Vohra, 2014). Implying that the engaged qualitative case study design facilitated the finding of various meanings and understanding of SBM from “a diverse set of organisational contexts” Vohra (2014:56). This was helpful in getting to understand more about SBM practices within and across the sampled secondary schools using individual face-to-face semi-structured interviews. Baxter and Jack (2008:548) assert that “a multiple case study enables the researcher to explore differences within and between cases” thereby facilitating replication of findings (that is dependability) across cases. Ridder (2017:282) states that the “potential advantages of multiple case study research are seen in cross-case analysis within which systematic comparison reveals similarities and differences and how they affect findings. Consequently, a host of managers’ experiences of SBM practices at secondary schools were generated in this study (cf. 4.2.1-4.2.8).

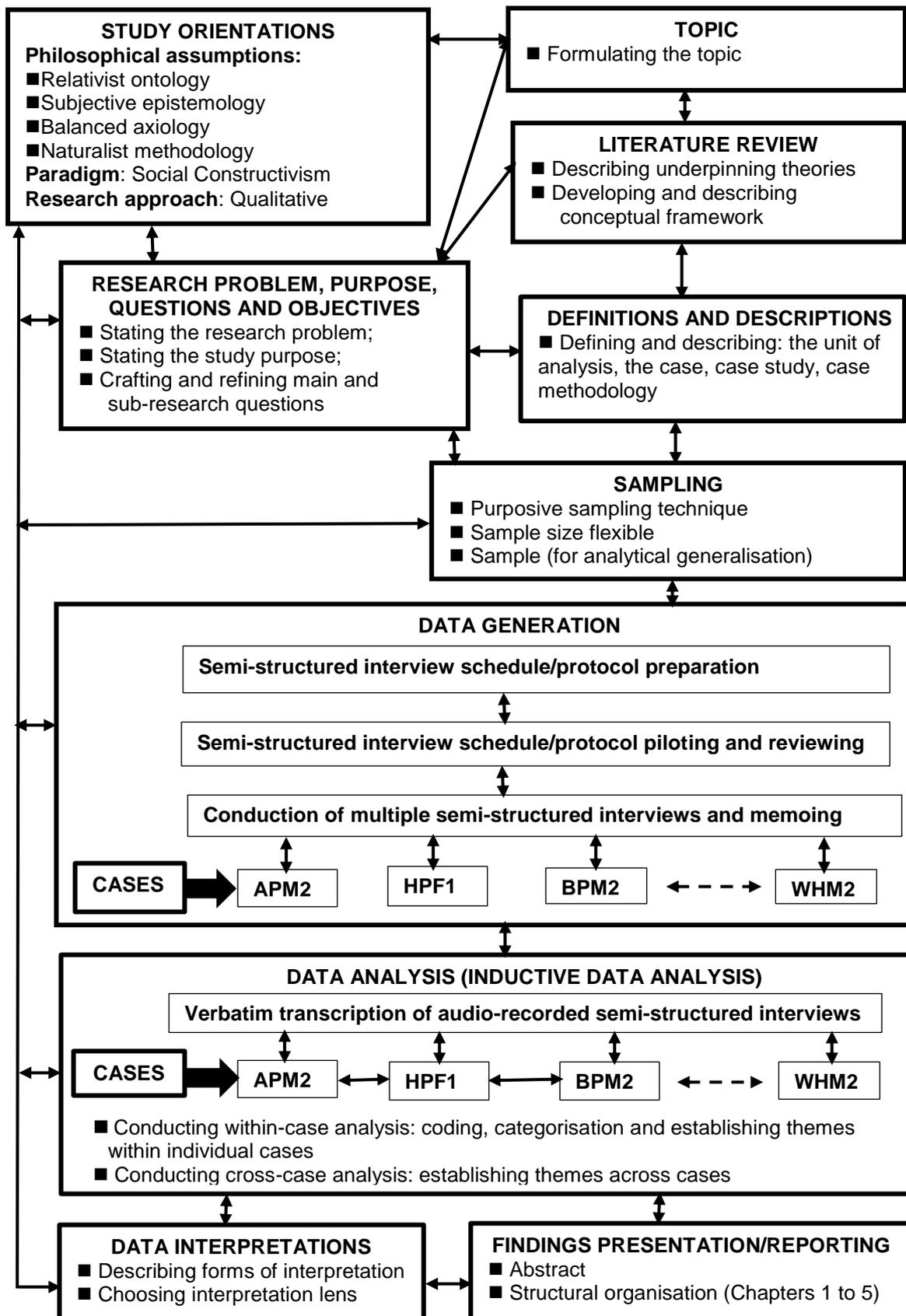


Figure 3.1: A multiple case study design for the study (Adapted from Baškarada, 2014; Melnikovas, 2018; Kumar, 2018)

3.4.3 Case Study Methods

In this study, case study methods dealt with a set of procedures or techniques related and guided by the adopted case study methodology and design that were grounded in social constructivist paradigm. Petty, Thomson and Stew (2012) testify that a specific research methodology is there to guide these procedures or techniques when data are being gathered, analysed and interpreted within a given context. Applicable methods for this undertaking were described in the following research processes: sampling for the study (3.4.3.1), data generation (3.4.3.2), data analysis (3.4.3.3), data interpretation (3.4.3.4), analytic memo writing (3.4.3.5) and research report (3.4.3.6).

3.4.3.1 Sampling for the study

The group of secondary schools earmarked for the study targeting managers' experiences of SBM practices were sampled from a population or universe of secondary schools in the Limpopo Province. In Chapter 2, it was reported there that all public schools in South Africa (including Limpopo Province) are obliged to employ SBM in their day-to-day school activities (Botha, 2007). Therefore, selection or sampling of participants targeted all public secondary schools (the universe or population) in the Limpopo Province. Furthermore, I applied purposive sampling to choose study sites where skilled and adequately informed school managers about SBM practices at secondary schools in the Limpopo Province were found (Etikan, Musa & Alkassim, 2016).

Purposive sampling was engaged to bring forward information from experienced and knowledgeable school managers about SBM practices at those selected sites (Sparks, 2014), to achieve "analytical representation" for qualitative research but not statistical representation (as in quantitative research) (Gentles, Charles, Ploeg & McKibbin, 2015:1775). Through purposive sampling, I reduced the larger population of secondary schools to a smaller group of study sites (sample frame) (Gentles *et al.*, 2015). Furthermore, I subjected the created smaller group of potential sites to maximum variation approach under purposive sampling to select the sample for this study (Etikan *et al.*, 2016; Moser & Korstjens, 2018).

Maximum variation sampling method engaged socio-economic and academic performance dimensions or characteristics to maximise variation/heterogeneity across the studied sample (Suri, 2011). I expressed socio-economic dimensions in quintiles and quality academic performance in Bachelor qualification under Grade 12 NSC. McLaren (2017), Mestry (2017) and Naicker *et al.* (2016) point out that the South African schooling system classifies public ordinary schools into socio-economic indicators or quintiles. The DBE uses quintile rankings

or indicators ranging from one to five to describe the socio-economic statuses of local school communities (Mestry & Ndhlovu, 2014). Quintile one signifies the poorest of the poor and quintile five the least of poor communities (McLaren, 2017; Mestry, 2017). The heterogeneously selected sample ranged from quintile one to two secondary schools. This sampling size determination limited the sampled secondary schools to those that were on average situated in the poorest of the poor communities in the Limpopo Province.

Qualitative methodologists allude to saturation as a tool for promoting quality and determining sample size in a qualitative research (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Burroughs & Jinks, 2018; Sebele-Mpofu, 2020). No matter how essential saturation is to a qualitative research, it has remained controversial and debated within qualitative methodology (Sebele-Mpofu, 2020). This situation has evoked the development of saturation forms or models necessary for aiding qualitative researchers to enhance quality of their works and estimate final sample sizes in their studies. Contemporarily, these saturation forms are: theoretical saturation, inductive thematic saturation, priori thematic saturation, data saturation and meaning saturation (Table 3.2).

Table 3.2: Saturation forms (Adapted from Saunders et al., 2018; Sebele-Mpofu, 2020)

Form/model	Explanation	Principal target
Theoretical Saturation	Describes the generation of theoretical or conceptual categories as guided by grounded theory. Relates to when are the concepts or dimensions of a theory are fully reflected in the data.	Sampling and analysis
Inductive thematic saturation	The point where no new codes and/or themes are emerging from the data	Analysis and sampling
Priori thematic saturation	Hinges on the extent to which the determined codes or themes epitomise or illustrate the data.	Analysis and sampling
Data saturation	Explicates the level to which new data repeats what was expressed in previous data (data replication)	Data collection and analysis
Meaning saturation	Relates to the quality of data, “richness and thickness” when no additional information from the data emerges. Quality, deep, detailed and relevant data has been gathered.	Throughout the research process (Planning, data collection and analysis)

I have noticed that these saturation forms, important as they are, have been developed without clear delineation thereby compounding the ‘saturation’ controversy (Sebele-Mpofu, 2020). Thus, choosing relevant saturation for a given qualitative study becomes problematic.

Nevertheless, I found despite its shortcomings, inductive thematic saturation appropriate specifically for analysis within my study where codes and themes emerged inductively from the generated data. I therefore, opted for inductive thematic saturation to enhance the quality of my research and determine the final sample size for my research. I excluded the other four forms of saturation because inherent to them are predetermined/priori codes and/or themes (Saunders *et al.*, 2018). The application of inductive thematic saturation in this study assisted me in determining the final sample of thirteen secondary schools (Table 3.3) as dictated by research paradigm and fundamentals and methodology for the study as well as the single-interview-per-participant multiple case study design in the study (Alase, 2017). This sample size compares well with the recommendation for two to twenty-five participants for semi-structured interviews by Alase (2017). I present methodological analytic coding processes that led to the attainment of the inductive thematic saturation (that is the 'point' at which data generation ceased) in 3.4.3.2 and 3.4.3.3. Table 3.3 depicts the final sample of thirteen (three quintile one and ten quintile two secondary schools) secondary schools that (includes the two pilot secondary schools: Anchor Secondary School and Harmony Secondary School).

Table 3.3: Sampled secondary schools information (Adapted from DBE, 2014; 2016c; 2017)

Secondary School's pseudonym	Secondary School's Quintile ranking	2017		NSC Grade 12 (Matric) information for 2010 to 2017	
		Educator enrolment	Learner enrolment	Number wrote	% Bachelors achieved per annum
Anchor	2	23	813	582	1,5
Harmony	1	10	304	253	2,0
Bloc	2	16	513	433	2,1
Discovery	2	13	372	261	1,3
Morning-star	2	17	438	431	1,6
Sparkle	2	11	306	306	1,0
Fabulous	1	16	410	292	2,4
Telecast	2	10	286	285	2,1
Valiant	1	11	308	290	0,8
Crescent	2	23	671	759	2,2
Zest	2	13	352	268	1,2
Resolute	2	12	312	23	0,4
Win-win	2	11	308	268	2,1

Table 3.3 shows sampled secondary schools with corresponding quintile rankings and NSC grade 12 (Matric) information (2010-2017). I have tabled representatives of each participating

secondary school in Table 3.4. Based on the contents of Table 3.3 and the South African 2011 National Census (RSA, 2012a), I then describe in brief each sampled secondary school as follows:

- Anchor Secondary School:

Anchor Secondary School is a quintile two 'no fee' public ordinary school that receives annual financial allocations from DBE. In 2017, this school had educator and learner enrolments of twenty-three and eight hundred and thirteen respectively (RSA, 2012a). Its Bachelor achievement rate was one comma five percent for each year during the period 2010 to 2017.

Anchor Secondary School is situated in a place closer to an economically viable town in one of the municipalities in the Limpopo Province. The majority of the people around this school have schooling, sources of income, electricity/gas for lighting, piped water inside their dwellings and flush toilets connected to sewage (RSA, 2012a).

- Harmony Secondary School

Harmony Secondary School is a quintile one 'no fee' public ordinary school that receives annual financial allocations from DBE (Table 3.3). Educator and learner enrolments at this school were respectively ten and three hundred and four in 2017. This school produced Bachelors at a rate of two percent per annum over 2010-2017.

Harmony Secondary School is situated in a settlement that is predominantly tribal and rural. Socio-economically, this settlement is occupied by people who are very poor and have no access to internet and piped water inside their dwellings (RSA, 2012a). Another feature in the community served by Harmony Secondary School, is the non-availability of flush toilets connected to sewage. This implies that residents in this settlement have pit toilets in their yards. Contrary to this situation a high number of people have schooling and electricity or gas for lighting.

- Bloc Secondary School

Bloc Secondary School, is a public ordinary secondary school having a quintile two status. It receives finances associated with this status from DBE (Table 3.3). In 2017, this school had sixteen educators and five hundred and thirteen learners. In terms of Bachelor achievement, it had worked at a rate of two comma one percent per year during the years towards Bachelor attainment 2010 to 2017.

Bloc Secondary School is located in a hundred percent tribal/traditional place where many residents have schooling (RSA, 2012a). This implies that most people in the community of this school can read, write and do simple arithmetic calculations. Furthermore, a substantial amount of people in the settlement that Bloc Secondary School serves have income and their houses or dwellings utilise electricity/gas for lighting. However, most people in the area served by Bloc Secondary School have no access to internet, flush toilets and piped water.

- Discovery Secondary School

Discovery Secondary School is a quintile two 'no fee' public ordinary school to which DBE assigns some finances for running day to day activities on yearly basis (Table 3.3). The educator establishment and learner enrolment at this school were respectively thirteen and three hundred and seventy-two respectively. Its rate on Bachelor achievement had been one comma three percent per year over the years 2010 to 2017.

Discovery Secondary School is situated in an area that is mainly tribal/traditional. The majority of the people in this settlement have schooling (RSA, 2012a). So they can read, write and do simple arithmetic. Furthermore, a large amount of people in the settlement that Discovery Secondary School serves have income and their houses or dwellings utilise electricity/gas for lighting. However, many people in the locality where Discovery Secondary School finds itself have no access to internet, flush toilets and piped water.

- Morning-star Secondary School

Morning-star Secondary School is a quintile two 'no fee' public ordinary school that receives annual financial allocations from DBE (Table 3.3). In 2017, this school had seventeen educators and four hundred and thirty-eight learners. Its achievement rate, in terms of Bachelors, was one comma six percent per year during 2010 to 2017.

Morning-star Secondary School is situated in an underdeveloped rural and tribal/traditional village within a municipality in the Limpopo Province (RSA, 2012a). A significant amount of persons in this village have income. Furthermore, the majority of the people in the same locality have schooling and electricity or gas for lighting. Despite this favourable conditions for living, most of the residents in this settlement have no access to internet, flush toilets connected to sewage and piped water inside their dwellings.

- Sparkle Secondary School

Sparkle Secondary School, is a public ordinary secondary school having a quintile two status (Table 3.3). It receives finances associated with this status from DBE. In 2017, this school had

eleven educators and three hundred and six learners. The Bachelor achievement rate at which this school worked was one percent per annum of the registered NCS grade 12 candidates for a specific year within the bracket 2010 to 2017.

Sparkle Secondary School is located in a fully tribal/traditional rural place where many persons can read, write and do simple arithmetical calculations (RSA, 2012a). Furthermore, a large amount of people in the settlement where Sparkle Secondary School is operating have income and houses or dwellings utilise electricity/gas for lighting. However, a significant amount of people there are without access to internet, flush toilets and piped water.

- Fabulous Secondary School

Fabulous Secondary School is a quintile one 'no fee' public ordinary school that receives annual financial allocations from DBE (Table 3.3). In 2017, it had sixteen educators and four hundred and ten learners. Its achievement rate, in terms of Bachelors, was two comma four percent per year during 2010 to 2017.

Fabulous Secondary School is situated in an underdeveloped rural and tribal/traditional village within a municipality in the Limpopo Province (RSA, 2012a). A substantial amount of persons in this village have income. The majority of the people in this locality of this school have schooling, and electricity or gas for lighting. Despite these favourable living conditions, most of the residents in this settlement have no access to the internet, piped water inside their dwellings and flush toilets connected to sewage.

- Telecast Secondary School

Telecast Secondary School is a quintile two 'no fee' public ordinary school to which DBE assigns some finances for running day to day activities on yearly basis (Table 3.3). The educator establishment and learner enrolment at this school were respectively ten and two hundred and eighty-six respectively. Its rate on Bachelor achievement had been two comma one percent per year over the years 2010 to 2017.

Telecast Secondary School is situated in an area that is mainly tribal/traditional (RSA, 2012a). The substantial amount of the people residing in this settlement have schooling. So they can read, write and do simple arithmetic. Furthermore, a large amount of people in the settlement served by Telecast Secondary School have income and electricity/gas for lighting their houses or dwellings. However, many people in this locality have no access to internet, piped water and flush toilets.

- Valliant Secondary School

Valliant Secondary School is a quintile one 'no fee' public ordinary school that receives annual financial allocations from DBE (Table 3.3). This school had officially eleven educators and three hundred and eight learners in 2017. Zero comma eight percent was the average rate at which Valliant Secondary School could produce Bachelors during the years 2010 to 2017.

Valliant Secondary School is situated in a very poor rural and tribal village in the Limpopo Province (RSA, 2012a). Surprisingly, a substantial amount of the people in the said village have income, schooling, and electricity or gas for lighting. In addition to this, few residents are connected to internet and most uses electricity or gas for lighting. Despite these favourable conditions for living, the poverty of the village accommodating Valliant Secondary School is epitomised by the lack of piped water and flush toilets in the community.

- Crescent Secondary School

Crescent Secondary School, is a public ordinary secondary school having a quintile two status. It therefore receives finances associated with this status from DBE (Table 3.3). In 2017, this school had twenty-three educators and six hundred and seventy-one learners. Over the period 2010 to 2017, Crescent Secondary School worked at a rate of two comma two towards the achievement of Bachelors.

Crescent Secondary School is located in a hundred percent tribal/traditional place where many residents have schooling (RSA, 2012a). Therefore, most people there can read, write and do simple arithmetic calculations. Furthermore, the majority of people in the settlement served by Crescent Secondary School have some income and their houses or dwellings are electrified or provided with gas facilities for lighting. However, most residents in that settlement have no access to internet, piped water and flush toilets.

- Zest Secondary School

Zest Secondary School is a quintile two 'no fee' public ordinary school that receives annual financial allocations from DBE (Table 3.3). In 2017, this school had thirteen educators and three hundred and fifty-two learners. Its achievement rate, in terms of Bachelors, was one comma two percent per year during 2010 to 2017.

Zest Secondary School is situated in an underdeveloped rural and tribal/traditional village within a municipality in the Limpopo Province (RSA, 2012a). A significant amount of persons in this village have income. Furthermore, the majority of the people in the same locality have

schooling and electricity or gas for lighting. Despite this favourable conditions for living, most of the residents in this settlement have no access to internet, piped water and flush toilets.

- Resolute Secondary School

Resolute Secondary School is a quintile two 'no fee' public ordinary school that receives annual financial allocations from DBE (Table 3.3). In 2017, it had 12 educators and three hundred and twelve learners. Resolute Secondary School entered its first NSC grade 12 candidates in 2017 and produced one Bachelor. Therefore, I deemed its Bachelor achievement rate, based on 2017 NSC examinations, as zero comma four percent per year. The level of SBM experiences that both the principal and the deputy principal had urged me to approach their school for inclusion in the study sample (Table 3.4).

Resolute Secondary School is situated in an underdeveloped rural and tribal/traditional village in the Limpopo Province (RSA, 2012a). The majority of the people in this locality have income, schooling, and electricity or gas for lighting. Contrary to these favourable conditions for living, most of the residents in this settlement have no access to the internet, piped water inside their dwellings and flush toilets connected to sewage.

- Win-win Secondary School

Win-win Secondary School is a quintile one 'no fee' public ordinary school that receives annual financial allocations from DBE (Table 3.3). In 2017, it had sixteen educators and four hundred and ten learners. Its achievement rate, in terms of Bachelors, was two comma four percent per year the period 2010 to 2017.

Win-win Secondary School is situated in an underdeveloped rural and tribal/traditional village in the Limpopo Province (RSA, 2012a). A substantial amount of persons in this village have income. Furthermore, the majority of the people in this locality have schooling, and electricity or gas for lighting. Despite these favourable living conditions, most of the residents in this settlement have no access to the internet, piped water inside their dwellings and flush toilets connected to sewage.

The previous paragraphs highlighted the quintile rankings and educator and learner enrolments for each selected secondary school for the study. Succinctly, the said paragraphs also presented the socio-economic and geographic situations prevailing in the places that accommodate chosen secondary schools. The above sampled secondary schools descriptions was important for the subsequent subsection on data generation in the study.

3.4.3.2 Data generation

The main data generation method was face-to-face individual semi-structured open-ended interviews that were supplemented with documentation. However, I limited documentation to the collection of statistical information on sampled secondary schools and that of the study participants (Anchor Secondary School - Win-win Secondary School) due to economic and time constraints (Tables 3.3 & 3.4). In these tables, pseudonyms are used to protect participants and sites' rights to privacy, anonymity and confidentiality by treating and keeping the generated, analysed and reported data strictly confidential and anonymous (Alshenqeeti, 2014).

Table 3.4: Participants (representatives of sampled schools)

Participants' pseudonyms	Secondary School pseudonyms	Rank: P=Principal D=Deputy-Principal H=Departmental head	Gender: M=male F=female	Quintile ranking	Management experience in the rank (years)	Management experience as SMT member (years)
APM2	Anchor	P	M	2	3	10
HPF1	Harmony	P	F	1	8	10
BPM2	Bloc	P	M	2	15	25
DPF2	Discovery	P	F	2	1	10
MPM2	Morning-star	P	M	2	7	10
SPM2	Sparkle	P	M	2	11	11
FPM1	Fabulous	P	M	1	11	11
TPM2	Telecast	P	M	2	16	16
VPF1	Valiant	P	F	1	11	11
CDF2	Crescent	D	F	2	14	14
ZPM2	Zest	P	M	2	03	07
RPM2	Resolute	P	M	2	02	11
RDM2		D	M		12	12
WPM2	Win-win	P	M	2	15	15
WHM2		H	M		07	07

The first column in Table 3.4 depicts participants' pseudonyms for participants (that are school managers) who represented the sampled secondary schools as given in Table 3.3. I repeated corresponding pseudonyms for the sampled secondary in the second column. I constructed pseudonyms for participants looking at (secondary school pseudonym; rank; gender; quintile ranking). For example, the pseudonym CDF2 derives from (Crescent Secondary School, Deputy Principal; Female; Quintile Ranking 1). The remaining columns appear as: Rank,

Gender, Quintile ranking, Management experience in the rank (years) and Management as SMT member (years) for each participant. Management experience in the rank and management experience as SMT member confirm each participant's experience and knowledge needed for this explorative study. Participants (APM2 – WHM2) as in Table 3.4 responded to the interviews I conducted in the study.

Functional descriptions of interviews abound in the interview literature. For example, Kvale (1983:173-174) states that “the qualitative research interview is the data generating method whose purpose is to gather descriptions of the life world of the interviewee with respect to interpretation of the meaning of the described phenomena”. Advocates of qualitative research interviews differentiate and describe interviews under structured, semi-structured and unstructured interviews types (Adhabi & Anozie, 2017; DeJonckheere & Vaughan, 2019; Dikko, 2016).

Adhabi and Anozie (2017:290) describe unstructured interviews as incoherent and “controlled conversations that bend towards the interest of the researcher”. I avoided the use of unstructured interviews as it would otherwise introduce disregard of participants' worldviews of SBM practices. Structured interviews use questionnaire formats with closed questions and often lead to a generation of quantitative data, which is not the target for this study (Adhabi & Anozie, 2017). Furthermore, Alshenqeeti (2014:40) indicates that in structured interviews respondents respond in many times by ‘yes or no’ to “a set of predetermined direct questions”. Interestingly, Adhabi and Anozie (2017:89) emphatically remark that “in structured interviews there is no interpretation of the question”. In contrast, semi-structured interviews are generally organised around a set of predetermined open-ended questions with other questions emerging from the dialogue between interviewer and interviewee/s (Pathak & Intratat, 2012).

Following the description of the three forms of qualitative research interviews, I found face-to-face individual semi-structured open-ended interviews appropriate for an explorative investigation on managers' experiences of SBM practices at secondary schools in the Limpopo Province. I utilised individual open-ended semi-structured interviews “as a matter of course” without pre-emptions (Pathak & Intratat, 2012:4). Individual semi-structured interviews allowed the participating managers to relate their experiences of secondary school SBM practices freely to the interviewer (Morgan, Ataie, Carder & Hoffman, 2013).

The application of the individual semi-structured interviews further introduced more control over the interview session by the interviewer (Alshenqeeti, 2014). Adhabi and Anozie (2017)

remarked that interviewers need to exercise their authority over unfolding interviews within the standard ethical behaviour. Practising ethical behaviour during the semi-structured interviews assisted me in soliciting quality information about the SBM practices from the participants (Alshenqeeti, 2014). This revealed a range of individual respondent's experiences of the investigated phenomenon (Pathak & Intrat, 2012) and offered quality data for analysis. DeJonckheere & Vaughan (2019:4) add that when researchers exercise such controls over interview processes, they need to value potential contributions about the researched by the participants and therefore consider balancing the powers "between the researcher and participants". Furthermore, semi-structured interviews facilitated an establishment of reciprocal and communicational ground between participants and me in constructing worldview and meaning of the researched subject (Mojtahed, Nunes, Martins & Peng, 2014). This created an environment of trust in the researcher by participants who freely participated. Morgan *et al.* (2013) maintain that individual semi-structured open-ended interviews accord participants the freedom to share their experiences of studied phenomena that are difficult to share in larger public contexts.

I prepared an interview schedule (Appendix H) for piloting and subsequent application in data generation. The interview schedule consisted of open-ended questions that ranged from straightforward to opinion questions (Singer & Couper, 2017). I piloted the interview schedule after receipt of ethical clearance (Appendix B) for the study from UNISA, with respondents APM2 of Anchor Secondary School and HPF1 of Harmony Secondary School, prior to conducting the actual semi-structured interviews. Piloting was necessary for testing the data generation instrument or research interview schedule for possible rephrasing of some questions (Majid, Othman, Mohamad, Lim & Yusof, 2017; Dikko, 2016). The pilot interviews helped me in reviewing the interview schedule for use during the main semi-structured open-ended interviews. Baškarada (2014:11) asserts that in semi-structured interviews, a researcher is able to "refocus the questions".

Each pilot interview started with informal conversations of introducing and explaining the purpose of my study and the pilot interview process. I referred the pilot participants to their rightful confidentiality, anonymity, willingness to participate (without coercion) and freedom to withdraw from participation at any stage (Appendices E, F & G). Consequently, pilot interview participants as well as other interviewees in the study completed freely participant's consent and confidentiality agreement forms prior to the commencement of interviews (Appendices F & G). Through this ethical approach, I managed to establish rapport with the participants (DeJonckheere & Vaughan, 2019). I collected individually signed participants' consent

(Appendix F) prior to the commencement of each pilot interview. I digitally recorded each interview proceeding, with each pilot interviewee's consent, with Olympus Digital Voice Recorder VN.731PC: Olympus Imaging CORP (designed by OLYMPUS in TOKYO). I took important notes during each of the pilot interviews. I then transcribed verbatim each pilot interview. The pilot interview transcriptions and subsequent manual data coding helped in reviewing the interview schedule before the main interviews. I employed the reviewed interview schedule to generate data from the remaining purposefully selected secondary schools, Bloc Secondary School to Win-win Secondary School (3.4.3.2; Table 3.3). I interviewed consenting managers (namely principals, deputy principals and a departmental head) and once again, digitally recorded the interviews with Olympus Digital Voice Recorder VN.731PC.

3.4.3.3 Data analysis

This study recognised qualitative data analysis as an ongoing process that unfolds throughout stages of a research. Indeed, Baxter and Jack (2008) and Merriam (2009) emphasise that data generation and analysis run concurrently in a qualitative study. Casey and Houghton (2010) argue that transcription is the first step in data analysis. I generated and digitally recorded data that I later transcribed word by-word into textual data before conducting data analysis. Transcripts were then saved on a personal computer with a password to protect the captured participants' responses. Creswell (2014) and Creswell and Poth (2018) state that during qualitative data analysis, researchers segment and take apart and put back data (like peeling back the layers of an onion) applying coding methods. Baškarada (2014:17) maintains that "coding is a key step in qualitative data analysis". Different data coding methods are described in the qualitative literature on data analysis. Manual (hand coding) and electronic coding methods are available for giving codes to selected data segments (Saldaña, 2013). Creswell (2014) remarks that hand coding is laborious and time-consuming, even for data from a few individuals. Coupling this remark with my experience of tedious and laborious manual coding of pilot transcripts, I therefore switched over to electronic/automatic data coding.

Qualitative, software programs have been available to facilitate electronic data coding processes in organising, sorting and searching for information in texts. Creswell and Poth (2018) acknowledge that computers make qualitative data analysis easier and faster to complete over time but are not necessary for the completion thereof. Computer Assisted Qualitative Data Analysis Software (CAQDAS) programmes (for example, ATLAS.ti, NVivo and MAXQDA) are currently available on the market to assist qualitative researchers to analyse their textual data. I chose to apply ATLAS.ti 7 to code transcripts for the study.

I uploaded each transcript into an ATLAS.ti 7 programme for facilitating data coding and analysis of the massive textual data in this study (Friese, 2017; Petrova, 2014). This qualitative data analysis software works within the principles of Visualisation, Integration, Serendipity and Exploration (VISE) (Friese, 2017). ATLAS.ti 7 was mainly engaged in facilitating the data analysis processes of coding, filing and retrieving the stored data. Creswell and Poth (2018) and Saldaña (2013) assert that qualitative researchers are responsible for their data analysis, because the CAQDAS software is there to assist but not to take away the data analysis process responsibility from them.

I adopted inductive qualitative/interpretivist data analysis in this study. Merriam (2009) states that qualitative/interpretivist data analysis is the process of making sense of the data to answer one's research question(s). Data analysis comprised within-case analysis and cross-case analysis/synthesis. Vohra (2014) considers within-case analysis as a form of pattern recognition within the generated data where identified themes and categories are subjects for data analysis. Therefore, engaging within-case analysis and cross-case analysis/synthesis was vital in this study for producing similarities and/or differences between cases in this project.

I employed the coding methods and code nomenclature as suggested by Saldaña (2013) in both first and second stages of data analysis. Saldaña (2013) identifies and describes 32 first-cycle and second-cycle coding methods, with one hybrid method lying between them (Onwuegbuzie, Frels & Hwang, 2016). The first-cycle coding methods (25 in number) belong to grammatical methods, elemental methods, affective methods, literary and language methods, exploratory methods, or procedural methods. The eclectic coding is the hybrid method that is between the first and second-cycle coding methods (Onwuegbuzie *et al.*, 2016). Second-cycle coding methods (six in number) all belong to analytic coding methods: pattern coding, focused coding, axial coding, theoretical coding, elaborative coding and longitudinal coding (Onwuegbuzie *et al.*, 2016).

The application of analytic methods required me to first prepare and import each semi-structured interview transcripts into ATLAS.ti software prior to data analysis. I imported each audio-recorded interview transcript into the Hermeneutic Unit (HU) in the ATLAS.TI software. Friese (2012:7) describes HU as an "intelligent container" that keeps track of all data in an analyst's project. In this study, the HU kept and tracked all analytic activities related to SBM practices at secondary schools in the Limpopo. My study referred to the uploaded transcripts as Primary Documents (PDs) (Petrova, 2014). I created fifteen PDs and coded and identified

themes in each of them upon uploading into the HU. ATLAS.ti scholars identify textual and conceptual levels of data analysis. Thereafter, I applied Saldaña's coding techniques within the first and second data analysis stages as in subsequent subsections.

- First data analysis stage

The first data analysis stage concerned itself with analytic processes at basic (textual or data) level (Friese, 2017). During this stage, I applied three elemental first cycle coding methods, which consisted of descriptive, in-vivo and process methods to analyse each of the fifteen individual semi-structured transcripts using ATLAS.ti 7. This was an initial (open) coding process that concerned itself with the creation of provisional codes through data reduction. Data reduction, which fragments the data being analysed (Charmaz, 2011), occurred continuously throughout the life of this qualitative enquiry (Miles & Huberman, 1994).

The descriptive coding method facilitated assignment of labels in a word or phrase, most often as a noun, to the data (Saldaña, 2013). A combination of descriptive codes with those resulting from process coding revealed the participants' knowledge and understanding of the SBM practices (Saldaña, 2013). Applying descriptive and processing coding methods promoted subjective epistemology when data were analysed and interpreted (Antwi & Hamza, 2015).

The in-vivo coding method helped to single-out participants' special terms/voices on SBM practices. Onwuegbuzie *et al.* (2016:134) articulate that in-vivo codes "apply the words verbatim that participants use to examine the possible dimensions or ranges of categories". The in-vivo codes preserved the participants' ontological and epistemological stances on SBM practices within the social constructivist environments (namely secondary schools) (Charmaz, 2011). Furthermore, a combination of in-vivo codes with those resulting from process and focused coding revealed the participants' worldviews of SBM practices. This ontological stance guided the construction of worldviews in the study and bred "multiple realities" and worldviews about SBM practices from the respondents' perspective (Gray, 2014:19).

Process coding, through the use of gerunds (words ending with '*...ing*'), immersed and brought me closer to the interview data being analysed. Onwuegbuzie *et al.* (2016:133) maintain that process coding uses "the *-ing* words to indicate actions" attached to data under analysis. Theron (2015) describes a process code as a word or phrase that captures action in a given data segment. Charmaz (2011) attests that the use of process codes preserves the fluidity of the respondents' experiences of the studied phenomenon. Adherence to the respondents' actions enhanced the credibility of the study findings (3.5.1.1). Process coding was useful for

identifying on-going action as a response to situations, or an action to handle a problem or to reach a goal (Theron, 2015). The first stage of data analysis produced numerous but alphabetically arranged provisional codes with corresponding quotations. Friese (2017) defines a quotation from a document as a datum segment that is interesting or important to the analyst.

- Second data analysis stage

Charmaz (2011) and Friese (2017) assert that moving/proceeding from initial coding to second coding is not entirely a linear process as the second data analysis stage concerns itself with analytic processes at conceptual level. This project engaged cyclic movement of higher conceptualisation processes from initial codes to second codes of the analysed data than in the first stage through data re-coding and merging and renaming of codes (Friese, 2017). During the second data analysis stage, I merged provisional codes whose quotations were synonymous from the first data analysis stage. Code merging resulted into a collapsed code list with essential quotations for retaining participants' voices. I aggregated these codes into provisional categories and themes applying second cycle coding techniques.

Application of selected second cycle coding methods elevated data analysis to a higher conceptual level (Friese, 2017). I selected pattern and focused coding methods from the six analytic coding methods for analysing interview transcripts at a higher conceptual level of data analysis. Onwuegbuzie *et al.* (2016) mention that second coding strategies require analytic skills such as classifying, prioritising, integrating, synthesising, abstracting, conceptualising and theory building. Theron (2015) adds that researchers need second coding strategies to compare codes and to note emerging patterns and reorganise data into categories. I reorganised codes from initial coding into categories and reassembled data segments split during the same coding process (Rogers, 2018). Thus, second coding techniques assisted in revising and re-coding codes developed through descriptive, in-vivo and process coding methods from the semi-structured data (Lawrence & Tar, 2013). Through this approach, I also managed to code salient categories from the generated data.

I applied focused codes to reorganise the data into groups/code families necessary for the production of emergent categories through engagement of a higher-level data conceptualisation. I also engaged pattern codes to continue with the data conceptualisation processes aimed at refinement and completion of the data analysis by generating major themes for the study. Both focused and pattern codes also helped to reassemble the fragmented data during the first stage of data analysis and select 'dominant' codes, categories

and themes from 'redundant' ones for use in the final write-up (Onwuegbuzie *et al.*, 2016). I realised selection of dominant, redundant and similar codes by comparing provisional codes from the first stage of data analysis as well as through the application of pattern coding techniques (Onwuegbuzie *et al.*, 2016). Through this engagement, I managed to revise provisional codes from the first stage of data analysis.

This revision of provisional codes derived through descriptive, in-vivo and process coding methods using both pattern and focused codes, was important in allowing the to-and-fro analytic and interpretation processes within the inquiry. Using provisional codes was helpful in examining analysed data word-by-word, line-by-line, sentence-by-sentence, phrase-by-phrase and paragraph-by-paragraph (Charmaz, 2011; Cho & Lee, 2014). Finally, I recoded and re-categorised the fifteen interview transcripts thereby coming up with credible study findings.

First and second stages of data analysis engaged five coding methods: descriptive, in-vivo, process, pattern and focused coding techniques. Using these first and second coding techniques facilitated triangulation of methods thereby confirming created codes, categories and themes during data analysis processes. Merriam (2009) describes triangulation as the use of multiple investigators, sources of data, or data generation methods to confirm emerging findings and enhance the trustworthiness of the study findings (Leech & Onwuegbuzie, 2007).

Data analysis concluded with cross-case data analysis comparisons and integration of findings across cases: thirteen sampled secondary schools represented by the fifteen managers (APM2-WHM2). Baxter and Jack (2008) and Yin (2012) assert that in multiple case studies, through cross-case analysis, researchers examine several cases to understand the similarities and differences between the cases. Cross-case data analysis facilitated the search for similarities and differences within the generated study findings from the thirteen studied secondary schools. Inductively derived similarities and differences helped me to conduct analytical generalisation (Gentles *et al.*, 2015). Baškarada (2014) concludes that each analytical generalisation should be potentially applicable to other cases in the study. Engaging cross-case data analysis led to important conclusions and recommendations (*cf.* Chapter 5) about SBM practices at secondary schools in the Limpopo Province. The application of these data analysis stages concluded, retaining participants' voices on SBM practices, with eight desired themes linked to a reduced and manageable list of categories and codes for guiding findings presentation and data interpretation as in Chapter 4 (Appendix J).

3.4.3.4 Data interpretation

Willig (2017:276) asserts that “interpretation is at the heart of qualitative research because a qualitative researcher is concerned with meaning and the process of meaning-making”. Plamondon, Bottorff and Cole (2015) and Willig (2017) describe two forms of interpretation, namely interpretation of suspicion and that of empathy. Interpretation of suspicion becomes appropriate when a researcher aims “to reveal hidden or latent meanings, unmasking what may be obscured by data that sit on the surface of phenomena” meaning that the derived meaning is not a true reflection of the participants’ perspective of the studied phenomenon (Plamondon *et al.*, 2015:1533). Interpretations of empathy “focus on what presents itself and seek to elaborate and amplify the meanings that are contained in the text” (Willig, 2017:276). From these two interpretation lenses, I opted for the empathetic interpretation to make meaning of the study findings from the participants’ perspectives of SBM practices (Pulla & Carter, 2018). This implied that the interpretation of the study findings, presented in Chapter 4, produced multiple and subjective managers’ experiences of SBM practices, which aligned meanings of the research findings with the adopted relativist ontology and subjective epistemology in this research. Furthermore, the engaged empathetic interpretation generated “integrated and constructed synthesised” meanings of the study findings (Thorne, 2015:1348)

3.4.3.5 Analytic memo writing

Analytic memo writing or memoing is one of the “analytic” processes (for example, transcribing interviews, data coding and category development) in which qualitative researchers engage when conducting their studies and subsequent handling of research data (Lebedev, 2019; Moser & Korstjens, 2018; Rogers, 2018). Writing analytic memos in this project was helpful in reflecting and looking back and forth on conducted and upcoming research processes. Indeed, memoing is a continuous research activity that spreads over the entire research, specifically “from designing to publishing” (Moser & Korstjens, 2018:16), “starting with the first interview” (Lawrence & Tar, 2013:33).

I considered analytical memos being “conceptually in intent” (Lebedev, 2019:41), hence they aided in reflecting on data analytic and sense-making processes at higher conceptual levels. For example, the data analytic processes included recoding of data and reviewing of categories while revision of sense-making processes took place (Rogers, 2018). Consequently, memoing facilitated inductive extraction of meaning from the generated SBM practice data. Additionally, memos promoted achievement of abstractions while the data quality remained intact. Using analytic memos, I reviewed codes, categories, themes and data interpretation through self-checks safeguarding research biases (*cf.* 1.13 & 3.5.2) thereby enhanced the quality of the study.

3.4.3.6 Research Report

Research report concerns assembling the elements of a research study that could be arranged differently from one institution to another (Bloomberg & Volpe, 2012). In this study, I adopted the structural arrangement of the key constituents of a complete research as provided by Bloomberg and Volpe (2012) and O'Brien, Harris, Beckman, Reed and Cook (2014): the title, abstract, introduction and review (Chapter 1), literature review (Chapter 2), research methodology and design (Chapter 3), presentation of findings (Chapter 4) and discussions, recommendations and conclusion (Chapter 5).

3.5 TRUSTWORTHINESS AND METHODOLOGICAL NORMS OF THE INQUIRY

In the words of Loh (2013:4), “the search for quality is essential for the research to be accepted into the pantheon of knowledge and to be received as suitable for use in various means and ways”. Thus, I engaged trustworthiness criteria throughout my study to combat or minimise threats that could otherwise had affected the quality of my research findings (Korstjens & Moser, 2018). Trustworthiness criteria and limitations for this study are discussed under sub-subsections 3.5.1 and 3.5.2 respectively.

3.5.1 Trustworthiness Criteria

Qualitative research scholars present and describe these trustworthiness criteria as credibility, transferability, dependability and confirmability (Hammarberg, Kirkman & De Lacey, 2016). Therefore, the quality and value of their qualitative study depended upon “how to apply them during research” (Anney, 2014:276). I ensured logical application of credibility (3.5.1.1), transferability (3.5.1.2), dependability (3.5.1.3) and confirmability (3.5.1.4) during data generation and analysis and reporting through engagement of appropriate research techniques (Shosha, 2012).

3.5.1.1 Credibility

Hammarberg *et al.* (2016) describe credibility (internal validity) as the criterion for evaluating recognisability of qualitative findings to those people who contributed towards the same findings. Anney (2014) lists techniques for ensuring credibility as prolonged engagement, persistent observation, reflexivity, peer debriefing, triangulation and member checking. However, Korstjens and Moser (2018) assert that researchers are at liberty to use any combination of techniques because not all strategies might be suitable in a single study. This study, employed triangulation, member checking and peer debriefing techniques to combat researcher bias, analysis bias and participant reactivity bias (Squires & Dorsen, 2018).

● Triangulation

Patton (1999:1197) describes “triangulation as the process by which the research guards against the accusation that a study’s findings are simply an artefact of a single method, a single source or a single investigator’s biases”. Fusch, Fusch and Ness (2018:19) assert that “triangulation adds depth to the data” generated in a research. Assertively triangulation exposes a researcher to “a better understanding” of data and information during data analysis and interpretation (Honorene, 2017:91). Qualitative researchers identify the following three major triangulation forms: methodological triangulation (uses different research methods), data triangulation (uses of different data sources and research instruments) and investigator triangulation (use of multiple researchers to investigate the same problem) (Anney, 2014). Honorene (2017:91) states that triangulation is “the application and combination of several research methods in the study of the same phenomenon”.

In this study, methodological and data triangulation techniques were combined and applied to achieve the desired quality or rigour in managers’ experiences of SBM practices at secondary schools in the Limpopo Province. In addition, Anney (2014) believes that methodological and data triangulation forms assist researchers in three ways: gathering quality data for an inquiry, correcting and perfecting data generation and analysis procedures and ascertaining the research findings’ quality. Employing triangulation benefited my study in three ways:

First, data triangulation helped in gathering credible data on participants’ knowledge of SBM practices at secondary schools (Fusch *et al.*, 2018). Second, application of methodological triangulation corrected and perfected produced and analysed data in the study (Fusch *et al.*, 2018). This action ensured “consistency of findings” (Honorene, 2017:91). Applied methodological triangulation allowed the application of five different coding methods (namely: descriptive, process, in-vivo, pattern and focused) when conducting data analysis (3.4.3.3).

Third, in qualitative research, the use of triangulation methods and data sources ascertained attainment of quality findings (Korstjens & Moser, 2018). Honorene (2017:92) labels indicators of successful triangulation in a qualitative study as “minimising uncertainty, reducing bias and minimising personal effects on the research findings”. Fusch *et al.* (2018) and Honorene (2017) assert that triangulation enhances quality of the research findings, particularly when employing triangulation of methods and data resources such as member checking and peer debriefing.

- Member checking

Korstjens and Moser (2018:121) assert that it is imperative in qualitative research to give “feedback” on captured and transcribed data, analytical categories, interpretations and conclusions to study participants. Morse and McEvoy (2014:7) state that “member checking helps increase the validity and accuracy of the researchers’ observations and findings”. Member checking facilitated correction and perfection of transcribed data and analytical findings in my study and helped in mitigating biases especially researcher bias. Member checking was perfected through shared ideas on research processes by study participants where researcher-participant dialogues reduced both researcher and participant’s reactivity biases that would otherwise discredit the study findings (Loh, 2013). Member checking was therefore vital in confirming or disconfirming representations of respondents’ voices from the initial stage of data analysis to the final stage of reporting.

- Peer debriefing

Anney (2014) reiterates that ‘peer debriefing’ technique assists researchers in soliciting scholarly support from willing peers (including professionals). Therefore, I welcomed critiques, perspectives and advice from colleagues, peers and experts to strengthen my report on SBM practices (Loh, 2013). Furthermore, feedback by peers and supervisors on research processes shaped and refined the final report of this study (Anney, 2014). Finally, engaging my doctoral supervisor, co-supervisor and editor in scrutinising and criticising the contents of all phases of this study, added value to the research findings and the final report.

3.5.1.2 Transferability

Korstjens and Moser (2018:121) describe transferability (applicability) as “the degree to which the findings of qualitative research can be transferred to other contexts or settings with other respondents”. My study ensured that research findings are transferable to other contexts or settings with other participants by reporting their usefulness in the concluding chapter of this thesis.

3.5.1.3 Dependability

Korstjens and Moser (2018:121) state that dependability (consistency) concerns “the stability of findings over time” and gives an opportunity to participants to critique study findings, interpretation and recommendations. Anney (2014:278) identifies determinants of dependability in a research as: “an audit trail, a code-recode strategy, stepwise replication, triangulation and peer examination or iterator comparisons”. Bloomberg and Volpe (2012) recommend the use of audit trails for demonstrating dependable findings. My study ensured

dependability by keeping and complementing an audit trail with research processes (such as code-recode and triangulation).

3.5.1.4 Confirmability

Korstjens and Moser (2018:121) maintain that confirmability (neutrality) is the “degree to which the findings of the research study could be confirmed by other researchers”. Anney (2014) adds that “confirmability is concerned with establishing that data and interpretations of the findings are not figments of the inquirer’s imagination, but clearly derived from the data”. Within this understanding, confirmability nullifies or minimises the negative effects of researcher bias upon the research findings. My study made use of an audit trail, reflexive journal, member checking and triangulation to ensure confirmability of the findings on managers’ experiences of SBM practices at secondary schools in the Limpopo Province.

3.5.2 Limitations

Limitations are important external factors that keep one’s research within limits or boundaries and would influence the quality of the findings of that study (Bloomberg & Volpe, 2012). Additionally, Smith and Noble (2014:101) argue that ethically researchers have to “outline the limitations of studies and account for potential sources of bias”. I identified researcher bias, analysis bias and participant reactivity bias that might influence the findings of this study. I discussed potential sources and techniques for combating and minimising each of these biases in the next paragraphs (Kross & Giust, 2019).

3.5.2.1 Researcher bias

I acknowledged that I am the main research instrument in this social constructivist study from the ‘emic’ position (Makombe, 2017). I was therefore actively involved in the qualitative data generation, analysis, and interpretation and reporting from an ‘emic’ position. This researcher positioning had the potential to expose my research findings to the threatening effects of researcher bias inherent in my previous experiences on SBM when I was the CM and LMC at the DBE and Deloitte (later NECT). Therefore, I remained alert to potential negative impact of researcher bias upon the quality of my research findings (Hammarberg *et al.*, 2016; Squires & Dorsen, 2018) and consequently engaged member checking, reflexivity, research auditing, memoing, triangulation of research sources, participants’ quotes and peer debriefing techniques to combat or minimise the potential researcher bias effects (Bryman, 2012; Kross & Giust, 2019).

3.5.2.2 Analysis bias

Analysis bias might occur when a researcher naturally looks for data that confirms his/her personal experiences by ignoring data inconsistent with his/her personal beliefs (Smith & Noble, 2014). Šimundić (2013) asserts that researchers could introduce analysis bias by fabricating, abusing or manipulating the data during analysis. This would impose a threat on the quality of their research findings. In my study, I avoided the potential analysis bias by committing myself to research ethics, memoing, peer debriefing and affording my supervisor the opportunity to confirm the data analysis.

3.5.2.3 Participant's reactivity bias

Participant's reactivity bias results in changed behaviour by participants during their engagement or active participation in a study as respondent (Paradis & Sutkin, 2017). This changed behaviour is a potential threat to one's study especially when the participants realise that they are being studied by a researcher who had been known to them. For example, in my study on the exploration of managers' experiences of SBM practices at secondary schools in the Limpopo Province, I was the main instrument who served the same province as an educator, and educator trainer at a college of education and CM of [public and private] secondary and primary schools. I do therefore declare that some of the participants became familiar to me when I was employed by LDoE. Therefore, without ethical observance in this study, participant reactivity would have changed or affected the researcher-participant relationship thereby impacting negatively upon the study findings.

I avoided or minimised the effect of participant's reactivity bias upon the quality of my study findings by establishing rapport with participants by explaining to them, through the use a consent form, the objectives and ethics associated with my study prior to the interviews (Oswald, Sherratt & Smith, 2014). I ensured that these participants were comfortable and relaxed during the interviews by assuring them that they would remain anonymous and their responses would be confidential. Furthermore, I informed them that they were free to withdraw from the interviews at any stage without some form of reproach. This assurance made them feel free and responded genuinely to my interview questions (Oswald *et al.*, 2014).

3.6 RESEARCHER REFLEXIVITY

Inherent in this qualitative research was continued reciprocal research interactions that usually impact upon the quality of study outcomes (Gentles, Jack, Nicholas & McKibbon, 2014). These interactions (for example, researcher-participants interactions and researcher-research interactions) had possible reciprocal influence upon each other and hence I became

compelled to critically reflect or look back on my research processes (Attia & Edge, 2017). Reflecting or looking back on research interactions and processes by researchers aiming at enhancement of the quality of their findings, had been described as researcher reflexivity or simply reflexivity (Yao & Vital, 2018). Palaganas, Sanchez, Molintas and Caricativo (2017:427) state that reflexivity concerns itself with reciprocal interactions that aim at building an effective relationship “between researcher and research”. However, Yao and Vital (2018:194) maintain that reflexivity becomes beneficial to projects when “researchers are situated” and show acceptable levels of researcher-participants relationships. I took reflexivity as self-introspection process and consequently narrated my bibliography to portray my position in this research (Palaganas *et al*, 2017; Yao & Vital, 2018).

I was born in 1948 in a remote rural village, namely Nairn Farm: Blaauberg-Ga-Malebogo: Bochum in the Limpopo Province (then Transvaal province) where the home language or mother tongue is Sepedi. I was the second born in a family of eight children two of whom never attended formal schooling and so could not read, write or do arithmetic. I grew up as a herd boy looking after sheep, goats, donkeys and cattle for five households in that village. Nairn Farm had no formal educational institution during my youth days. I attended primary education at a nearby village. On average, I walked approximately 16 kilometre (Km) to and from the primary school (1957-1964). At that time, primary education curriculum, that included English and Afrikaans, allowed primary schools to teach all content subjects in Sepedi. There were no secondary or high schools in my village and nearby villages. On completing primary education, my parents sent me to a junior secondary school approximately 160Km away from my home, where I stayed with my aunt for three consecutive years (1965-1967).

I completed junior secondary education in 1967 and later enrolled for high school education using a DoE bursary. This bursary got me through one-year special course in Mathematics and Physical Sciences and then two-years of matriculation. I dropped schooling during 1971 to 1972 and worked as an administrative clerk for the provincial government in Polokwane (then Pietersburg). During that period, I saved some money and also secured a bursary from a private company towards the end of 1972. I used the saved money and the bursary to register for a Secondary Teachers Diploma (in Mathematics and Physical Sciences) at the University of the North (now University of Limpopo) in 1973 and completed it in 1974.

In 1975, the LDoE employed me as the Physical Sciences and Mathematics educator. At that time, Junior and Secondary School subject packages were composed of Sepedi, English and Afrikaans (as compulsory subjects) and any prescribed four content subjects. These

institutions offered content subjects through the medium of English and Afrikaans on a fifty-fifty basis. This meant that schools offered an equal number of content subjects in English and Afrikaans. This subject packaging and national norm on Language of Learning and Teaching (LOLT) helped me acquire English and Afrikaans as added languages to my vernacular. My repeated application of English in my employment as an educator, principal and CM gave preference to English as a mode of communication, rather than the other two languages.

I enrolled through correspondence for an undergraduate science degree in 1975 and completed it in 1982 which was then followed by a series of distance studies in post-graduate (honours) science degree, two post-graduate educational management diplomas and lastly a master's degree in education. These qualifications bestowed in me school management skills that I utilised as the vice-principal at an educator training college, school principal, departmental head of Natural Sciences at a college of education and CM of secondary and primary [public and private] schools until my retirement at the end of January in 2013. After retirement, Deloitte employed me as a change agent (April 2014-December 2017) under their School Turn-around Project to facilitate transformation of secondary schools from their 'historical underperformance to quality performance' (Mouton *et al.*, 2013).

During my schooling days and educational appointment years, I distanced myself from the continued school underperformance within the South African education system during and post-apartheid times. I developed passion with the schooling of the South African child during my employment career and thought of conducting research on secondary school management and leadership in the Limpopo Province. The employment at Deloitte added to my belief that SBM practices did have the potential to promote teaching and learning outcomes at secondary schools. Therefore, my schooling and work experiences might influence the research processes (namely, data generation, analysis, interpretation and reporting) and consequently impact negatively upon the credibility of the study findings. Based on social constructivist approach, I considered participants' voices on SBM practices over my experiences of this reform. This avoided or minimised the negative effects of researcher bias on the quality of the study findings (Williams & Morrow, 2009).

Furthermore, I engaged member checking, research auditing, research processes noting, triangulation of research methods, participants' quotes and peer debriefing techniques (3.5.2.1-3.5.2.3) to combat possible researcher biases (Lyons, Bike, Ojeda, Johnson, Rosales & Flores, 2013). Engaging these research techniques reminded me of my critical roles as the 'research instrument' and my social constructivist stance that required me to honour and

respect the study participants' perspectives and beliefs about SBM practices from the 'emic' position. Through this critical self-awareness, I ensured the realisation of the ontological and epistemological stances of this study (3.2.1 & 3.2.2). I employed research ethical considerations (3.7) to authenticate the study findings thereby making them credible and transparent to the participants and the potential users (Tremblay & Parent, 2014).

3.7 ETHICAL CONSIDERATIONS

The multiple case study design for this study (Figure 3.1) included data generation through interviews thereby demanding ethical considerations throughout the entire research. Pearson *et al.* (2015:3) assert that "if the case study includes data generation through interviews or other methods involving people, it is essential that participants are treated with respect, dignity, and care throughout". Creswell (2013:57) points that "ethical issues in qualitative research can be described as occurring prior to conducting the study, at the beginning of the study, during data generation, in data analysis, in reporting data, and in publishing a study".

As a result of this pervasive character of ethical issues across a research process, I then deemed it necessary to describe research ethics that would impact on the trustworthiness of the study findings and reporting (Baker, Phelan, Snelgrove, Varpio, Maggi & Ng, 2016). I presented appropriate ethical considerations for this study under procedural ethics (3.7.1), situational ethics (3.7.2), relational ethics (3.7.3), exiting ethics (3.7.4), risk minimisation (3.7.5), researcher-participant relationship (3.7.6) and informed and non-coerced consent (3.7.7).

3.7.1 Procedural Ethics

Reid, Brown, Smith, Cope and Jamieson (2018:71) indicate that procedural ethics concern "formal approvals required for a study to commence and are dependent on the justification for the study and a stated commitment to adherence to ethical principles". This quote points at two important ethical considerations: justification for the study and adherence to ethical principles. I justified the rationale for this study in Chapter 1 (*cf.* 1.3) and demonstrated my commitment to ethical behaviour through application for ethical clearance by my institution. I waited for the formal acceptance into doctoral studies (Appendix A) and permission to conduct a research from Ethics Review Committee (UNISA, 2016; Appendix B) and from the HoD Education: Limpopo (Appendices B, C & D) before I started with fieldwork (Reid *et al.*, 2018).

Tracy (2010) demonstrates that procedural or categorical ethics entails ethical principles of autonomy, justice, privacy, anonymity and confidentiality, informed and non-coerced consent and relationship between participants and researcher. In this study, procedural or categorical ethics composed of moral principles and general ethics principles. Moral principles include autonomy, justice, privacy, anonymity, confidentiality, informed and non-coerced consent, beneficence, non-maleficence, informed and non-coerced consent and respect for cultural differences. The general ethics principles (3.7.1.1-3.7.1.6) concern respect for participants and protection of participants' rights and interest. My commitment to these ethical principles guided my behaviour and ensured that data generation, analysis, interpretation and reporting were carried out within the appropriate ethical behaviour.

3.7.1.1 *Autonomy*

Motloba (2018:418) refers to autonomy as the "entitlements and rights, the liberties and freedom to make decisions for oneself without interference". Inherent in this description was respect for persons (participants) who were expected to make decisions of participating in my study by circulating consent formats for completion without coercion. I believed that freely-participating individuals had the potential to offer authentic information about the studied phenomenon during data generation and member checking (McGrath, Palmgren and Liljedahl, 2019). The research information sheet and consent letter issued to every participant explained the objectives, purpose, methods, risks and benefits associated with the study (UNISA, 2016). During participant recruitment, I also emphasised participants' free participation or discontinuation from participation at any time during the course of the study without reproach (Appendices F & G).

3.7.1.2 *Privacy, anonymity and confidentiality*

Petrova, Dewing and Camilleri (2016) stress that committing oneself to maintaining confidentiality and its associated values of anonymity and privacy is an important aspect of enhancing quality in a study. Thus, in my study, protecting participants' rights to privacy, anonymity and confidentiality remained a norm by treating and keeping the generated, analysed and reported data strictly confidential and anonymous (Alshenqeeti, 2014). I used symbols to keep the names of the study informants and those of their secondary schools anonymous to study clients (Arifin, 2018). I employed anonymised quotes to represent study participants and to stand in place of their real names throughout the study (Fleming & Zegwaard, 2018). This was a critical step that assisted study participants in deciding whether to participate in the inquiry and ensured that the identities of study participants and their secondary schools remained strictly anonymous and confidential (Fleming & Zegwaard,

2018). In this way, I showed respect to the privacy, confidentiality and anonymity of the study respondents.

3.7.1.3 Justice, fairness and objectivity

The ethical principles of justice, fairness and objectivity were concerned with fair selection of participants and distribution of information to participants (UNISA, 2016). I achieved fairness and objectivity in sample selection by applying maximum variation purposive sampling techniques within and across different secondary schools (Suri, 2011). Purposive sampling techniques assisted in selecting information-rich participants and sites from the population of secondary schools in the Limpopo Province. In addition, I ensured that information related to this research was distributed to these sampled individuals at sampled sites. This practice was in line with the ethics of 'fairness' (Reid *et al.*, 2018).

3.7.1.4 Integrity, transparency and accountability

I associated integrity with the 'goodness' of a study, transparency with the 'sharing' of the study findings with colleagues and participants and accountability with the responsibility of maintaining the 'welfare' of the study participants, consumers and myself (Akaranga & Makau, 2016). I ensured that the research methods (data generation, analysis and interpretation) and findings displayed integrity, transparency and accountability based on standing qualitative research ethics applied throughout the research, such as member checking, triangulation of data sources and methods and member and peer debriefings (Anney, 2014).

3.7.1.5 Beneficence

I associated beneficence with "doing good" (Pillay, 2014:204) to enhance the "usefulness of the study" (Akaranga & Makau, 2016:6). Hence, I committed myself to beneficence throughout the entire inquiry about SBM practices by being fair in communicating with the informants and establishing rapport with them (Adhabi & Anozie, 2017). McGrath *et al.* (2019:1003) explains that "rapport is also crucial, during the interview, for enabling the respondent to provide a detailed account of the experiences at the heart of the study". The established rapport facilitated the gathering of credible information on SBM practices from willing but not coerced participants.

3.7.1.6 Non-maleficence

Akaranga and Makau (2016:6) assert that "non-maleficence expresses the potential risks of participation" in a research. I therefore protected study participants against possible risks inherent in a social constructivist study by doing no harm to them before, during and beyond data generation (Reid *et al.*, 2018). I avoided doing any harm (physical or emotional) to the study respondents by conducting interviews at localities that were acceptable to humans. I

safeguarded emotional distress in participants by asking only questions that had direct reference to SBM practices without encroaching on their personal being. In this context, I implemented appropriate data generation methods and ensured that study objectives did not override the rights, autonomy and confidentiality of the participants (Pillay, 2014). I afforded the participants information through consent letters and person-to-person conversations, which created a good rapport (DeJonckheere & Vaughan, 2019).

3.7.2 Situational Ethics

Reid *et al.* (2018:72) assert that situational ethics or ethics in practice emerge from “unanticipated ethical issues” that surface during research processes. Situational ethics principle(s) are “without pre-existing guidelines” as they are dictates of the situation or context within which a research is unfolding (Husain, Anjum, Alshraim, Usmani & Usmani, 2012:155). I avoided or minimised unethical decision-making application of situational ethics by abiding with research ethics, as described in this study. For example, at Bloc Secondary School the interview was briefly interrupted when a School Management Team (SMT) member, who was working in the afternoon, urgently needed the manager (the interviewee at that time) to attend to a management issue. I immediately stopped the interview, allowed the interviewee to attend to that issue, and resumed at the time when the manager was freely available for the resumption of the interview process.

3.7.3 Relational Ethics

Smit (2018:82) categorically explains that “relational ethics is concerned with how humans ought to treat one another”. Based on this description, I interpreted relational ethics as dictating how participants and I ought to relate ethically towards each other throughout and after the entire research process. Being the main research instrument, I committed myself to behave ethically towards participants by recognising and valuing mutual respect, dignity and connectedness between the study participants and me and between participants and their communities in which they lived and worked (Kenny, Sherwin & Baylis, 2010). I treated the study participants as “the social, interdependent beings that they are” (Kenny *et al.*, 2010:10). In recognition to relational ethics, I distributed research information sheets and consent letters to participants (Appendix F; UNISA, 2016) and piloted the interview schedule prior to data generation.

3.7.4 Exiting Ethics

Exiting ethics are research issues requiring a balanced application of ethical principles and “a truly reflexive approach by the researcher” beyond data generation (Reid *et al.*, 2018:74). I

avoided or minimised these unexpected and unethical issues by ensuring quality dissemination of research findings and accepting critique in the final report from my supervisor, co-supervisor and the thesis editor. The editor did language editing and also gave some technical advice for thesis completion (Appendix M). I believed that these steps had protected the final report from possible manipulation prior and after dissemination.

3.7.5 Risk Minimisation

I grounded the study in social constructivism, within which data were generated by using face-to-face individual semi-structured interviews with inherent potential risks (Akaranga & Makau, 2016; Arifin, 2018). These risks had not only the potential to influence the quality of participants' responses to the interview questions but also the potential of exposing participants to "harm" (Fleming & Zegwaard, 2018). Arifin (2018:30) asserts that qualitative researchers could minimise the effect of these risks by keeping "the balance between the potential risks of research and the likely benefits of the research". In an attempt to minimise these risks, I upheld to ethical principles of autonomy, privacy, anonymity, confidentiality, justice, fairness, objectivity, integrity, transparency, accountability, beneficence and non-maleficence throughout the inquiry (Akaranga & Makau, 2016; Arifin, 2018; Fleming & Zegwaard, 2018).

3.7.6 Researcher-Participant Relationship

I engaged semi-structured interviews to generate data. This introduced participant-researcher relationships that had a bearing upon the quality of the research's findings. Reid *et al.* (2018:70) refer to these relationships as "ethical relationships: dynamics between the researcher and participants" that determine the quality and the credibility of research findings. Baker *et al.* (2016:608) mention that the way a researcher presents himself or herself to "participants during recruitment, data generation and dissemination activities" has an influence upon the quality of participant-researcher relationship. I therefore displayed ethical behaviour throughout the entire research process thereby treating every participant as "human" (Brevik, 2013). This research stance introduced quality researcher-participant relationships that promoted the credibility of research findings.

3.7.7 Informed and Non-Coerced Consent

For participants to participate in this study, I needed a duly completed informed but non-coerced consent from each participant (Arifin, 2018). In line with this statement, I prepared an informed consent letter for personal delivery to each potential study participant through the relevant 'gatekeepers' (namely the provincial HoD, DDs and CMs) (Ngozwana, 2018).

Through this informed consent letter, I managed to communicate relevant and detailed information about my study to all potential participants at the sampled secondary schools (Ngozwana, 2018). Each participant was also issued with a research information sheet (UNISA, 2016) on the day on which I delivered an invitation letter for adult participation (Appendix E). I gave each eligible participant freedom to decide on whether to accept or decline my invitation or not to consent for participation in the study (Fleming & Zegwaard, 2018). The detailed information composed of the purpose statement of this study, the nature of information I sought and how it could be used, as well as ethical principles such as autonomy, anonymity and confidentiality (Akaranga & Makau, 2016). Participants who accepted my invitation, signed the consent letter and confidentiality agreement on the scheduled date for data generation just before the interview commenced (Appendices F & G; Arifin, 2018; Fleming & Zegwaard, 2018). The signed informed consent letter bound both participants and me to ethical behaviour during and after the research process (Brevik, 2013).

3.8 CONCLUSION

This chapter outlined research paradigm and fundamental beliefs, research approach, research methodology and design, trustworthiness and methodological norms of the inquiry, research reflexivity and ethical considerations appropriate in the exploration of managers' experiences of SBM practices at secondary schools in the Limpopo Province. I situated philosophical orientations in this study within the dictates of social constructivist paradigm. Thus, my study adopted a relativist ontology and subjectivist epistemology that underpinned all research processes in this study.

This chapter also detailed triangulation and member checking as appropriate methodological approaches for the enhancement of trustworthiness in the findings. The research design and methodology prescribed above led to the realisation of the purpose of this study. The next chapter presents the findings emerging from the study in terms of themes, categories and codes generated during inductive analysis processes.

CHAPTER 4: FINDINGS PRESENTATION

4.1 INTRODUCTION

Chapters 1 and 3 were critical as foundations to this chapter. Chapter 1 presented the problem statement, research questions, purpose statement and objectives of this study. These key research constituents dictated the research methods and methodology discussed in Chapter 3. The purpose of the study is to explore managers' experiences of SBM practices regarding performance at secondary schools in the Limpopo Province. Hence, the study was both explorative and social constructivist in nature and needed qualitative methodology and methods for its realisation. Chapter 3 situated and described the research methods for this study within social constructivist ontological and epistemological philosophies. The applied data generation and analysis methods, described in Chapter 3, prioritised and respected the participants' worldviews and knowledge of the studied SBM practices at secondary schools in the Limpopo Province. Individual semi-structured interviews were employed to bring forward information about SBM practices from school managers at sampled secondary schools (*cf.* Tables 3.2 & 3.3). The transcribed individual semi-structured interviews were inductively analysed with the assistance of ATLAS.ti software.

I posed the main research question for this study in Chapter 1 as: *What are managers' experiences of SBM practices at secondary schools in the Limpopo Province?* In Chapter 1, I presented the sub-research questions related to this main research question as:

- What challenges SBM practices at secondary schools in the Limpopo Province?
- How can challenges on SBM practices at secondary schools in the Limpopo be addressed?
- What successes associate with SBM practices at secondary schools in the Limpopo Province?
- What decision-making processes can promote SBM practices at secondary schools in the Limpopo Province?
- What are the requirements for promoting SBM practices at secondary schools in the Limpopo Province?
- What constitutes the SBM practice model for secondary schools in the Limpopo Province?

Briefly, this chapter presents, with limited discussion, emerged research findings from the inductive analytic processes that I employed on the individual semi-structured interview data in the study (Creswell & Poth, 2018). Central to this chapter is therefore section 4.2 presenting and portraying research findings and their respective ATLAS.ti network views in figures 4.2.1 through 4.2.8.

4.2 RESEARCH FINDINGS

I divided this subsection into eight sub-subsections (4.2.1-4.2.8) for presenting the research findings, in terms of themes, as they emerged from the voices of the interviewed school managers at the sampled secondary schools. Each of these themes comprises categories and codes (Appendices I, J, K & L; Figures 4.1-4.8). Figures 4.1 through 4.8 depict themes, categories and codes using different formats: themes (bold and capitalised); categories (bold and not capitalised); and codes (not bold and not capitalised). In this study, code/superfamilies and families were interchangeable with themes and categories respectively, as described in ATLAS.ti.

4.2.1 Theme 1: School-Based Management Challenges

Appendix J and Figure 4.1 show school-based management challenges made of categories: in-appropriate post-establishment and school leader and manager dis-empowerment with corresponding codes. Codes are labels of coded data segments or quotations representing participants' responses to interview questions during interviews (Appendix I). Quoted data segments or quotations were identified to confirm participants' voices or experiences of SBM practices at secondary schools in the Limpopo Province. Here, study participants' voices were in response to the leading interview question: What do you think of SBM practices regarding performance at secondary schools? These participants' voices were essential in answering the sub-research question: *What challenges SBM practices at secondary schools in the Limpopo Province?*

Adoption of SBM reform to decentralise decision-making authority from departments to school levels is a strategy to improve on financing and delivery of education services (Mojtahedzadeh & Sayadmanesh, 2013). However, SBM practices have potentially exposed secondary school leaders and managers to a set of various environmental relationships coming either from internal or external environments. Weaver-Hightower (2010:690) attests that "social interaction is complex and moments of tension frequently interrupt simple interpretations of interaction and conservative constituents could readily exist alongside progressive impulses", meaning that contradicting ideas, good as they might be, often fail to co-exist for the benefit of an organisation. Social interactions have been associated with power struggles, inherent in power shifts that usually retard [education] service delivery at schools.

Mabasa and Themane (2002) explain that it has been not easy to apply SBM successfully in a country like South Africa, where there is a demand for relevant education, due to the prevalent power shifts. These power shifts from the higher to the lower levels have exposed

the SBM implementation to managers and governors without the necessary skills, thereby impacting upon the SBM outcomes (Mollootimile & Zengele, 2015). Within a secondary school, the power shifts could come into play when, for example, certain responsibilities are delegated by a principal to a junior manager (deputy principal or departmental head) who might find it difficult to manage and lead fellow educators.

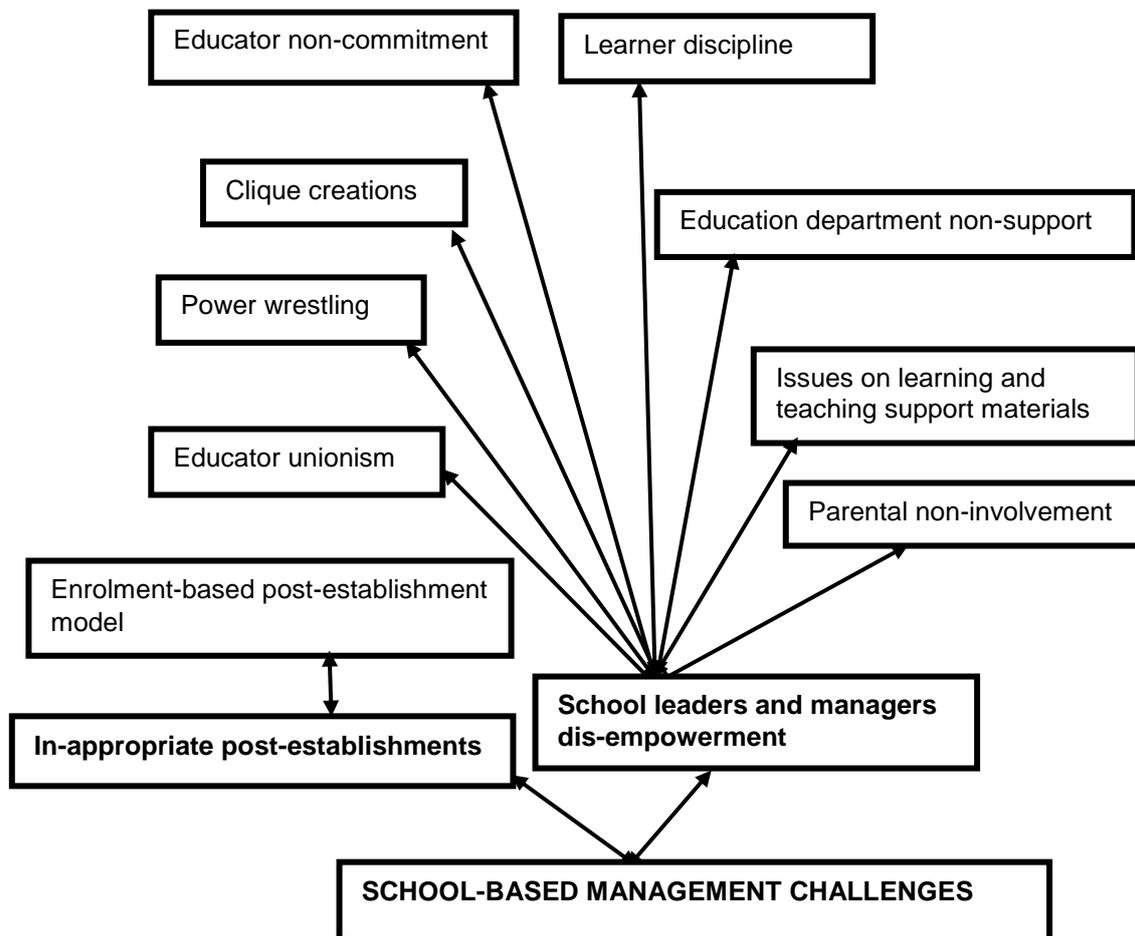


Figure 4.1: School-based management challenges with categories and codes

The school leaders and managers participating in this study, raised important points and interacting environmental and institutional relationships which impact and challenges SBM implementation. In the words of Cranston (2001:22), the SBM “challenges remain” and are variant. Suyata (2017:202) concludes that “the challenges of SBM implementation are numerous and complex”. Different researchers list varying SBM challenges that impact on SBM implementation. For example, Mosoge and Van der Westhuizen (1998:74, 84) refer to “self-managing school”, “participation of stakeholders” and “participation of teachers” as SBM challenges. Botha (2006) concludes that leadership practices and community involvement have remained challenging factors to SBM implementation and Winarti (2011) asserts that the prevalence of curriculum dependency by school managers and authorities also challenges

SBM implementation. Curriculum dependency implies that schools depend and follow the nationally-designed school curricula without them coming up with a balance between the national and local needs (Winarti, 2011). I present a description on SBM challenges, grouped under in-appropriate post-establishments and school leadership and managers dis-empowerment, as identified by most study participants (4.2.1.1 & 4.2.1.2). These SBM challenges reflect managers' experiences of SBM practices in the Limpopo secondary schools.

4.2.1.1 *In-appropriate post-establishments*

The DoE creates, regulates and distributes teaching posts through the post-establishment (also referred to as post-provisioning) model to all public schools in the nine PEDs in South Africa (RSA, 1998). The central objective of the applicable post-establishment model is equitable distribution, based on individual institutional (for example, secondary school) needs and priorities, of educator posts to all educational institutions (RSA, 1998). Individual institutional needs and priorities determine the appropriateness or in-appropriateness of the post-establishment model by either promoting or hindering SBM practices. In this study, participants expressed how the current post-establishment model has been in-appropriate to rural secondary schools in the Limpopo Province. In-appropriateness of post-establishment, conveyed through an enrolment-based post-establishment model has been a challenge to SBM practice at secondary schools. The following paragraphs relate some school managers' experiences of post-establishment allocations and implementation as challenging at secondary schools in the Limpopo Province.

● Enrolment-based post-establishment

WHM2 (the male departmental head at Win-win Secondary School), VPF1 (the female principal of Valiant Secondary School) and SPM2 (the male principal of Sparkle Secondary School) expressed their concerns regarding enrolment-based post-establishment allocation and implementation in the next paragraphs. WHM2 related his experience in this regard like this:

Firstly, the model, in terms of staff establishment, that is being used, was never piloted. We only see the problem when we implement it. The staff establishment in use is based on educator versus learners (meaning educator-learner ratio). At other instances especially in rural areas, it is not working. You find that there is a school that has to meet the demands of the society or community in which it is situated (15:33, 81:81).

The above quotation indicates that WHM2, with collective seven years of experience as the departmental head (also an SMT member), did not welcome the utilisation of a

post-establishment model that is based on learner numbers and not on school local needs. This departmental head also remarked that such model in operation *was never piloted*. What is critical here is the negative impact of learner-based staff-established model on school performance especially in rural areas where *it has not working*. Rooted in this quote is the fact that such a model disadvantages some schools in Limpopo Province and thereby is unconstitutional towards learners in the affected areas. Conclusively, supported by WHM2's words, this learner-based post-establishment is not pro-poor and requires some reviews.

VPF1, concurrent eleven years as principal and SMT member, related her experiences of post-establishment with respect to 'small schools' in this way:

Our schools, I normally regard them as small schools even though we have got so many definitions in terms of small. The word sometimes is a bit relative. Being a small school, which of course when they do this post provisioning, they will do it similarly as if the school is normal. You will find a school with four educators or maybe seven educators with so many learners having the same load with those others being paid-remunerated the same where the principal sometimes is having more load than others (9:53, 108:108).

In the foregoing quote, VPF1 pointed out that the current post-establishment method disfavours 'small schools' and has been a challenge to SBM implementation at these institutions. According to her, this model through which schools are allocated teaching posts is clearly in-appropriate for implementation at 'small schools' by overloading educators with too many subjects and grades to teach.

In the same sentiment, SPM2 gave the following response to probing on post-establishments:

The provincial department is the one responsible for that. It is the one which give us the teacher (staff) establishment. They say they use a certain model that is driven by the departmental operational needs. Like recently, the model was affected by the availability of funds. If the department does not have enough funds to pay the teachers, they simply take the teachers out of the school by giving you a lesser staff establishment. Meaning that they are not driven by what is required by the school. They are driven by how much they are willing to pay. This becomes a problem at schools (6:47, 136:136).

The aforementioned quote (namely 6:47, 136:136) conveys the idea that the current post-establishment model, as provided by DBE, is based on availability of public funds but not school needs. SPM2 vehemently raised the point that the South African school

post-establishment model is not context-based because it is dictated by DBE financial budgets. This interpretation is indicated in the following two sentences by SPM2: *Meaning that they are not driven by what is required by the school. They are driven by how much they are willing to pay.* SPM2 also maintained that the referred to post-establishment model has negatively affected the number of allocated educator posts to individual schools especially 'those with small learner enrolments' thereby promoting institutional SBM practices failures at secondary schools in the Limpopo Province. Therefore, SPM2 suggested a post-establishment model based on school needs for use in Limpopo Province.

Both SPM2, VPF1 and WHM2 alluded that the current post-establishment model favours only schools with larger learner enrolments and hence has favoured only SBM practices at bigger schools. These participants concluded that a model based upon school needs would favour not only schools with big learner enrolments but also those schools with fewer learners. It is evident, from the above quotations by WHM2, VPF1 and SPM2, that in-appropriate post-establishments have negative effects on education service delivery through SBM in the Limpopo Province. These experiences on in-appropriate post-establishments and their consequent impact on Limpopo education, are supported by Sephton (2017:247) in the following statement:

South Africa is facing an education crisis and one of the factors contributing to this crisis is the shortage of teachers in many schools...For the most part, teacher shortages are caused by the incorrect allocation of teachers to schools. As a result, some schools end up with far more teachers than they need, while other schools have too few.

4.2.1.2 School leader and manager dis-empowerment

School leader and manager dis-empowerment is the second category under the theme SBM challenges which emerged from the voices of the study participants. The social nature of SBM practices, coupled with the institutional conditions and social interactions amongst education actors such as learners, educators, parents of learners and SMT, have influence over SBM implementation at a particular school. Despite environmental conditions, the success of SBM practices has depended upon the quality of school leadership and management. For example, according Bush and Glover (2014) and Cox (2016), visionary leadership, complemented with management capability to plan and organise staff members and resources to achieve institutional objectives (that is, through SBM practices), has the potential to transform schools into successful institutions. Bush and Glover (2014) add that a focus on leadership for learning or instructional leadership has been an essential element for successful schooling. However, Bush and Glover (2014) warn that institutional relationships amongst school leaders, managers, educators and educator unions might also impede SBM practices at secondary

schools by dis-empowering school leaders and managers. In this study, internal and external factors constituted the school leaders and managers dis-empowerment category.

This study identified, from the empirically generated data, the following crucial internal factors that have the potential to dis-empower SBM school leaders and managers: educator unionism, power wrestling, clique creations, educator non-commitment, learner discipline, education department non-support, issues on Learning and Teaching Support Materials (LTSMs) as well as parental non-involvement. The external factors were identified as: education department non-support, issues on LTSMs and parental non-involvement. In line with these factors, the next paragraphs present managers' interaction experiences with other education providers during the implementation of SBM at secondary Limpopo schools. The presentation of these experiences concentrated on internal factors first then external factors.

- Educator unionism

In separate interviews, principal RPM2 and his deputy principal RDM2 described how educator unionism has been affecting the provision of education at their school (namely Resolute Secondary School). The educator unionism experience of both RPM2 and RDM2 appear in two quotations (12:65, 160:164; 13:62, 175:181) given below. The first quote relates the RPM2's experiences of educator unionism and the second that of RDM2.

RPM2 shared his experiences of educator unionism in this way:

South African education is too much union-based. If it were possible, we would reduce the powers of the unions at schools and give the managers or administrators powers to make sure that there is performance at schools. The rights of educators in terms of union-based education make schools not to perform. Some of the union members openly take wrongful instructions from their union leaders and make schools not to perform. It looks like you are having two principals in one school. The one principal is the union and the other is the department appointee (12:65, 160:164).

In the preceding quote, RPM2 showed his concern with the education that *is too much unionised*. From the tone embedded in the quote, it becomes clear that the presence of unions at Resolute Secondary School is disruptive by working against normal participatory and democratic decision-making processes. Thus RPM2 felt that: *If it were possible, we would reduce the powers of the unions at schools because the rights of educators in terms of union-based education make schools not to perform*. Inductively, I therefore suspect that at Resolute Secondary School, the school leadership and management finds it not easy to work in partnership (that is collaboratively), with educator unionism. Therefore Resolute Secondary School managers and leaders feel disempowered by the presence of educator unions at their

school. Resolute Secondary School managers and perhaps also those at other secondary schools in Limpopo Province are looking for development on how to improve on their working relationship with educator unions.

RDM2 had the following to say on educator unionism.

The educator unions especially in the black schools are the ones that are running the schools in the sense that principals are afraid to take disciplinary measures against educators. They are afraid that a certain educator who has committed that mistake would go and report them to the educator unions. Thereafter the educator unions would take steps against that particular principal (13:62, 175:181).

On educator unions, the deputy principal at Resolute Secondary School, was specific and stated that *educator unions, especially in the Black Schools, are the ones that are running the schools in the sense that principals are afraid to take disciplinary measures against educators. Underpinned by this quote is that school leadership and management at the Black Schools do apparently lack leadership and management skills for leading and managing collaborative partnerships with educator unions.* This input by RDM2 confirmed that which was alluded above by his principal RPM2. I therefore put once more again that Resolute Secondary School managers and perhaps also those at other secondary schools in Limpopo Province are looking for development on how to improve on their working relationship with educator unions.

Mouton *et al.* (2013) support both RPM2's and RDM2's experiences of educator unionism impacting upon education. Mouton *et al.* (2013:37) asserts that "unions also add to further instability regarding education". In support of educator unionism effect upon education, Zengele (2014:470) states that "the proliferation and growing intensity of educator unionism in South Africa as a developing state" has posed challenges to the South African education system.

Msila (2014) associates the problem of educator unionism with the elevation of educator bargaining at the expense of professionalism by some site union representatives. In his quote, principal RPM2 suggested the reduction of educator-union influences by balancing them with added powers to school managers or administrators which would favour improved school performance. This statement calls for strategic reduction of educator union influences. Strategic reduction of educator unionism requires skilled principals, who are ethical in their approach to facilitate staff professional development, targeting all educators (including educator union representatives) at their schools (Msila, 2014). Msila (2014:272) argues that

“school managers should begin formalising alliance and collaboration between themselves and their union site committees” for them to enhance their schools’ effectiveness.

RPM2 added a strategy through which union-power could be reduced in order to promote school performance. RPM2’s strategy of reducing educator union influences refers to the skill development through which CMs could empower school managers and leaders on how to apply *collective agreements* when leading and managing their schools’ activities such as curriculum management, financial management, school governance and human resource management. Fullan (2006) asserts that capacity building with outcomes in mind is critical for the success of a transformation process. In this regard, capacitating, not only school managers but all education service delivery actors (including educator union representatives) would facilitate good working relationships that focus on targeted school outcomes. Bascia and Osmond (2013) and Mafisa (2017) on the other hand see mutual partnership between educator unions and government (represented by DBE) having the potential to enhance the culture of learning and teaching at schools and thereby promoting school performance and learner outcomes.

The previous paragraphs discussed the impact of educator unionism on SBM practices at some secondary schools in the Limpopo Province. The Constitution of the Republic of South Africa indicates that South African educators have the constitutional right of belonging to a educator union and trade union that may form or join a (educators/workers) union federation (RSA, 2012b). Educator union members whose union has joined a federation become affiliated members of that federation. The key function of a educator union federation caters for unionism (that is, to bargain for its members) and professionalism (Kudumo, 2011). Mafisa (2017) adds that educator unions have played constructive roles over educational decision-making processes. However, this stance contradicts the experiences of RPM2 and RDM2 (as alluded above) of educator unionism upon SBM practices at secondary schools in the Limpopo.

- Power wrestling

ZPM2, the principal of Zest Secondary School, vehemently shared his experiences of power wrestling at his school:

My experience is that I do not know in other provinces I am in the Limpopo, there are some teachers more especially those elected in the SGB, whom I don’t know if they really understand what SGB, especially in the black schools, means, because according to them it’s power wrestling. They want to wrestle the power from the principal. They want to lead the school. You find that it is not so smooth to run a school. They would

want things to go their way. You find that even the chairperson finds it difficult to govern the school (11:45, 68:68).

The above quote (11:45, 68:68) indicates that there are power imbalances spearheaded by educator representatives in the SGB at Zest Secondary School. Principal ZPM2, with an experience of eleven years (including the two years as principal) as an SMT member, explained that: *They want to wrestle the power from the principal. They want to lead the school. You find that it is not so smooth to run a school. They would want things to go their way. You find that even the chairperson finds it difficult to govern the school.* I produced through inductive analysis that the chairperson of the SGB at this school lacks knowledge of running SGB matters and/or the educator SGB component is unaware of its roles as governors. These two inductive analysis products might breed what ZPM2 stated as *power wrestling*. The latter always work against healthy deliberative democratic decision-making processes on school governance, curriculum management, financial management, and human resource management. The entire SGB at Zest Secondary School and those at other secondary schools at Limpopo Province need empowerment on the roles of SGBs.

The reviewed literature positions power wrestling at secondary schools as alluded hereunder. Xaba (2004) concludes that South African secondary schools have been inundated with detrimental power wrestling within their democratic SGBs. The primary focus of SGBs has been the promotion of democratic educational practices through SBM to enhance school performance and learner outcomes (*Feu et al.*, 2017). Mollootimile and Zengele (2015) demonstrate that balanced powers, as opposed to power imbalances, in these areas of management are necessary for successful SBM implementation. Železnik (2017) demonstrates that power wrestling has a weakening effect on the quality of the SGB democratic decision-making process outcomes required for successful SBM implementation. Within this context, power wrestling is a continued issue in relation to SBM practices at secondary schools.

The above paragraphs on power wrestling show existing power imbalances in secondary SGBs. Such differences and reactions are “normal to any social groupings, for example, human gatherings and associations” (Bastedo, 2009:375). Some participants in this study also indicated that clique formations, in addition to power wrestling, prevail at their schools and that these cliques impact on SBM practices.

- Clique creations

RPM2 highlighted the school-clique relationship at his school in this fashion:

Few or some of the challenges that are there, is when some educators will try to form groups within your own staff and try to take down the school or take down the results. If you are not aware and observant enough you can fall into that trap. That's one of the challenges (12:5, 52:52).

In this quote (12:5, 52:52), RPM2 referred to possible clique prevalence that usually retard school performance. Through such cliques, *some educators try to take down the school or take down the results*. Although cliques might be negative towards school plans, they do tell more about the school leadership and management. Strong leadership and management do handle cliques effectively but weak ones are usually frustrated or disempowered by them. This is a common clique characteristic of “controlling” and “monopolising” decision-making processes in an organisation (for example, a school) (Bastedo, 2009:373). What is required at Resolute Secondary School and possibly at other secondary schools is skills development on how to handle cliques within a school effectively.

Olujuwon and Perumal (2014:1094) assert that at a school, clique formation is a result of the absence of “collaboration or spirit-de-corps” in schools and cliques demotivate and demoralise other educators who then keep away from contributing to school development. Non-participation of educators has a negative impact on school development and the collaborative nature of SBM. The challenge with cliques is that once they are established, they become difficult to free the school of them (Olujuwon & Perumal, 2014). But with good school management and leadership, negative cliques could be avoided and schools would become effective (Msila, 2012).

- Educator non-commitment

HPF1, with ten years of experience as an SMT member (including eight years of principalship), expressed her experiences of educator non-commitment in the quote:

One other issue of the utmost importance is the commitment by educators. Educators need to be committed. They need to know their content. Knowledge of the content is of the utmost importance. They also need to go extra-mile. If you look at the way the curriculum is nowadays and you also look at the educators being trained lately-not being trained with regard this new curriculum. If they can't show commitment and go extra-mile, then it will be difficult for them to can make learners perform (2:106, 53:53).

The quote (2:106, 53:53), by HPF1, relates the impact of educator non-commitment on learner performance in the phrase *if they can't show commitment and go extra-mile, then it will be difficult for them to can make learners perform*. The latter phrase implies that without committed educators, learners find it difficult to perform. HPF1 articulated that a lack of

educator commitment has negative effects upon learner performance and hence SBM practices. HPF1 strongly believed that *content knowledge* and going the *extra-mile* would render educators effective.

Altun (2017) and Lee and Chiu (2017) maintain that educator commitment and professionalism by educators have positive effects on SBM implementation at secondary schools. This implies that a lack of educator commitment and professionalism impact negatively upon teaching and learning. This stance confirms the belief by HPF1 that educators who are not committed do not promote school and learner performance. Ekpiken and Ogban (2015) assert that educators who are not committed to their professional duties do not spend time and energy on the promotion of school performance and learner outcomes through SBM activities during decision-making processes on curriculum and instruction related matters. Dickson (2014:54) articulates that the presence of “a crop of non-committed teachers” at a school has adverse effects upon school and learner performance.

- Learner discipline

Most study participants submitted how learner discipline impacts on SBM at their secondary schools. For example, FPM1 and DPF2 echoed their experiences on learner discipline, respectively (7:1, 50:50 & 4:60, 46:60).

Concerning learner discipline and its impact on teaching and learning, FPM1 echoed the following:

The main challenge at secondary, which is a limiting factor in terms of learner performance is learner discipline. Learners who are not disciplined, especially learners in rural schools, do not have parents' support. These learners are not motivated. They are coming from child-headed families. You find they are worried by poverty as well. The worrying factor is where they will be after passing matric considering that they do not have a substantial income at the end of the month. The chances of them being taken for tertiary you find that they are very-very low. The community itself does not have the role models. Teachers are the only role models in this community. (7:1; 50:50).

FPM1 ascribed the success of SBM to quality learner discipline. FPM1 vocally raised the point that learner discipline directly relates to SBM implementation success. His opening phrase in this regard stands as: *The main challenge at secondary, which is a limiting factor in terms of learner performance is learner discipline.* According to FPM1, contributory factors towards lack of discipline are child-headed families, demotivated learners, learners without proper career pathing and a non-supportive community that is short of role models. What is categorically clear from FPM1's response is that poor discipline or misbehaviour by learners has an adverse

effect on learner performance at secondary schools. Interestingly, Sparkle Secondary School, under the leadership of FPM1, is seen fighting learner discipline by applying school rules and engaging parents of the misbehaving learners. Assertively, FPM1 concluded that their approach to learner discipline has been accompanied by improved school performance in terms of examination attainment.

DPF2's view of learner discipline as a factor that impacts on SBM implementation is as in the following quote:

The reasons might be the community or the environment at which learners are finding themselves in. Like in our case at Ga-Dibama (not exact name) village, we find that learners or ninety percent of our learners come from the community where they are exposed to drug abuse. Then you find that most of the learners in grade 9 are starting to abuse drugs like dagga and nyaope (4:60, 46:60).

DPF2, with ten years of experience as an SMT member (including one year of principalship), claimed that SBM success depends upon the prevalent culture of the local school community. DPF2 gave an example of the local community of her school where smoking drugs like dagga and *nyaope* by residents is rife and learners emulating such community members disrupted teaching and learning. According to DPF2, school underperformance directly relates to learner discipline. Wolhuter and Steyn (2003:521) assert that "learner discipline constitutes an acute problem in South African schools". Kourkoutas and Wolhuter (2013) add that learner discipline remains a worrying issue at schools in South Africa. Nkosana, Symphorosa and Jenny (2014:1578) state that quality learner discipline "constitutes a necessary factor for effective learning in schools worldwide including South Africa".

- Education department non-support

HPF1 viewed lack of support from the education department as a challenge to SBM practices and strongly said:

The department is not supportive. I tell you, the department is not supportive. It is not that we are trying to protect ourselves. I have indicated that educators are not competent. You know if you do not have the content, you are like learners. The lack of content knowledge by educators. That particular content gap is the issue that I should think it needs to be addressed by the department of education (2:89, 178: 178).

In this quote, HPF1 was concerned with educator development in terms of subject content. It is clear in this quote that HPF1 preferred to work with those educators who are professionally well equipped in terms of the subject matter. HPF1 concerned herself with educators who

lacked the content knowhow and their consequent professional development in specific subjects. She then stressed that DBE should address content shortcomings by educators through capacitation. In this way, she absolves her school (and probably other schools) from staff development and consider it to be the sole responsibility of DBE. This be the case, renders plans and programmes for staff development by state not consider the uniqueness of each school. Contrary to this approach to staff development, the literature reviewed sees staff development as collective endeavour (of all role players depicted in the theoretical framework for this study) but not one-size-fit-all. This stance on staff development by HPF1 strongly suggests that school managers and leaders need to develop their educators in professional matters.

Mollootimile and Zengele (2015) raise the issues that departments that are supportive of SBM activities have been capacitating school level education service providers with the necessary skills. The World Bank (2008:15) emphatically state that “both local and national governments” are required to support SBM implementation at schools.

- Issues on learning and teaching support materials

APM2, with ten years of experience as an SMT member (including three years of principalship), referred to issues on learning and teaching support materials as a further SBM challenge and alluded that:

You also need textbooks, which are also viewed as learner support materials. The department is trying its best to provide but the management of those particular textbooks by the schools...the retrieval policy as per say is also a challenge because if you want to implement the policy to the latter you are told that no you are denying the learners their rights, because some extent you say if you do not bring back the textbook we are not giving the report. The majority of the textbooks are not coming back, therefore, the issue of LTSMs is a very serious challenge in terms of curricular delivery (1:9, 54:54).

The above quotation shows how APM2 related textbook management especially its negative impact on broader LTSMs. In APM2's quote (1:9, 54:54), it was apparent that despite existing DBE policies, LTSMs retrieval processes have been ineffective. Evident to this observation, is the quotation closing sentence: *The majority of the textbooks are not coming back, therefore, the issue of LTSMs is a very serious challenge in terms of curricular delivery.* Reference to textbooks and them being poorly managed at APM2 (and perhaps at other schools) serve to relate the environment within which LTSMs become *a very serious challenge in terms of curricular delivery* by Anchor Secondary School. Through the above quotation, APM2

indicated the need for empowering and supporting school managers and leaders on managing LTSMs at secondary schools by DBE and other local and external education providers.

This would be in line with the basic principles of SBM namely of local control and shared decision-making by education providers at the school level (Abu-Duhou, 1999). This philosophical stance of SBM implies that school level service providers need to effectively and efficiently manage all resources acquired by themselves or allocated to them by the DBE (McLaren, 2017). In this study, the acquired or allocated resources included LTSMs. Bush, Joubert, Kiggundu and Van Rooyen (2010:167) state that quality school management and leadership is manifested in securement and maintenance of “adequate LTSMs and monitoring classroom practice”.

- Parental non-involvement

SPM2, the principal of Sparkle Secondary School, shared his experiences of SBM practices with reference to challenges to SBM practices linked to lack of parental involvement. This principal said:

In our case we have a challenge of parental support. Our parents are not very much eager to have their learners progressing-majority of them-is only a few. They just throw them at us. They will wait and comment at the end of the year. If their learners have failed, is then that they can insult whoever they want to insult. But in the processes, they can stand that. When we call them, they complain-saying we make them tired. They have serious things to do at home. It's like they do not know their roles. The issue of learners studying and doing their work, is their responsibility at home (6:44, 99:99).

SPM2 (at Sparkle Secondary School) singled out parental non-involvement as the most worrying factor in the implementation of SBM at his school. This principal further narrated that parents believed that educators teach their children without them (parents) being directly or indirectly involved. The sentence *they just throw them at us* confirmed this interpretation. Furthermore, the very same sentence implied the lack of school-parent relationships concerning curriculum activities at Sparkle Secondary School. Conclusively, parental non-involvement is prevailing at SPM2's school as manifested in the phrase *at home parents don't care whether their children do study or not*. Kabir and Akter (2014) discovered that parents, especially rural parents, are very reluctant to be involved in schools. SPM2's experiences of SBM practices revealed that learners at his school are being deprived of children's parent-oriented motivation. School management and leadership at Sparkle Secondary School and elsewhere parental non-involvement is prevalent, require

empowerment on the importance of involving and engaging parents in the education of their children.

Munje and Mncube (2018) point out that numerous contextual factors, unique to individual schools, relate well to parental non-involvement. Implying that in South Africa, despite the favourable legislation supported by SASA, parent-school relationships (as evidenced by parental non-involvement at schools) do not seem to support school functionality. Munje and Mncube (2018:88) reiterate that there is “gap between SASA promulgations that emphasise sustainable parent-school relationships as a cornerstone for school functionality and what currently manifests, especially in disadvantaged schools”. The previous sections (4.2.1.1-4.2.1.2) have dwelt on the description of the theme SBM challenges with associated categories and codes. The subsequent sections (4.2.2.1-4.2.2.3) focus on how the challenges could be overcome through appropriate SBM practices.

4.2.2 Theme 2: Overcoming School-Based Management Challenges

Overcoming school-based management challenges concentrates on participants’ input on how secondary schools in the Limpopo Province could best overcome the challenges that might hinder SBM implementation. Overcoming school-based management challenges comprises categories: capacitated leaders and managers, relevancy in promotional post appointments and de-unionising the education system each with corresponding codes (Appendix J; Figure 4.2). Codes stand for quotations reflecting participants’ voices in response to the leading interview question: What do SBM practices require to promote performance at secondary schools? These participants’ voices were important in answering the sub-research question: *How can challenges on SBM practices at secondary schools in the Limpopo Province be addressed?*

Figure 4.2 presents possible ways or strategies, as suggested by participants, for overcoming challenges during the implementation of SBM practices. Most participants indicated that if SBM implementation challenges at secondary schools in the Limpopo Province, are not addressed or combated, then successful education service delivery through SBM practices at these school types would not be practicable. Qualitative research scholars and authors prioritise continued and strengthened decentralisation of schooling activities, such as authority, decision-making and resource provisioning by educational institutions, as ways of addressing SBM challenges (Bandur, 2012b; Botha, 2006; Cheng & Mok, 2007; De Grauwe, 2005; Yau & Cheng, 2014). Some participants shared their views on how to overcome challenges impeding SBM practices (4.2.2.1-4.2.2.3).

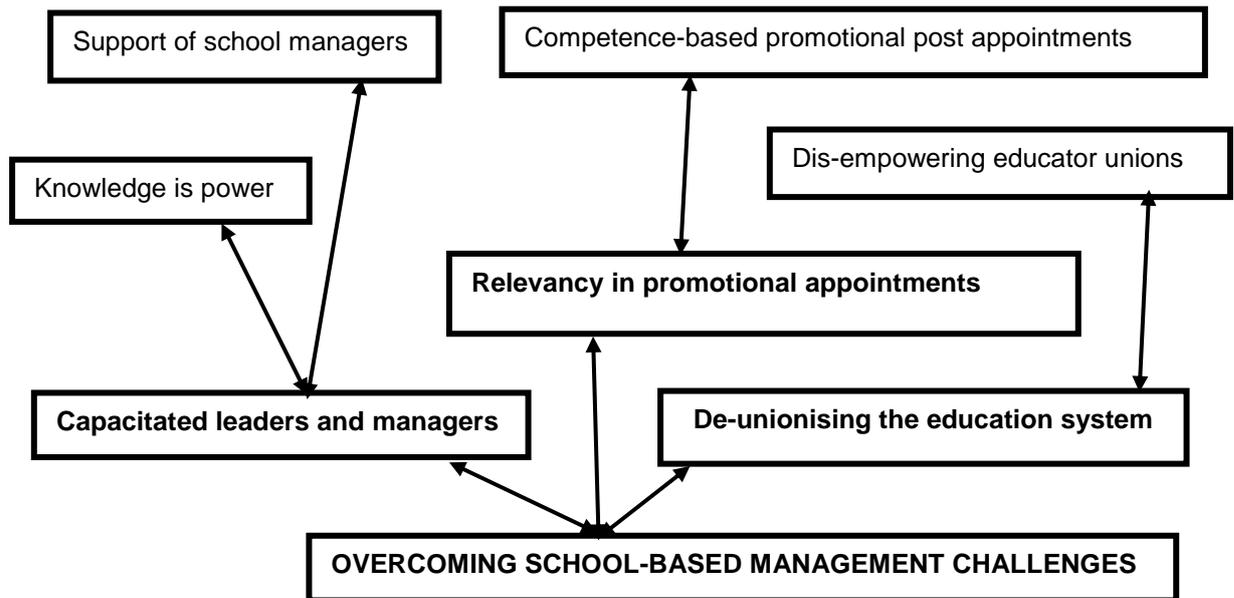


Figure 4.2: Overcoming school-based management challenges with categories and codes

4.2.2.1 *Capacitated leaders and managers*

Contemporary SBM reforms have required school managers to be responsible and accountable to both educational systemic authorities and school communities (Bandur, 2012b; Yau & Cheng, 2014). This differs from the 'old' SBM initiatives that only needed school-based managers to be responsible and accountable to educational systemic authorities. These contemporary SBM reforms also require school managers to be knowledgeable and skilful for SBM practice success. Botha (2006) demonstrates that empowering and training school managers on how to be responsible and accountable to both systemic authorities and school communities have ensured that their schools are successful in the implementation of SBM. Such empowerment and training are critical when school managers prepare for SBM implementation particularly when faced with challenges. School managers need to know how to overcome such challenges and as such, participants in this study offered ways and means necessary to capacitate school managers under codes: knowledge is power and support of school managers.

- Knowledge is power

A substantial number of study informants felt that school managers needed to be knowledgeable on issues related to SBM practices so that they could be adept in addressing SBM challenges. In this study, principals TPM2 and BPM2 and deputy principal RDM2 pointed at knowledge being power and reiterated that school managers need applicable knowledge to

combat challenges in implementing SBM practices. The following is what each of these study informants shared on knowledge is power.

Principal TPM2, with concurrent sixteen years of experience as principal and SMT member, reinforced the importance of knowledge on overcoming SBM challenges:

I said, according to me open-minded type of practice. I call it like that. But generally, I am saying when you practice now, have the knowledge of how was the practice before and you must know what is expected of you to deliver. In other words, your present must be informed by the past and your future (8:12, 80:80).

Within the application of open-mindedness in SBM practices, TPM2 raised the importance of using knowledge, experience and information acquisition through education stakeholder involvement in planning, organising and coordinating successful SBM practices at secondary schools. Within this understanding, I regard TPM2 as the principal who took informed decisions on school matters. It is clear that during his principalship years, TPM2 gathered a vast knowledge on requirements for school development plan. For example, his ability to cite *open-minded thinking* as a requirement for school planning, parallels his experience as school principal. Haran, Ritov and Mellers (2013) have found in their research that actively open-minded thinking produces information for enhancing school performance. This study values the utilisation of active open-mindedness as a social activity when engaging SBM practices for school transformation.

BPM2, with cumulated twenty-five years of experience as SMT member, (including fifteen years of principalship), indicated that knowledge is power for overcoming SBM challenges. In his own words he explained that:

One other thing is as a manager you need to read - read widely; know as much as the educators in their line of the expertise if not more. Knowledge is power - people used to say knowledge is power. If they come to you seeking help and you have to be able to provide it. It helps to know a bit of this a bit of that as a school manager (3:73, 134:134).

This quote stresses the vital importance of knowledge when leading and managing the implementation of an educational initiative. Principal BPM2 pointed out that *knowledge is power - people used to say knowledge is power*, which implies that principals need knowledge to address SBM implementation impediments such as conflicting powers, legislation and policy misunderstandings, as well as how to deal with school improvement and lack of resources. The above input by BPM2 clearly demonstrates the importance of experience in

managing and leading activities associated with SBM implementation. Coupling experience and knowledge would help schools to carry out successful SBM activities. Basically the above quote points at inadequate knowledge on school leadership and management by those persons who are leading and managing schools.

RDM2, the deputy principal of Resolute Secondary School, echoed the same sentiments on knowledge is power and said:

The principal should read widely because if you read widely, you are going to come across materials or the information that advises, highlights, or points out to the principal that in order for the school to be successful, these are the things that he needs to do. (13:41, 183:183).

According to RDM2, a well-read and informed principal would be skilled in leading (and managing) his/her school successfully. Botha (2006) stresses that the leadership role of the school principal is pivotal to a successful relationship between SBM and school improvement. This conveys a feeling that a well-read, skilful and informed school manager would be equipped to combat any challenge that hinders the implementation of a reform process such as SBM. Just like in the case of BPM2, the words by RDM2 reveal exposes an insufficient knowledge on school leadership and management by managers at schools.

- Support of school managers

This code calls for ways and means through which school managers could receive support from the DBE and other stakeholders (for example, SGBs) in education when managing and leading SBM practices. Wiehahn and Du Plessis (2018:1) assert that school managers “should be equipped or should have the necessary knowledge, skills and values with which to manage and lead an effective and efficient school”. In this study, some school managers, for example, FPM1 and CDF2, regarded support of school managers as a necessary way to follow when attempting to combat SBM practice challenges.

FPM1, with concurrent eleven years of experience as principal and SMT member, provided his perspective of support of school managers as contained in the quotation:

I'm proposing that if the department would love to get it right, in terms of development, it should be done at the level of the school. You will be knowing that you are addressing issues pertaining to that particular school. Unlike generalising wherein, you find that they address issues which are not challenges to your institution. To get it right, it would be better if workshops conducted at the level of the school are based on the school profile...

The discussions will be by those who are affected. The arguments will be based on the school environment (7:50, 56:64).

The quotation (7:50, 56:64) portrays FPM1 as an analytical evaluator of DBE-organised school manager development programmes (Ogarca, 2015). As an evaluator of these school managers development programmes, FPM1 proposed that developmental programmes as a way of giving support to school managers need to be environment-based and conducted at individual schools. FPM1 associated some benefits of this approach to support school managers. According to FPM1, support of school managers through programmes of this nature would be based on the needs of the affected school. This is underpinned by FPM1's voice in the phrase: *it would be better if workshops are conducted at the level of the school are based on the school profile*. The sentence: *If they are accepted by the majority you will feel that the majority is going for that* confirms FPM1 as a democratic leader.

CDF2, with fourteen concurrent years of experience as deputy principal and SMT member, emphasised that departmentally organised development programmes should run parallel with self-development and consequently, highlighted the need for self-development by school managers in technology in this manner:

...we must also develop ourselves technologically. IT (an acronym for Information and Technology) is here to stay. If maybe we can just accept it and each and every one of us tries to be at least IT literate here and there. So that this modern technology we can use it to the best of our advantage. We mustn't just rely on textbooks alone. We must research. Research the net and see how these topics are explained so that when you go to the learners, you find the best possible method to explain for them so that they can understand (10:41, 96:96).

CDF2 strongly aspired for school managers to develop themselves technologically. According to CDF2, managers (as depicted in the word *we*) need (self) development in the use of IT in the day-to-day school management and leadership activities. Afshari, Bakar, Luan, Samah and Fooi (2008:88) urge school managers to “know the use of technology” in leading and managing curricular activities and to “realise the role that the technology can play in teaching and learning processes” necessary to promote curriculum delivery. Bektaş (2014:1772) points out that “positive attitude of principals toward technology” facilitates learning and application of technological skills by principals in leading and managing instructional activities. In this context, I interpret CDF2 as a deputy principal with the potential to learn the application of technology in leading and managing curriculum processes. This interpretation connects well with CDF2's words in the preceding quote: *we must also develop ourselves technologically*.

CDF2's words in the above quote reveals lack of technological knowledge by school leaders and managers.

4.2.2.2 Relevancy in promotional post appointments

Beckman and Prinsloo (2009:176) state that in South Africa, "the powers regarding the appointment of staff are major indicators of the power of self-governance residing in an institution" (for example, a public school). The DBE is responsible for determining and allocating educator post-establishment to public schools. As dictated by SASA, Employment of Educators Act 76 of 1998 (EEA) and other standing laws in South Africa, the SGB of each public school processes and recommends to the provincial HoD the appointment of the best qualified, motivated, committed and competent educators to vacant posts in public schools (Msila, 2014). The HoD may appoint any suitable candidate on the SGB list. This action could be viewed as the removal of power from SGBs in this regard and a decisive re-centralisation of significant power delegated to the governors of schools (Beckman & Prinsloo, 2009). In paragraphs that follow, study participants allude to their experiences of educator appointments in promotional posts at their secondary schools.

● Competence-based promotional post appointments

This section confines itself to the appointment of competent (that is knowledgeable and capable) managers in senior posts (principals, deputy principals, departmental heads and the senior educators) at secondary schools (Msila, 2014). Some study informants, for example, CDF2 and RDM2, offered their experiences of appointments into these posts at their schools. CDF2 forwarded her experiences of the filling of promotional posts as follows:

The issue of these promotional posts: promotional posts today are problems, ja (for yes); they are problems. Normally they are lobbied to before (with a soft but message-laden laughter) appointing. But if they can appoint according to capacity and ability, as teachers we know one another. You find that there are teachers who are doing excellent work. They are doing excellent work, but come promotional posts, just because they are not lobbied to, they don't get these promotional posts. They take a person who is not even competent and put that particular person on a promotional post (10:45, 102:102).

CDF2 recommended that schools could be rendered successful by appointing candidates with suitable management ability and skills to promotional posts. CDF2 stated her position on promotional post appointments as in the following three extracts from the above quote: (i) *if they can appoint according to capacity and ability;* (ii) *we are having unnecessary problems that could have been solved by appointing relevant people. Even the principalship. Relevant people;* and (iii) *we must go for someone with sound management. We must go for someone who can really lead. Not just because he is a comrade.* These three extracts, by CDF2, confirm

the need for filling secondary school promotional posts with suitably qualified people who would manage and lead SBM practices effectively and efficiently. Central to the above quote is the appointment of underqualified or unsuitable candidates in school leadership and management promotional posts at secondary schools.

RDM2 concurred with CDF2 on competence-based promotional appointments but added that appointees in promotional posts at South African schools should have the knowledge of education laws for successful school management and said:

The issue of principals not having qualifications that are legislation related should be looked into. I think this is one of the issues that hinder the smooth performance of the education system in our country. Principals do not have qualifications which are in line with legislation, specifically education law. When I talk about this six-month course, I refer to the course whose modules are related to education law (13:41, 183:183).

RDM2's concern was specific to the acquisition of knowledge of education law by those already appointed in promotional positions. RDM2 believed that educational legal background knowledge is needed by school managers to make the most appropriate decisions aimed at transforming their schools through SBM into quality performers. Education legislative knowledge is, therefore, a necessary tool for helping schools overcome challenges to SBM implementation.

4.2.2.3 De-unionising the education system

Heystek and Lethoko (2001) assert that educator unions, like other stakeholders in the education of the South African child, have played an important role in restoring educator professionalism and the Culture of Learning and Teaching (COLT). However, Zengele (2013) argues that union participation might equally be detrimental to democratic governance at the school level, thereby impeding SBM practices success. De-unionising the education system constitutes of a single code: dis-empowering educator unions.

- Dis-empowering educator unions.

The following quotation conveys participant RPM2's concern about the influence that educator unions have on SBM practices at secondary schools:

If we can de-unionise our schools or de-unionise education, then we will be fine. By de-unionising them is when we employ or hire or appoint not according to the union affiliation but according to qualification and performance. In terms of qualification, you will have knowledge but in terms of the union you only have the practical part but not the knowledge (12:56, 168:168).

RPM2 expressed his concern about how unions relate to schools and the education system as a whole in South Africa. According to RPM2 unions deploy, disregarding skills, experience and qualification, their affiliates in vacant posts especially high posts at secondary schools. This relationship destabilises leadership and management at schools. This participant used *de-unionise* [schools or the education] implying that unions should have little or no influence in the education of the South African child. *De-unionise schools or education* so suggested RPM2. The final outcome of de-unionising schools would be effective and successful education service delivery through SBM practices.

RDM2 suggested ways for combating union influence at secondary schools.

The other thing that should be done is the reduction or nullification of teacher union's power and influence over education issues. The teacher unions have a great influence on management practices at schools. The teacher unions, especially in the black schools, are the ones that are running the schools...I feel that education should also become an essential service so that during strikes educators may not be allowed to take part in strikes. Just like the police, education should also be regarded as an essential service so that during strikes, educators are not supposed to go on strikes (13:63, 175:181).

RDM2 refers to complete reduction or nullification of union power influence over education leadership and management practices. RDM2 was of an opinion that such actions would promote successful SBM practices at secondary schools. Furthermore, RDM2 suggested an education with some modification, wishing to see that education is described as an essential service. Within this understanding, employees in essential services are *not allowed to go on strike*. This action according to RDM2 would positively support SBM practices for the continuation of quality relationship between the unions and the department.

4.2.3 Theme 3: School-Based Management Successes

The theme school-based management successes is composed of categories: collaboration for learner performance, decentralised authority across the school and school effectiveness each attached to a specific codes (Appendix J; Figure 4.3). Quoted data segments or quotations confirm expressions by participants when responding to the leading interview question: What potential do SBM practices have to promote school performance? These participants' voices were important in answering the sub-research question: *What successes associate with SBM practices at secondary schools in the Limpopo Province?*

The literature on SBM sums up the successes associated with this education reform as self-management and self-governance resulting from devolution of authority from higher levels to lower levels (Botha, 2006; Carr-Hill, Rolleston, Pherali & Schendel, 2014). Inherent in school effectiveness, self-management and self-governance, under SBM, has been the strengthened principal leadership through empowerment and training, parental and community involvement, participatory democratic decision-making and accountability, efficiency and responsiveness to local needs (Carr-Hill *et al.*, 2014). Practising and sustaining these practices have helped schools achieve amongst others, increased enrolments, equity of enrolments, increased educator motivation, positive learner attitudes and improved teaching and learning outcomes (Carr-Hill *et al.*, 2014). The following paragraphs describe what study participants voiced under each category in the theme school-based management successes.

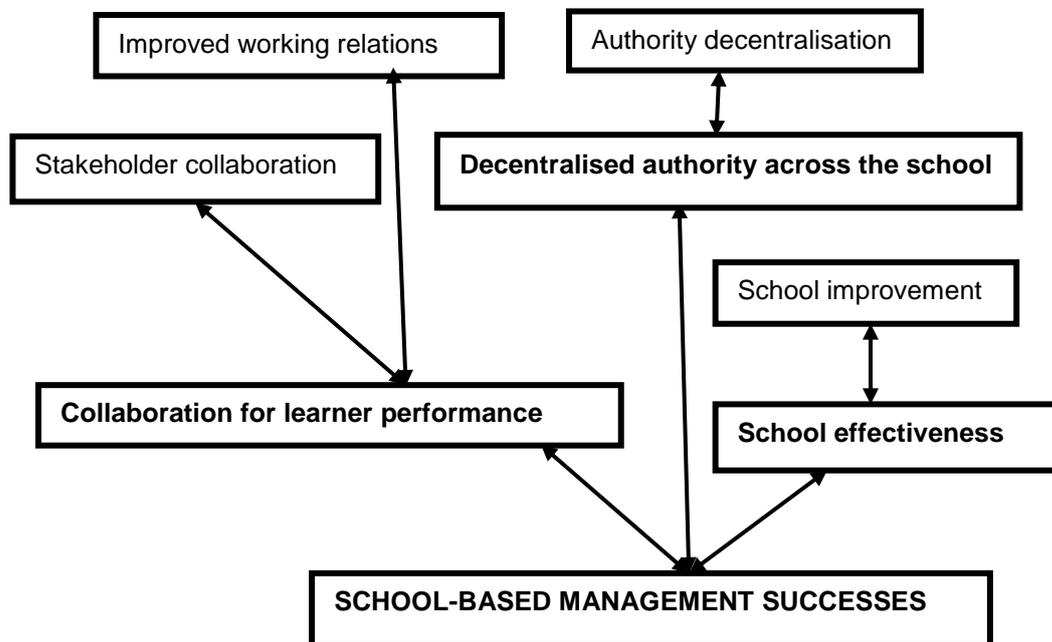


Figure 4.3: School-based management successes with categories and codes

4.2.3.1 Collaboration for learner performance

SBM practices have helped school-managers and leaders engage all education stakeholders in collaborative decision-making aimed at school performance improvement (Bandur, 2012b). Bandur (2012b) adds that SBM has increased both the commitment and morale of educators in schools, as well as resulting in more significant collaborative working environments and improved learner performance. The implication is that school collaborative decision-making should not be restricted to the local communities but rather should go beyond the school boundaries. In line with the extended school-based collaborative decision-making going beyond school boundaries, four principals shared their experiences of collaboration for learner performance in the next paragraphs.

- Stakeholder collaboration

This study gathered that successes of SBM implementation become evident through the degree of stakeholder collaboration on learner performance practices at schools. Within this understanding, participants, FPM1, HPF1 and DPF2 presented their experiences on stakeholder collaboration for learner performance. FPM1 expressed his position on stakeholder collaboration on learner performance practices in this fashion:

These days, learner performance is not only the responsibility of the school principal. The educators are there. The SGBs are there and the community as well (7:20, 91:91).

FPM1 articulated that learner performance is the responsibility of the school principal, educators, SGB as well as the community. From this quote it is also clear that those who are responsible for learner performance are out there in the community (especially the local school community). What is not clear is who devolves what of the learning performance (learning, teaching and assessment) and to whom. I learned through the SBM literature that both educators and learners need to be responsible for their learning, teaching and assessment activities. I believe that active democratic participation of the educators and learners in what is happening in the class will motivate them and ultimately enhance learner performance at schools through applicable SBM practices. Principal FPM1 need to give teaching, learning and as well as assessment responsibility to educators and learners.

Mollootimile and Zengele (2015) assert that with the advent of democracy in South Africa in 1994, an awareness of the need by SBM stakeholders to actively participate in each and every aspect of schooling, including learner performance, has become prominent. Mollootimile and Zengele (2015) add that SBM, as a system, has become a microcosm of a democratic system at the school level. FPM1 extended the collaborative partnering in learner performance to the SGB. Beckman and Prinsloo (2009) attest that the establishment of SGBs represents a significant decentralisation of authority in the South African school system. The SGB is the legal recipient of the devolved authority and therefore legally expected to be actively involved in all governance-related issues at a school (RSA, 2007). Principal FPM1 need capacitation on devolution of teaching and learning processes as well as assessment to their rightful owners (namely educators and learners).

HPF1 of Harmony Secondary School emphasised the importance of collaborative decision-making for learner performance as in the quotation:

If you can take decisions on your own without the involvement of the parents, then you will have a very big problem. You need to update them with whatever (2:50, 123:123).

HPF1 avoided decision-making practices that might expose her to serious problems but preferred collaborative parental involvement practices for freeing her school from potential SBM challenges. In this quote, there is an emphasis on parental involvement in decision-making on school matters. According to this principal participation in decision-making processes reduces unanticipated problems at schools. Mojtahedzadeh and Sayadmanesh (2013) add that the expectation underlying SBM practices is that greater parental involvement means that schools would be more responsive to local demands and that decisions would be taken in the interests of children rather than adults. The South African education system, under SBM, has afforded parents the opportunity to participate in school decision-making matters under school governance activities (such as finance and resource provisioning); thus, parents become active and cooperative school partners and supporters (Cheng & Mok, 2007).

DPF2, of Discovery Secondary School, discussed the role of collaboration with the community including government institutions. In response to the probe: How is this situation of disruptive behaviour due to drug abuse by learners managed at your school? DPF2's response was:

If such learners are identified, we have social partners like the Department of Health and SAPS (meaning South African Police Service) that do help us to curb drug abuse in our school. If we have identified such learners, we invite the Department of Health to intervene as a form of correcting these learners. I can refer to one (referring to a Grade 8 suspected of doing drugs). He was doing Grade 8. We referred that learner to the psychologists' section. The report showed that that learner had no problems. We end up having such learners in our school. Sometimes we don't get enough help from other departments. We end up facing such learners on daily basis (4:12, 64:64).

Principal DPF2 disclosed how her school collaborated with the Department of Health, the South African Police Service and Psychological Services in decision-making when addressing issues relating to learner discipline, health and psychological services. DPF2 said that an expanded external engagement with other departments (such as Department of Social Services and Home Affairs) strengthened collaborative efforts aimed at improving learner and overall school performance at her school. However, DPF2 sometimes found it difficult to get good help from the external environment when in dire need especially in the area of learner discipline. Taggart and Pillay (2011) assert that poor learner discipline has been one of the institutional and systemic factors that have contributed directly to low educator morale with significant negative impact on school performance. Therefore DPF2 and perhaps her SGB need empowerment on strengthening collaboration with the external environment and learner discipline by educational experts.

- Improved working relations

APM2 averred his experiences on SBM practices after being asked the following probing question: What else, apart from challenges, do you experience as you practise SBM?

But what I only like about is that you learn how to work with people. You are able to apply interpersonal relations at its best depending on how you are able to manage the school particularly around creating a conducive learning environment. That is where maybe you can say well, I enjoy the support of the staff; I enjoy recognition... the community is able to identify the good work that you are doing (1:14, 63:63).

Principal APM2 expressed how an application of *interpersonal relations at its best* received support from his staff and community. This is a salient application of participatory and collaborative decision-making that demonstrates team spirit, open cooperation and sharing of responsibilities among the staff (Cheng & Mok, 2007).

4.2.3.2 Decentralised authority across the school

Decentralised authority across the school comprises the code: authority decentralisation (Appendix J). Botha (2006) and Cheng and Mok (2007) convey that SBM concerns itself with the decentralisation of authority from higher levels (government/national, provincial and district) to local (school) levels, the beneficiaries thereof receiving both the devolved authority and inherent powers in the process. Mojtahedzadeh and Sayadmanesh (2013) state that governments adopt SBM reforms to decentralise decision-making authority from departments to school levels as a strategy to improve on financing and delivery of education services. There are also various educational successes associated with SBM reforms. These successes manifest themselves, amongst others, in improved parents and community involvement in schools, increased levels of principals and educators' empowerment, raised learner achievement levels, created and practised accountability mechanisms through transparent decision-making processes (Mojtahedzadeh & Sayadmanesh, 2013). LaRocque and Bover (2007) warn that decentralisation through SBM reforms is no panacea for improving education outcomes. Governments that have adopted SBM reforms, have achieved several goals through careful planning and implementation of the subsequent plans (LaRocque & Bover, 2007). Consequently, Mosoge and Van der Westhuizen (1998) state that SBM is no longer an option within the South African education system but a reality.

- Authority decentralisation

MPM2 of Morning-star Secondary School explained how his secondary school gained, through decentralisation of authority, from the SBM practices in this manner:

It assists a greater deal if learners or if educators can be afforded an opportunity of

contributing positively to the general population of the school that even if the principal is not around, the smooth running of the school will not be interrupted. Centralisation of powers where every now and then people will be waiting for the principal's arrival and ask specific minor things that they could have asked with whoever is here I think is not healthy. Practices of the school should be known to the participants - every person in the school so that even if I retire there will be that progress being continued. But if powers are centralised to that particular person and it happens that he goes for retirement, the school would either be dysfunctional or produce very poor results (5:6, 56:56).

In this quote, MPM2 favoured decentralisation over centralisation of decision-making power within a school. For him, decentralisation of powers, through devolution of authority, from school managers to learners and educators, would help *a greater deal if learners or if educators can be afforded an opportunity of contributing positively to the general population of the school that even if the principal is not around, the smooth running of the school will not be interrupted.* According to principal MPM2, decentralisation has promoted quality school cultural changes that lead towards the betterment of learner performance. Bandur (2012a:44) states that devolving power and authority to school level has created improvement in “teaching-learning environments, school culture and student achievements”.

4.2.3.3 School effectiveness

This category, school effectiveness, relates to a single code: school improvement (Appendix J). In this explorative study of SBM practices at secondary schools in the Limpopo Province, school effectiveness refers to how well-devolved decision-making powers to school levels are being utilised by stakeholders to bring about quality school improvement at their institutions. Sergiovanni (1984:4) describes effective schools as excellent schools “where things hang together, with a sense of purpose which rallies people to a common cause” and “work has meaning and life is significant particularly when teachers and students work together and accomplishments are readily recognised”.

This brief, but not conclusive, description of school effectiveness takes cognisance of the assertion by Botha (2010:608) that “however different, school effectiveness and school improvement could not be looked at in isolation, their goals and intentions are inseparable”. The ultimate common goal for both school effectiveness and improvement is to accomplish educational needs for all stakeholders within conducive environments that result from effective SBM practices (Mollootimile & Zengele, 2015). In this explorative study on SBM practices at secondary schools in the Limpopo Province, participants raised different views on SBM successes with regard to school improvement as in the next paragraphs.

- School improvement

CDF2, the deputy principal of Crescent Secondary School, commented on the utilisation and successes associated with the devolved decision-making powers in this manner:

Whatever change that you need to make, involve them from the beginning so that they should own this change. If everything is well explained to them, you will experience minor challenges and performance can be improved (10:55, 48:48).

In the above quote, the phrase *whatever change*, could refer to many things. In this study, it refers to new plans aimed at bringing about transformation and restructuring of teaching and learning activities and outcomes. CDF2 indicated that inclusive decision-making processes that resulted from devolution of powers from higher school levels (principal's, deputy principal's and departmental head's office) to educators are usually associated with 'change ownership' by the affected staff and fewer implementation challenges, thereby bringing about performance improvement necessary to render a school effective.

WHM2, the departmental head at Win-win Secondary School, voiced similar sentiments and asserted that 'change ownership' is critical towards school improvement:

The improvement needs working together and treating educators equally by management. A happy educator is the one who performs (15:14, 70:70).

While CDF2 emphasised devolution of decision-making powers to educators through high school structures, WHM2 (the departmental head) of Win-win Secondary School, added that equal educator treatment by a school's management team is a requirement for the accomplishment of the expected goals.

4.2.4 Theme 4: Leading and Managing Decisions

Leading and managing decisions is made up of categories: leadership for school effectiveness and management for school effectiveness each identifying with a single code (Appendix J; Figure 4.4). Quotations confirm participants' responses to the leading interview question: How are decisions on SBM practices conducted at your school? These participants' voices were important in answering the sub-research question: *What decision-making processes can promote SBM practices at secondary schools in the Limpopo Province?*

Shava (2015) asserts that quality leadership and management are at the helm of the effectiveness of a school. Bush (2007) adds that schools require effective leadership and management for them to provide the best possible educational service for their learners.

Leadership and management are distinct but complementary concepts necessary for the accomplishment of effectiveness of a school through quality decentralised decision-making processes (Bush, 2007; Bush & Glover, 2014; Christie, Sullivan, Duku & Gallie, 2011). Leadership and management are considered as inseparable within the South African schooling system to be in line with an SBM approach (Mollootimile & Zengele, 2015). In this study, on the exploration of managers' experiences of SBM practices at secondary schools in the Limpopo Province, leadership and management are described as separate concepts (despite them being inseparable) solely to convey their impact on effectiveness of a school.

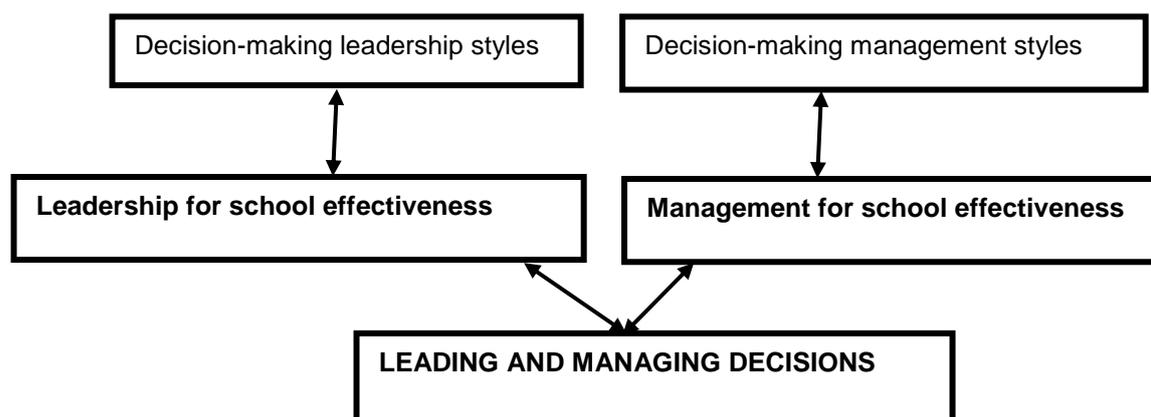


Figure 4.4: Leading and managing decisions with categories and codes

4.2.4.1 Leadership for school effectiveness

The effectiveness of a school is dependent on an effective leadership practice in an organisation (Shava, 2015). A direct relationship exists between school leadership and performance (Shava, 2015). Atkinson (2013) adds that leadership is the most important factor in achieving improvement in school performance and consequently its effectiveness. Al-Jaradat and Zaid-Alkilani (2015) assert that in line with SBM, school leadership is an interactive social process between the school leadership, the educators, the students and the local community. Bush (2007) points out that leadership could be understood as a process of influence based on clear values and beliefs that lead towards the realisation of a school's 'vision'. This then bears testimony to the abundance of leadership descriptions, definitions and modelling in the literature. Bush and Glover (2014) and Sergiovanni (1984) assert that no single leadership model is complete. Consequently, educational leadership scholars have advised school leaders to apply a well-thought of mix of leadership models when influencing and directing collaborative decision-making processes as an attempt to accomplish effectiveness within their institutions (Bush 2007; Bush & Glover 2014; Christie *et al.*, 2011). Each of the categories, leadership for school effectiveness and management for school effectiveness is composed of a single code, namely decision-making leadership styles and decision-making management styles, respectively.

- Decision-making leadership styles

Most participants in the study shared their views on leadership styles applicable to decision-making processes on SBM practices at their secondary schools. Participants HPF1, BPM2 and RDM2 shared the following on leadership issues.

HPF1, the female principal of Harmony Secondary School, described the type of leadership practised at her school:

I should think if I am talking about a leader, I am not only referring to myself. I am also referring to educators because I regard educators as leaders. I always tell them as a leader that I am not leading this school - we are leading the school. They should reflect that particular leadership qualities - as the whole school not only the principal. Reflection of good qualities is of the utmost importance (2:70, 155:155).

This quote reveals that HPF1 is a collaborative principal who sees school leadership and management expanding across all levels at a school. Furthermore, HPF1 regarded her educators as part of school leadership and management. The use of the word *we* in this quote confirms this interpretation. Through her collaborative leadership, principal HPF1 engaged her staff in participatory democratic decision-making processes. Christie *et al.* (2011) point out that leadership aligned with SBM practices could be exercised from any level in an organisation.

BPM2, the male principal of Bloc Secondary School, discussed the type of leadership practised at his school:

The type of principal who is an authoritarian may lead to a rebellious reaction from the SMT or from the staff. If there are such strained or acrimonious relations then performance will not be as good as it should. Also, on the opposite end of the scale, laissez-situation. Laissez-faire is allowed to develop where everybody does as they please then performance will not be as it should be because no-one will be checking on the other's work. Everybody will be doing their own thing. Those practices impact negatively on performance (3:8, 51:51).

Based on this quotation, I interpret BPM2 as a leader who discourages the use of authoritarian or *Laissez-faire* leadership styles when leading and managing school activities. BPM2 emphatically raised the point that both *authoritarian and Laissez-faire* leadership styles disfavour school performance. For example, according to BPM2, a school leader *who is an authoritarian* is likely to create unacceptable subordinate (for example, staff) behaviour that

usually manifests itself in unhealthy opposition to senior leadership. BPM2 preferred leadership styles that have the potential to promote healthy working relationships amongst educators and also quality school work. Botha (2006:342) asserts that none of *authoritarian and Laissez-faire* leadership styles is encouraged under “collaborative setting of SBM”. Mosoge and Van der Westhuizen (1998:78) demonstrate that collaborative SBM setting makes room for the application of available leadership styles (such as visionary, moral, transformational and mentorship) instead of the leadership styles that have the potential to fail an organisation (for example, a school). School principal BPM2 and other principals should therefore avoid the application of derogatory leadership styles that would render SBM practices defective.

RDM2, the deputy principal of Resolute Secondary School, gave his views on leadership decision-making processes:

Let me come to the attitude of the leader - if the leader has a positive attitude towards the management of the school, everybody at school, his work and educators. If the leader has that positive attitude that would go a long way towards motivating the rest of the educators or the rest of the stakeholders. If educators have a positive attitude towards their work and learners, that would foster good teamwork spirit and collective effort. If they have positive attitude towards the work and learners also, that would obviously have a positive influence on the performance of the school (13:31, 121:121).

The deputy principal, RDM2, believed in positivity by school leaders when leading SBM practices. This interpretation is RDM2's attitude towards leadership and it finds its roots in the phrase *if the leader has a positive attitude towards management of the school, everybody at school, his work and educators*. RDM2 felt that positivity in school leadership guarantees effectiveness of a school. Lindberg and Vanyushyn (2013) and Yau and Cheng (2014) point out that a positive attitude towards SBM practices is vital for influencing stakeholder social interactions during participatory and democratic decision-making processes.

4.2.4.2 Management for school effectiveness

Christie *et al.* (2011) assert that management concerns itself with the structures and processes by which an organisation meets its goals. Farah (2013) adds that education institutions require management to plan, organise, direct, control and evaluate day-to-day activities to accomplish education goals through coordination of personnel and allocated budgets. Atkinson (2013) points out that through effective management, education institutions efficiently and effectively maintain current organisational arrangements. Bloom, Lemos, Sadun and Van Reenen (2015) have shown robust evidence that management practices vary significantly across and within

countries and are strongly linked to learner outcomes. Bloom *et al.* (2015) maintain that quality management matters for school improvement. Bandur (2012b), in his study on SBM, affirms that granting (delegating) decision-making authority and management of resources to a school could contribute toward the improvement in educational learner outcomes. One other thing related to delegated authority through SBM, deals with both the allocation and distribution of resources which involves education professionals and lay people who have their own views on school management and the way in which it should be organised (Mollootimile & Zengele 2015). Bloom *et al.* (2015) have found that school performance at government schools, in South Africa, links with how well autonomy is being managed and ultimately used and is indicative of effectiveness of a school.

The preceding descriptions present empirical findings by researchers on education management and its relation to school performance and effectiveness. In this exploration of managers' experiences of SBM implementation, each participant was asked the leading interview question: How are decisions on SBM practices conducted at your school? Each of the study participants gave his/her opinion on this matter.

- Decision-making management styles

Leadership styles determine types of management styles that managers apply in decision-making processes (Abood & Thabet, 2017; Ogarca, 2015). Abood and Thabet (2017:77) demonstrate that "leadership styles have significant correlation and impact on decision-making styles" by leaders and managers. Most participants in the study shared their views on how they conducted decision-making processes on SBM practices at their respective secondary schools. APM2, TPM2 and RPM2 provided the following responses concerning SBM practices.

APM2 of Anchor Secondary School described decision-making processes followed at his school:

Now decisions might be flowing from top to bottom and because we are living in a democratic world, the bottom must also advise the top before a decision is concluded. Decisions might also be coming - inputs might also be coming from the bottom, trying to submit a particular ... decisions to the attention of the strategic apex which is the principal. Then you consult with the student mass, consult with the parent mass, then finally you have a decision, which of course must not be ... which must be in line with the policies of the department. In actual fact, you arrive at a decision after making mutual consultation with almost all the stakeholders (1:92, 66:66).

According to APM2, the prevalent democratic setup in South Africa has influenced and shaped decision-making processes at Anchor Secondary School. I interpret APM2 as a democratic leader. This comment emanates from the phrase: ... *we are living in a democratic world* by the principal of Anchor Secondary School. It is clear that at his school decentralisation of decision-making powers is practised where APM2 engaged in making decisions based on inputs from his staff (Ogarca, 2015). This is conveyed in the sentence: *Decisions might be flowing from top to bottom ... which must be in line with the policies of the department and bottom to top*. It is also evident that all staff, learners and parents participate in the decision-making processes at Anchor Secondary School. The other comment is that APM2's school has been applying a mix of decision-making styles: collaborative, democratic and consultative, to reach a final decision. What lacks is the quality of stakeholder participation and how well this school or its internal community utilised the delegated decision-making powers for them to accomplish the institutional goals. Carr-Hill *et al.* (2014:7) demonstrate that "how well a school accomplishes its own goals through decision-making processes is the determinant of its effectiveness".

TPM2, of Sparkle Secondary School, accentuated his opinion on decision-making processes:

We are likely to reach up with our goals. When I came to this site to become a manager, I always wanted to believe that I need to do better. I cannot do better alone we need to persuade these other educators in the SMT - in the SGB so that you will be able to attain the ultimate goal - that of good academic performance in as far as I understand it (8:20, 66:66).

In this quotation, TPM2 called for active collaboration in decision-making processes by those educator representatives in the SMT (that is departmental heads and senior educators) and SGB (that is elected educators). The response by TPM2 suggests that active collaboration in decision-making processes by educator representatives in the SMT and SGB is required for the accomplishment of an education institution's ultimate goal. I interpret TPM2 as a collaborative leader who is inclined to apply a behavioural style in decision-making processes (Ogarca, 2015). The use of the word *we* in: *We are likely to reach up our goals* and *I cannot do better alone we need to persuade these other educators in the SMT-in the SGB...* confirms TPM2 as a collaborative leader.

RPM2 referred to some management styles for decision-making processes on SBM practices employed at his school (namely Resolute Secondary School). Consequently, he said:

In most cases decisions taken are democratic. Sometimes inside these democratic decisions that we take, we become autocratic. We sometimes democratically bring

autocracy, because after agreeing on a certain point that we are supposed to stick to, others would say they did not agree with that view or that motion. Then autocracy comes in. You must do it because we have all agreed. Democratically the majority will always rule out the minority. I think that is the thing that we do (12:14, 76:76).

Central to this quote is the emphasis upon the utilisation of a democratic approach to school leadership within which school management is embodied. This interpretation describes RPM2 as the democratic school manager who delegated some tasks, but not accountability roles, to his subordinates. At Resolute Secondary School, democratic approach to decision-making processes seems to dominate over other management styles. Atkinson (2013) refutes style dominance and mentions that such inclination could render a school ineffective as there is no single way to manage a school decision-making processes towards success. Bush (2007) has recommended that a mix of management styles is appropriate to bring about effectiveness in a school.

4.2.5 Theme 5: Effective School Governance

The theme effective school governance comprises categories: governance representativity, school policies and strategic planning and quality educator selections with specific codes (Appendices J & K; Figure 4.5). Here, the quoted data segments or quotations confirm participants' voices of SBM practices at secondary schools, when answering the leading interview question: What do SBM practices require to promote performance at secondary schools? These participants' voices were critical in answering the sub-research question: *What are the requirements for promoting SBM practices at secondary schools in the Limpopo Province?*

In South Africa, school governance is a decentralised process which promotes the democratisation of schooling within participation and collaboration to ensure effectiveness of a school through SBM practices (Mncube, 2008; Železnik, 2017). This brief description on school governance serves to introduce categories: governance representativity, school policies and strategic planning and quality educator selections subject for description under effective school governance (4.2.5.1-4.2.5.3).

The democratic South African government introduced SGBs, as legislated in SASA, at ordinary public schools in 1997 (Mncube *et al.*, 2011). SGBs are democratic and participatory organs that act on behalf of juristic persons: schools (RSA, 1996; Loock & Gravett, 2014). With effect from 1997, SASA devolved decision-making powers to SGBs for them to take democratic and participatory decisions on school governance matters (RSA, 1996). Within this

context, SGBs relate to effectiveness and social justice at various schools, thereby ensuring attainment of quality education (Heystek 2011; Mncube *et al.*, 2011). The democratic composition and functions of these mini-governments are well spelt out in sections 20 and 21 of SASA (RSA, 1996).

In terms of SASA, the type (primary or secondary) of a school determines its SGB composition (Mosoge & Van der Westhuizen, 1998). This study discusses specifically the composition and functions of SGBs, as legislated in SASA, for secondary schools. Secondary school SGBs comprise elected members (parents in majority, educators, learners and non-teaching staff) and non-elected members (principal in ex-officio capacity and co-opted persons from the local community) who do not have the rights to vote in meetings (Heystek, 2011, Mosoge & Van der Westhuizen, 1998). SGBs are, therefore ‘mini governments’ at school sites elected to run school governance through SBM.

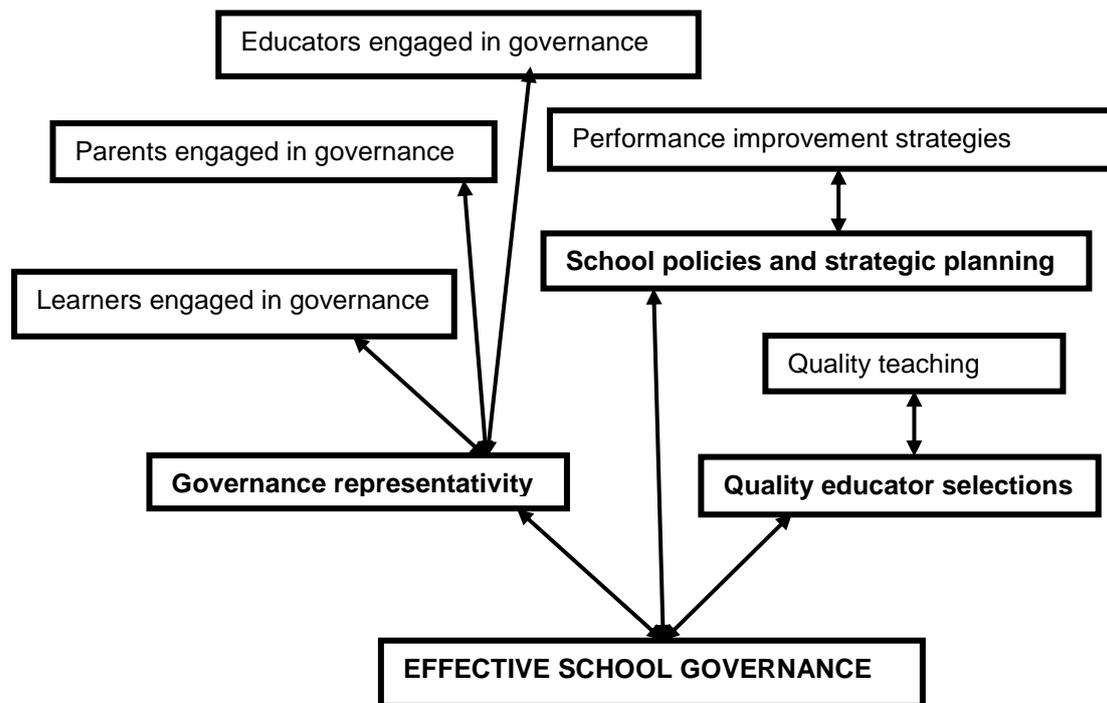


Figure 4.5: Effective school governance with categories and codes

SGB functions include amongst others supporting policy formulation and adoption, supporting professional school management as headed by the principal, managing resources, maintaining school infrastructure and recommendations of staff appointments in departmental posts at their schools (Heystek, 2011; Loock & Gravett, 2014). Shava (2015) attests that effective school governance has been at the helm of how effective a school is; thus, how well the SGB executes these mandates, determines its effectiveness (Heystek, 2011). However,

the effectiveness of school governance is subject to numerous challenges that retard SGB functioning in South African schools (Xaba, 2011). Mncube *et al.* (2011) suggest that the context within which schools operate plays a major role in the effective functioning of SGBs. School managers, who participated in this study, revealed SGB issues as given hereunder (4.2.5.1-4.2.5.3).

4.2.5.1 Governance representativity

This study on exploration of managers' experiences of SBM application at secondary schools in the Limpopo Province regards governance representativity as how well each constituency, that is, parents, learners, educators and non-teaching staff, is represented in a secondary school governing body. The SBM approach, according to its proponents, requires different stakeholders, such as parents, learners and the school staff (both academic and non-academic), to bring their respective strengths in a concerted manner to the joint task of ensuring effectiveness of a school (Mollootimile & Zengele, 2015). Brown and Duku (2008) report that when parents participate in school governance, the social tensions, rejection and psychological stress are often evident when affluent and destitute parents gather for school events. This then impacts on the manner in which these parents negotiate their identities and navigate their way into participation in school governance. In this social constructivist study, participants raised certain issues related to stakeholder participation in school governance decision-making processes.

- Learners engaged in governance

DPF2 of Discovery Secondary School described learner involvement in SGB decision-making processes:

These learners are part of most decisions in terms of policy formulation - policies like admission and attendance policies. They are part of those decisions in the school governing body meetings as they are representing the learners. They even come up with the ideas of fundraising. They can even talk or sell that idea to their fellow learners so that such activities can be successful (4:55, 85:85).

DPF2 of Discovery Secondary School pointed out that learner governors play a significant role in policy formulation particularly those that concern learner admission, attendance and fundraising. It seems that learner governors are able to take issues discussed at SGB meetings and inform their fellow learners. In many cases, learner governors do convince their fellow learners of the value of initiatives and policy changes. Brown and Duku (2008) assert that these engagements draw learners into partnership with other governors in school governance.

HPF1 of Harmony Secondary School referred to participation in school governance by learner representatives at her school as in the following quote:

In aspects such as the code of conduct. That's where we involve learners but in issues relating to the educators, we do not invite them. When we budget for the school, when maybe we want to organise the educational tours, we invite them so that they come up with their places of interest through the guidance of the educators (2:104, 111:111).

HPF1 revealed that at her school, learner involvement is limited to learner code of conduct, budgeting and organisation of education tours. I interpret this *limitation of learner engagement to only three governance issues as a deprivation of their learners from broader participation in governance and curriculum issues such as learner performance, learner attendance and fundraising*. Representative learners in governance are elected to promote democratisation of and improve teaching and learning at schools. Harmony Secondary School falls short of this aspect of school governance which is central to quality education service delivery to clients. Brown and Duku (2008) put that broader learner engagements are valuable in promoting partnerships amongst learners and other governors in school governance.

- Parents engaged in governance

ZPM2, of Zest Secondary School, shared experiences on parent participation in SGB decision-making processes at his school:

My experience is that I do not know in other provinces I am in the Limpopo, there are some teachers more especially those elected in the SGB, whom I don't know if they really understand what SGB really means, because according to them it's power wrestling. They want to wrestle the power from the principal. They want to lead the school. You find that it is not so smooth to run a school. They would want things to go their way. You find that even the chairperson finds it difficult to govern the school. Mostly our chairpersons are people who are not educated. These teachers mislead these old parents-I can say. They mislead them (11:43, 68:68).

ZPM2 experienced that parent-governors often find it challenging to participate in the interest of their school during decision-making processes as many were not well-educated and in many instances were being swayed by educator-pressure in SGBs. Principal ZPM2 further expressed frustrations with his SGB experiences when addressing or making governance decisions. At Zest Secondary School, it would appear within the SGB, educator component does not 'represent' in the true sense their constituency. Educator component are elected into the SGB to promote democratic principles as well as curriculum activities but not to derail the SGB from its responsibility of governing its school.

Thus, within the South African context, school governance has been inundated with unsolvable challenges, such as lack of loyalty to “constituencies, and parent-governors’ low education level, that are usually difficult to combat” Xaba (2011:201).

- Educators engaged in governance

ZPM2 indicated how his school engages educators in governance as follows:

If something needs the consent of the SGB, we take that to the SGB. We have got the teacher representatives in the SGB. These teachers take that to the SGB (11:8, 60:60).

It is evident from this quote that ZPM2, as a school manager, valued SGB activities. This assertion is contained in the phrase: *if something needs the consent of the SGB, we take that to the SGB*. Here, ZPM2 added that educators have a representation in the SGB by educators (also referred to as educators in South Africa) who submit their colleagues’ needs in terms of governance issues that are necessary to support teaching and learning at Zest Secondary School for consideration by the SGB.

4.2.5.2 School policies and strategic planning

SASA devolves decision-making powers, through SBM reform, from higher educational levels (national, provincial, district and circuit) to school sites for governors and managers to freely decide and develop school policies and strategic planning in the interest of their institutions (RSA, 1996). SASA maintains that proper implementation of such policies and plans would shape and direct activities towards performance improvement at schools (RSA, 2007). This study regards effective leadership as a requirement for the establishment of appropriate policies and plans for successful school improvement, a point reinforced by Botha (2006) who asserts that school leadership directly contributes towards the relationship between school improvement and SBM practices. Effective school leadership, amongst other factors, stands out as an essential dimension for leading the strategic development of policies and plans for successful SBM practices. The guiding interview question in this section was: What potential do SBM practices have to improve school performance? This question assisted in gathering vital participants’ voices necessary to describe SBM practices that have the potential to improve school performance.

- Performance improvement strategies

SPM2, with concurrent eleven years of experience as principal and SMT member expressed his views on policy-making as a vital SBM practice having the potential to improve school performance:

Developing policies become a big task because most of the members of the SGB are not capacitated to do that and is their area. The whole lot of work goes back to the

principal as a member of SGB. The principal now has this responsibility to draft the policy may be in consultation with other staff members who are capable (6:51, 111:111).

From the above quotation, it is clear that developed and properly functionalised policies are critical for school performance improvement within the SBM reform. SPM2's words, "developing policies become a big task because most of the members of SGB are not capacitated to do that and is their area", reveal problems associated with policy development at schools as in many cases SGB members do not have the capacity nor the necessary experience to do so. Hence, the South African school governance has been experiencing numerous challenges in the functioning of existing democratic structures (Xaba, 2011).

Principal APM2 singled out planning as an SBM requirement for improving school performance:

Let me say planning, is one of the practices that must dominate. The approach year in year out: You plan in terms of the resources that must be made available. You plan in terms of what strategies are supposed to be implemented to improve the results of the previous year. In terms of allocation who must teach what based on the area of speciality per educator (1:24, 75:75).

APM2 prioritised planning as an annual prerequisite to all other SBM practices as efficient planning in place has the potential to improve school performance. This principal further suggested that school principals need to exercise positional leadership to influence the implementation of existing plans and strategies for the benefit of the school. LaRocque and Bover (2007) state that careful planning and implementation has helped educational institutions that have adopted SBM reforms, to achieve a number of goals.

Principal FPM1, of Fabulous Secondary School, discussed the idea of collaborative planning:

The other thing is planning which should, of course, be open with the involvement of all the stakeholders. Our planning should be bound to time so that we have the opportunity to reflect and all the participants to be held accountable (7:17, 87:87).

Principal FPM1 regarded planning as one of SBM practices with the potential to improve school performance. However, planning should involve all stakeholders as vital participants. The planning process should be done with enough time for participants to reflect and revise planned processes whenever necessary. Seeing that planning at Fabulous Secondary School involves all "stakeholders". It is therefore a participatory and deliberative decision making

activity. According to FPM1, the collaborative planning process creates an opportunity not only for reflection but also for responsibilities and accountabilities to be assigned to various persons. Bandur (2012b) and Yau and Cheng (2014) demonstrate that contemporary SBM reforms require school managers to be responsible and accountable to both systemic educational authorities and school communities.

4.2.5.3 Quality educator selections

The above category emerged from interviewees' responses to the leading interview question: What potential do SBM practices have to improve school performance? RSA (2007) states that amongst other functions, SGBs have to offer genuine recommendations for the appointment of educators to teaching and promotional posts, subject to sections 6 and 8 of SASA. This function is vital for assisting schools in quality education provisioning for learners at South African schools (Heystek, 2011; Mncube *et al.*, 2011). Recommendations of educators for appointment should, therefore, target those educators who are potential producers in terms of learner-outcomes and have proven records of success (Hill, 2014). In essence, this implied a direct link between school quality performance and appropriate recommendations.

- Quality teaching

Some participants, for example, RDM2 and MPM2, presented their encounter and elaborated on the issue of quality educator selections. RDM2, the deputy principal of Resolute Secondary School, expressed his encounter with quality educator selections in this manner:

It is true that the educator selection is one of the most important areas where the SGB and the principal should exercise greatest caution. When selecting educators, it is very important that the SGB through the assistance of the principal should exercise greatest caution. The selection panel, composed of the SGB, has to carry out their mandate. (13:14, 76:76).

RDM2, the deputy principal of Resolute Secondary School, related educator selection to quality education provisioning for learners. This deputy principal viewed the SGB or selection panel and principal as key role players during educator selection processes. The deputy principal warned that selection and recommendation processes that are in-appropriate often lead to a negative impact on school performance. RDM2 state that the predominant selection criteria used are educator qualifications and performance (that is the ability of the candidate) as required by the post. Section 8 of SASA enlists fundamental requirements for educator appointments as the ability of the candidate, the principle of equity, the need to redress past injustices and the need for representativity (RSA, 2007). The SGB is therefore required to heed these fundamentals when recommending educators for appointment at their schools.

This according to RDM2 *would help them to achieve their curricular needs* hence providing their learners with quality education. RDM2 clearly showed that educator selection and recommendations for appointment remain a problem at schools. Jacob and Ludwig (2009) describe the process of hiring educators as imperfect, often making schools less productive in terms of learner outcomes.

MPM2, with ten cumulated experience as principal and an SMT member, shared his knowhow of educator selection as in the following insert:

I would believe the assessment of educators in specific learning areas before appointments could also be to improve results of the school. But this thing of just being fooled by the processes of interviewing people who would lie and at the end of the day get posts but when they go with the content, they don't know. They don't master the subject matter that's a problem (5:35, 64:64).

MPM2, the principal of Morning-star Secondary School, believed that *assessment of educators in specific learning areas before appointments* could help schools in making credible educator appointments. This principal revealed that poor educator selection and recommendation processes have failed schools in delivering quality education to learners. Hence, MPM2 called for assessment of the potential candidates before appointment. Behind this principal's input on educator selection is quality recruitment into vacant posts. That is, recruitment that would lead to the appointment of those candidates who would deliver according to their skills and qualifications for their individual posts. This would render the educator selection processes genuine and beneficial to the recruiting schools. Jacob and Ludwig (2009) remark that it would be better to obtain additional information about educator effectiveness before permanent appointments to ensure that schools are productive.

4.2.6 Theme 6: Supporting Curriculum Implementation

Supporting curriculum implementation relates to categories: supporting learning, supporting teaching and professional practices each identifying with respective codes (Appendix J; Figure 4.6). I employed quotations to confirm what participants said when responding to the leading interview question: What do SBM practices require to promote secondary school performance in the Limpopo Province? Consequently, my research responded to the sub-research question: *What are the requirements for promoting SBM practices at secondary schools in the Limpopo Province?*

This section describes SBM in relation to the theme supporting curriculum implementation. Central to SBM is the devolution of decision-making power and authority to those who are closer to students and statutorily responsible and accountable to quality teaching and learning outcomes at school level (Ayeni & Ibukun, 2013). Moradi *et al.* (2012) consider SBM as a determining factor for increased school effectiveness and efficiency that has a bearing on academic performance and hence curriculum implementation. Biesta, Priestley and Robinson (2015) point to the centrality of educator agency for curriculum implementation, which implies that educators are essential curriculum implementers. Molapo and Pillay (2018) assert that successful curriculum implementation hinges on adequate support from various agencies. Some participants revealed their positions on curriculum support through SBM practices (4.2.6.1-4.2.6.3).

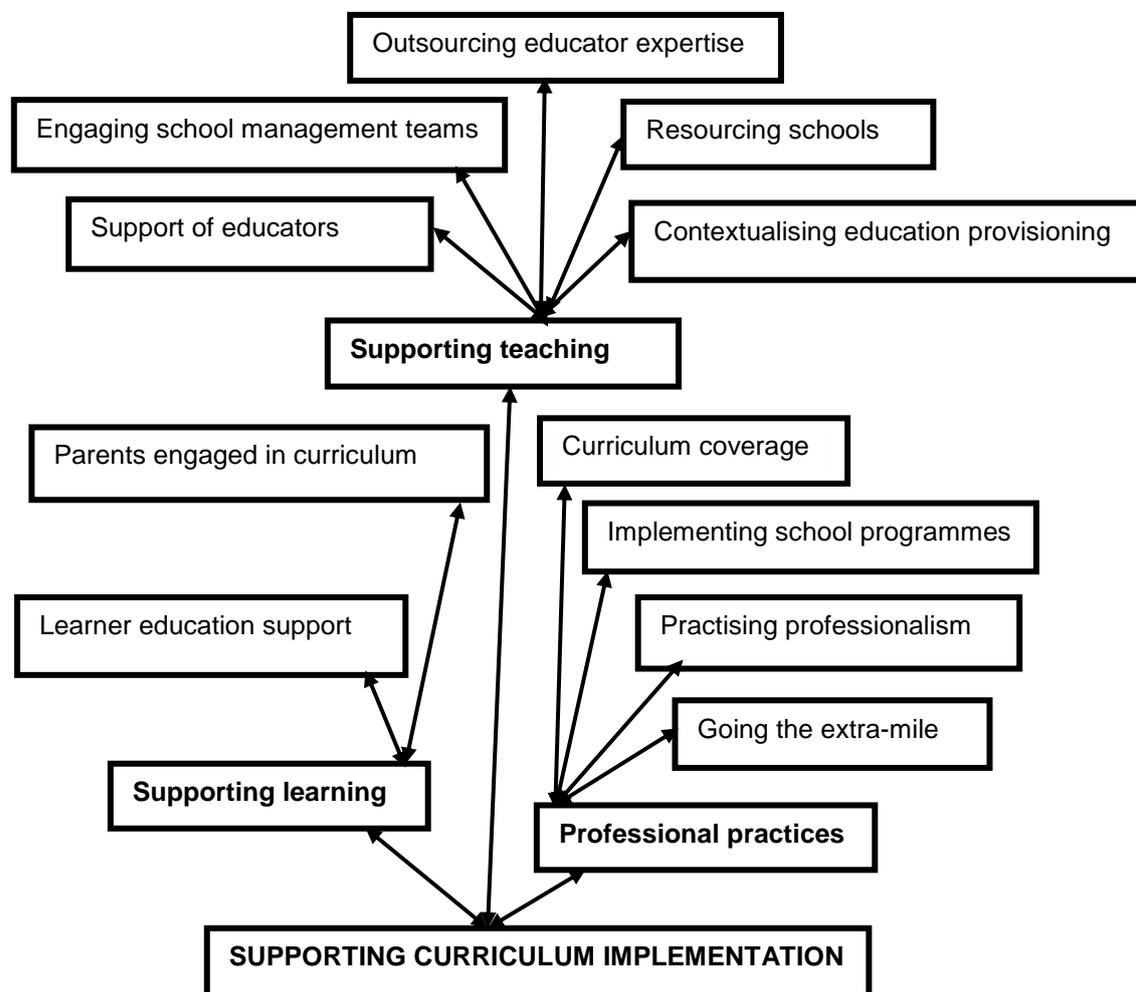


Figure 4.6: Supporting curriculum implementation with categories and codes

4.2.6.1 Supporting learning

The ultimate objective of SBM reform has been to improve the quality of learning outcomes through learning support at schools (Ayeni & Ibukun, 2013). Caldwell (2005) mentions that

one way of giving support to learning has been building educator capacity. Supporting learning emerged mainly from the voices of participants when responding to the leading interview question: What do SBM practices require to improve performance at secondary schools in the Limpopo Province? Data segments or quotations, attached to the codes of learner education support and parents engaged in curriculum, give some views on how supporting learning could promote curriculum delivery through SBM at secondary schools.

- Learner education support

Some study informants maintained that for schools to achieve their curriculum objectives, there should be stakeholder support on learner education. For example, APM2, TPM2 and BPM2 shared the following inputs in line with learner education support.

APM2 provided his experiences of learner education support in the following manner:

If you speak of mutual consultation, it's a consultation in which all parties are benefitting. Key is that every party which has an interest they must benefit but not forgetting that the focal point is the interest of the learners. You have the SGB as part of governance; you have teachers; you have learners; you have yourself as the management; the department. Every stakeholder has an interest but basically to address learners' needs. Hence you say mutual we refer to a situation where all these parties are able to sit together and agree on a particular issue (1:23, 70:70).

Based on the first sentence in the preceding quote, I interpret APM2 as a consultative manager on learner education matters. Accordingly, learner education support becomes a product of mutual decision-making through participation processes that may address decentralisation and how to give educators and learners (through devolution processes) that which belongs to them, namely teaching, assessing learner performance and learning. According to APM2, the central issue is the interest on the learning process by the learner. Hence, APM2 added that the fundamental interest of each stakeholder should be the learner's needs. With this fundamental interest, stakeholders at Anchor Secondary School under the leadership of APM2 have been supporting learner education.

TPM2 gave his view of learner education support as in the following quote:

The other thing I need to close by with regard to the learners - the learners must be taught how to study. In fact, they must know that they don't have to read - we read a newspaper but we study a book. They must be taught the most relevant method of studying. That one of taking the textbook and a scribbler - you make some short notes-

you turn it over - you close the textbook and write using a pencil without looking at anything. Whatever thing you are going to write using a pencil is knowledge (8:18, 102:102).

This quote shows that TPM2 aspired to see learners being taught how to study properly through relevant and current study method. This interpretation is conveyed in the sentence by TPM2: *They must be taught the most relevant method of studying.* TPM2's belief was that applied relevant methods would probably assist secondary schools in achieving quality academic performance. The message embedded in TPM2's quote is that of responsible learners towards their learning. The learning or studying methods this participant is referring to are the tools through which learners will become responsible to their learning career and ultimately be responsible citizens.

BPM2 raised his experiences of learner education support within the South African context in the following manner:

You go to Chapter two of the constitution, that bill of rights thing, you would have a better understanding of the bill of rights to say if you have these rights what are our obligations and how do we realise these rights and we delve deeper into these things of limitations. How our rights are limited will help a lot in stabilising the mood in any school either of the teachers or of the learners. Learners mostly know that they have rights but they do not acknowledge that their rights have limits. The rights have got responsibilities attached to them. Right to education; how do you realise that right? Yes, it is your right to be educated; but what is it that you need to do as an individual to realise that right (3:66, 144:144).

BPM2 showed that the South African constitution supports learner education. This is grounded in the phrase: *Learners mostly know that they have rights.* However, BPM2, as a South African, was worried with the imbalance between educational rights and responsibilities to education as enshrined in his country's constitution (RSA, 2012b). This respondent was of an opinion that while learners are constitutionally supported in their right to learn, they should also behave responsibly towards their own education by engaging fully in their learning activities. BPM2 emphasised that learners should strike between their rights and responsibilities clients of education services. I interpret BPM2 as saying while learners have the right to education, they need to demonstrate self-discipline and self-support which are contributory factors towards successful curriculum implementation.

- Parents engaged in curriculum

With regard to parents engaging in the curriculum, I quote HPF1 and WPM2 in the next paragraphs.

HPF1 shared her experience about parents being engaged in curriculum like this:

You know the role that the parents should play even though it is sometimes difficult, looking at the knowledge or rather the knowledge our parents are having, I should think parents should be encouraged to look into their learners' work. Like for instance if we are holding parents meeting, we always request the parents to look at the written work of their children and also at the performance (2:92, 71:71).

In this quote, HPF1 called on *parents* to join hands with her school in supporting curriculum implementation by checking on learners' workbooks and assisting learners in doing their written tasks at home. In other words, she pointed at parent-school partnerships needed for learner education support. According to HPF1, the parent-school partnership is dependent upon the parents' level of literacy. In her own words, this observation is given like this: *You know the role that the parents should play even though it is sometimes difficult, looking at the knowledge or rather the knowledge our parents are having, I should think parents should be encouraged to look into their learners' work.*

WPM2 commented on parents engaging in curriculum under SBM practices at his school as in the quotation below:

But if you have those parents who are cooperative, you will enjoy their children. What you say is what their parents will also support. Whatever you say you must do this. Their parents will also say you must do what the teacher says (14:23, 62:62).

WPM2, coupled with experience of fifteen years as the principal (and inherently an SMT member), praised *parents who are cooperative* in supporting learning activities and indicated that such parents have been supporting schools on realising the importance of their children's education. WPM2 observed that cooperative parents have exercised influential powers over their children's learning activities. WPM2 strongly believed in involving parents, especially cooperative ones, in supporting learner education.

4.2.6.2 Supporting teaching

SBM reform also targets improvement on the quality of teaching outcomes (Ayeni & Ibukun, 2013; Caldwell, 2005). Biesta *et al.* (2015) place educators at the centre of curriculum implementation at schools. In this context, educators being the core implementers of curriculum under SBM reform, need to be supported (Caldwell, 2005). Supporting teaching emerged mainly from the voices of participants when responding to the leading interview question: What do SBM practices require to improve performance at secondary schools in the Limpopo Province?

- Support of educators

SPM2 explained the role of managers in supporting educators as follows:

As a manager, I am supposed to support educators, to make sure that they have the right equipment, textbooks are available or any other support material. If the teacher is having a challenge, I have to get in and make sure that I assist (the teacher) - it may be a disciplinary problem, shortage of resources, whatever problem the teacher may report. I am the first one to get in. If I am not able to help, I have to go out and get external support, curriculum advisors are there - the circuit manager and any other relevant person who can assist to help resolve that specific problem is there (6:8, 61:61).

I interpret SPM2 as a manager who showed concern for his educators' welfare and productivity in terms of learner outcomes. Therefore, SPM2 deemed it necessary to provide his educators with the necessary teaching support materials. In addition to this kind of support, SPM2 gave moral and professional support to his educators, thus boosting his educators' commitment to teaching activities and thereby promoting curriculum implementation. SPM2 is therefore an accounting resource manager who seems to centralise resource management activities to his office. This could be replaced with more positive approach to resource management inherent to SBM practices such as decentralisation, delegation and devolution through which his staff could manage resources on his behalf. Bandur (2012b) adds that SBM boosts educator commitment and morale of educators by exposing them to decision-making processes within collaborative working environments focusing on improving teaching and learner performance.

- Engaging school management teams

BPM2, the principal of Bloc Secondary School, referred to SMT engagement in supporting curriculum implementation in the quote:

The SMT is the part of management that does the bulk of the work because they interact with the educators directly and for the performance to improve or to be good, the SMT has got to do what is known as monitoring (3:1, 45:45).

BPM2 confirmed that: *They (that is the SMT) interact with teachers directly.* Implying that supporting educators is a social constructivist activity that is realised when monitoring and supporting curriculum implementation. BPM2 explained that the major responsibility of an SMT is to ensure, through monitoring and support of curriculum implementation, that quality teaching and learning takes place. At Bloc Secondary Schools, BPM2 is therefore giving back (through devolution processes) to SMT what rightfully belongs to them. That of supporting and monitoring teaching and learning.

- Outsourcing educator expertise

FPM1 (the principal of Sparkle Secondary School), shared his ideas on how outsourcing educator expertise could support curriculum implementation, as in the next paragraph:

No educators should feel or just assume that he is hundred percent perfect. The best you have done, if supplemented by another from outside or even within the school reinforces learner performance as well. So, outsourcing of experts (7:48, 101:101), and that:

I am handling a subject. My performance in the subject might be to a certain acceptable level. But I shouldn't just conclude to say I have offered the best to the last. The belief that there are others from outside who can supplement what I will have offered the learners. Maybe you would find that the learners could understand it better from a certain angle than the approach I was trying to give (7:30, 105:105).

The above quotes (7:48, 101:101 & 7:30, 105:105) tell how FPM1 is an ardent believer of the desired supplementary forces in classroom teaching activities. The phrase *supplemented by another from outside or even within the school reinforces learner performance as well*, confirms this observation. FPM1 outsourced educators from outside and within to augment his subject teaching knowledge in his class so that his learners could receive the best on what they are expected to learn. In this way, FPM1 revealed his ardent belief on accessing “what others can do better, faster, cheaper and higher quality” on performance through outsourcing (Somjai, 2017:157). Indeed, outsourcing is seen as a way of gaining and maintaining quality performance that is continually aspired by those receiving educational services (Iqbal & Dad, 2013). With this in mind, FPM1 outsourced educator expertise to enhance learner performance through SBM practice: curriculum management.

- Resourcing schools

DPF2 felt that curriculum implementation could be supported by resource provisioning and said:

As a manager, you have to make sure that all the necessary resources are available - resources like textbooks, furniture and all other relevant materials that educators will need to ensure that teaching and learning is taking place. I think those are resources that need to be taken into consideration (4:24, 97:97).

In the preceding quote, DPF2 pointed at resourcing teaching and learning activities as an important way of giving support to curriculum implementation. Thus, according to DPF2, managers should ensure that resources such as textbooks and furniture are provided to teaching and learning activities. In this context, I interpret DPF2 as a school manager who believed in direct relationship between resource provisioning and teaching and learning. Yau and Cheng (2014) indicate that through SBM, schools should have the authority to make decisions related to the allocations of resources, amongst others knowledge and technology. The research by Bizimana and Orodho (2014:120) conclude that resource scarcity has a negative impact on “classroom management and content delivery”.

- Contextualising education provisioning

TPM2, the principal of Sparkle Secondary School, identified the concept of contextualising education provisioning as necessary to help schools to determine realistic goals. He then expressed his opinion on how context supports teaching:

I think it is the one which takes in consideration where we come from and where we are now and where we are going. Meaning that you must be in a position to know what the dynamics were during the apartheid period, what is the practice now in order to achieve what in the future? Which I call an open-minded type of practice. If it was leadership, we were going to talk about the type of leadership wherein you know where you are. You are not lost because you know where you come from and you know where you are going (8:11, 76:76).

TPM2 emphasised the importance of context consideration when supporting or planning teaching activities. In this context, TPM2 referred to the past and present educational practices as determinants of future school plans. This implied that educator support, as well as teaching support requires constant reviews based on past and future experiences. However, Molapo and Pilay (2018) state that often power struggles inherent in such reviews impacts negatively upon curriculum implementation. Under such contextual environments, educators need to be supported through relevant and context-based ways for them to render SBM practices productive and sustainable (Ayeni & Ibukun, 2013).

4.2.6.3 Professional practices

Professional practices emerged mainly from the voices of participants when responding to the leading interview question: What do SBM practices require to improve performance at secondary schools in the Limpopo? Educational professional practices incorporate a dedication to student learning and upholding of high standards for performance (Krishnaveni & Anitha, 2007). These practices require educators to possess professional characteristics in the form of skills, concern for others and concern for self, all congruous with good ethics. Hence, the shift or devolution of decision-making power, through SBM practices, from higher (national, provincial and district) to lower (school and classroom) levels emphasises educator professional behaviour (Hilferty, 2008). Krishnaveni and Anitha (2007:156) maintain that “professional characteristics have powerful impacts on the students and in the work life of the teacher in establishing standard performance”. Based on the informants’ inputs, I present curriculum coverage, implementing school programmes, practising professionalism and going the extra-mile as important aspects of professional practices.

- Curriculum coverage

Du Plessis (2013:59) describes the curriculum as “what teachers teach and not how they teach”. In the context of the South African education system, the contemporary curriculum for Grades R-12 is well presented in the NCS, part of which is the Curriculum and Assessment Policy Statement (CAPS). Du Plessis (2013) explains that CAPS has been introduced as an amendment to the curricular prescripts of ‘what teachers are to teach’ in the initial NCS at the South African schools. Furthermore, the CAPS document prescribes school curriculum for each grade subject in Grades R through 12 (Du Plessis 2013). But the main purpose of CAPS has been “to develop, maintain and support the South African education system for the 21st century” (Wium & Louw, 2015:19). The success of CAPS is determined by the quality of school leadership and management on curriculum coverage (Lumadi, 2014; Van der Berg, Taylor, Gustafsson, Spaul & Armstrong, 2011). Pillay (2018:1) asserts that curriculum coverage is vital “for improving learning outcomes”. Gustafsson, Mabogoane and Taylor (2012) demonstrate that curriculum coverage remains an important determinant of learning outcomes and dramatically differs from school to school within the South African context. Following this brief description of the contemporary school curriculum situation in South Africa are SPM2 and FPM1’s experiences on curriculum coverage at their schools.

SPM2 voiced his experiences on curriculum coverage as:

We have a curriculum provided by the department and each and every subject has a specific content to be taught by the educator or to be learnt by the learner. This is what

should be done. The educator must ensure that he teaches specifically what is required-the right content, prescribed by the department, using the correct methods (6:6, 57:57).

This quote presents SPM2 as an instructional leader who regards an educator as the curriculum leader who always ensures curriculum coverage in his/her departmentally prescribed subject content. The sentence: *The educator must ensure that he teaches specifically what is required-the right content, prescribed by the department, using the correct methods*, confirms the preceding interpretation. This agrees with the notion that the curriculum is “what educators teach and not how they teach” by Du Plessis (2013:59). However, too much emphasis or strict conformity to the prescriptions by the department for covering curriculum could deny educators the required autonomy in teaching.

However, FPM1 of Sparkle Secondary School, raised concerns about school performance:

Written work should be monitored. The policy on written work should be implemented and monitoring be done as well. You will find that written work is done but not controlled by the teachers. Written work is done. Monitoring is only done at the end of the term. In our management planning, we emphasise that at least twice a month we ensure monitoring of those activities to be done by the management team and finally be taken to the office of the principal. That will also be helpful. If we can emphasise on those and make sure that our curriculum management - curriculum coverage is also monitored. We move according to the plan that activities for term one should be done in term one. When we are in term two, we must be conducting the activities for term two (7:49, 111:111).

FPM1 expressed the importance of sequential application of plans on ‘what educators are to teach’ under the guidance of school managers. FPM1 also voiced that curriculum coverage as a process should be continually monitored by the SMT (*management team*). This is an indication of decentralisation of curriculum coverage management by the school leadership to the SMT. This interpretation is embedded in the following words of FPM1: *In our management planning, we can emphasise that at least twice a month we ensure monitoring of those activities be done by the management team and finally be taken to the office of the principal. That will also be helpful.*

Spaull (2013:4) asserts that managers in the education system need to ensure that educators possess the necessary “basic content knowledge” for them to conduct curriculum coverage effectively. Van der Berg *et al.* (2011) asserts that poor curriculum coverage has been one of

the contributory factors to poor learning at schools. Implying that quality curriculum coverage has the potential of enhanced school academic improvement.

- Implementing school programmes

HPF1, the principal of Harmony Secondary School, highlighted an aspect of professional practices in this manner:

Planning and coming up with the necessary programme for each and every subject or department within the school and implementing those particular practices. It will yield good results (2:54, 127:127).

I interpret HPF1 as a planner and implementer. HPF1 identified three processes: planning, programming and implementation through which a school could realise its educational objectives. Bandur (2012b) maintains that quality SBM practices have helped school-managers and leaders engage all interested parties in partnering on decision-making processes aimed at school performance improvement. Bandur (2012b) maintains that important SBM practices have assisted school-managers and leaders in establishing partnerships with all interested parties on school performance improvement.

- Practising professionalism

BPM2, the principal of Bloc Secondary School, presented his concern about educator professional practices and what they entail and said:

...it is a better understanding by us, as educators, what our mission is; what our life work is; because we have - I believe we have lost sight of what we actually are about. We used to be called a noble profession. But are we still noble? Do we still care whether this child is going to sleep hungry? Whether this child had breakfast? Do we still care whether this child is going to make it at the end of the year or not? (3:72, 150:150).

BPM2 portrayed himself as an ardent believer of professional practices and their effect upon school performance and learner outcomes. BPM2 observed the lack of professional educators at schools, particularly 'concern for others' especially the poor children. Embedded in his input is call for accountability and responsibility by educators when engaged teaching. This aspect has been one of the professional characteristics through which an educator, apart from the teaching aspect, relates to 'people' with whom he/she connects or associates (Krishnaveni & Anitha, 2007). Here 'people' refers to learners, educators, local community members and all those interested and involved in education service delivery at schools. Furthermore, BPM2 was concerned with the educator-student relationship upon which school performance is

dependent. According to BPM2, education service providers at school need to improve on this relationship to bring about improved school performance by showing accountability and responsibility on teaching, learning and learner assessment activities.

- Going the extra-mile

On professional practices within going the extra-mile, DPF2 had the following to share:

The other thing that helps to improve learner performance is assessment - regular assessment. Learners need to be assessed on a daily basis in the form of class activities that is informal assessment, even though according to the policy documents of each subject we have the minimum number of tasks or the recorded tasks. As a manager or as managers, we encourage educators to assess learners more than the expected or more than the prescribed tasks so that learners get used to assessment and then using the standardised questions on a daily basis during informal and formal (4:2, 93:93).

DPF2 expressed the importance of regular assessment of learners along with teaching and creation of extra time for the learners by those who teach them. The phrase *you have to go an extra-mile-you create more time for each learner* confirms this assertion. Within the above, there is an indication that DPF2 is aware that learner assessment is the responsibility of the educators. This principal, as a leader, persuaded her educators to go the extra mile by assessing learners beyond the expected amount of *prescribed tasks*. Therefore, educators at Discovery Secondary School practised autonomy within learner assessment. The educator needs to be available for learners (Krishnaveni & Anitha, 2007) to support and scaffold their learning through appropriate pedagogy, effective communication skills and classroom management skills.

4.2.7 Theme 7: Education: A Collective Responsibility

The theme education: a collective responsibility comprises a single category, broader community engagement made up of the codes: internal community engagement and external community engagement (Appendix J; Figure 4.7). In this case, informants responded to the leading interview question: What do SBM practices require to promote performance at secondary schools? Through this theme, my study responded to the sub-research question: *What are the requirements for promoting SBM practices at secondary schools in the Limpopo Province?*

Grounded in education is the prevalence of a collective responsibility or an understanding that implementers of SBM engage in collective actions and in so doing, become jointly accountable

within equally autonomous institutions, thereby demonstrating a “genuinely collective moral responsibility” for their organisational outcomes or failures (Giubilini & Levy, 2018:215). This avoids the application of the reductionist approach to responsibility by refraining from praising or blaming some individuals for the achievements or failures of their organisation (Albin, 2016; Giubilini & Levy, 2018). Within this understanding, my study considers the achievements or failures of an education system through SBM implementation as a collective responsibility, meaning that all education service providers are accountable to the SBM practice outcomes at secondary schools in the Limpopo Province (Jones, 2004).

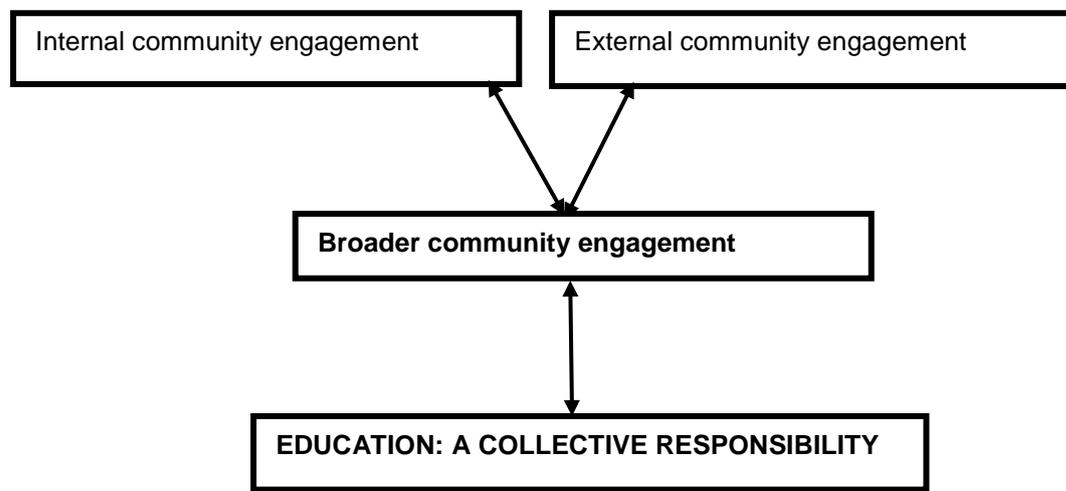


Figure 4.7: Education: A collective responsibility with categories and codes

Mollootimile and Zengele (2015) assert that with the advent of democracy in South Africa in 1994, all educational providers as portrayed in the conceptual framework (*cf.* 2.8) have to participate in the operational activities of a school as required by SBM, since this could assist in taking ownership of the school. Fry and O’Brien (2017) explain that education has to be a collective responsibility shared by actors at all levels to counteract the cycle of passive citizenship and to create a more socially just world, thereby promoting school improvement.

4.2.7.1 Broader community engagement

Broader community engagement refers to all education providers and recipients working with each other in educational matters aimed at the promotion of quality teaching and learning through SBM practices (Sihono & Yusof, 2012). Ferlazzo (2011:12) states that “engagement implies doing with” and that community engagement facilitates effective partnership establishment in education service delivery. In SBM implementation, effective partnerships increase engagement of parents, students, educators, officials, principals, beneficiaries and local communities and organisations, resulting in increased independence, responsibility and accountability at autonomous schools (Moradi *et al.*, 2012; Stefanski, Valli & Jacobson, 2016).

In this study, the internal community comprises education providers within a secondary school community and the rest belongs to an external community. I present study informants' views on the requirements for promoting SBM practices at schools under internal community engagement and external community engagement as follows:

- Internal community engagement

HPF1, the female principal of Harmony Secondary School, referred to the internal community engagement as in the quote:

What I am really saying now is that as I have already indicated, the SMT, the parents, the SGB, as well as the educators, [they] need to plan together so that they can understand the situation or circumstances within the school. Each and every school has got its own circumstances so failure to understand that and working together - the working together of all the stakeholders is of the utmost importance in bringing about the performance of the school including the (repeated thrice) department (2:105, 59:59).

The above quote depicts HPF1 being the principal who values engagement of the members of her school community, namely the SMT, parents, SGB and educators, in planning together so that they could in her own words *understand the situation and circumstances* at her school. I regard this approach as a systems view approach to school planning vital for highlighting important processes associated with decentralisation, deconcentration, delegation, devolution, autonomy, participation and accountability inherent to SBM practices. HPF1's repetition of *working together* in this quote testifies the importance of a collectivist approach to planning and executing school activities. HPF1's stance on *working together* implies that at her school, members of her school community do the planning with each other (Ferlazzo, 2011). Furthermore, HPF1 maintained that schools have their unique circumstantial conditions that need to be understood by the members of each internal school community for bringing about quality school performance.

- External community engagement

Concerning the external community engagement, WHM2, the departmental head of Win-win Secondary School, had this to say:

We have to work together with the community. Work together with the department. Work together with the unions. Unfortunately, our system is not like that. The department is the enemy of the union. That is why we have got these gaps. They (referring to department-union relation gaps) are not closed. The union is acting towards the parents to be with them. The department wants the parents to be with them. The department and the union are not coming with the same ideology. We are having a severe problem

because there are gaps between these two. We understand that if the employer comes here and a union member has done something wrong, the department will not say come let's talk. They just start looking at the loopholes. That enmity it's one that makes more gaps (15:28, 7:87).

The quote (15:28, 87:87) reveals that WHM2 ardently believed in 'collective engagement' in decision-making processes. This is seen in his first three sentences in *We have to work together with the community. Work together with the department. Work together with the unions*. The word *we* in these sentences suggests not only 'plurality' but balanced participatory and deliberative democratic decision-making processes in education through SBM practices. WHM2 further added the phrase *work together* in these sentences as a way of reinforcing the essence of *we* in the three sentences. He concerned himself with collective engagement in decision-making processes calling for the department (from external community) and unions (from internal community) to work together in addressing education issues. WHM2 also highlighted a *gap* that exists between the ministry of education and educator unions in deciding on education matters for secondary schools. Within the context of WHM2's quote, the department and unions do not 'engage' constructively. Constructive engagement of all education service providers (Figure 2.6) is the suggested issue in WHM2's words.

4.2.8 Theme 8: School-Based Management Practice Model's Constituents

School-based management practice model's constituents is made up of categories: constitution-based education system and context-based education system each linked to corresponding codes (Appendices J & L; Figure 4.8). Under this sub-subsection, quotations validate participants' voices in response to the following leading interview questions: What practices would you include in an SBM practice model for promoting school performance? and What else can you share about the SBM practices regarding performance at secondary schools? Responses to these interview questions by participants added value in realising the sub-research question: *What constitutes the SBM practice model for secondary schools in the Limpopo Province?*

According to the participants, constituents of an SBM practice model are vital for the delivery of focused and quality education service by providers to their clients (Aithal & Aithal, 2015). I present the suggested constituents for the SBM practice model from the participants' perspective under each specific category (4.2.8.1 & 4.2.8.2).

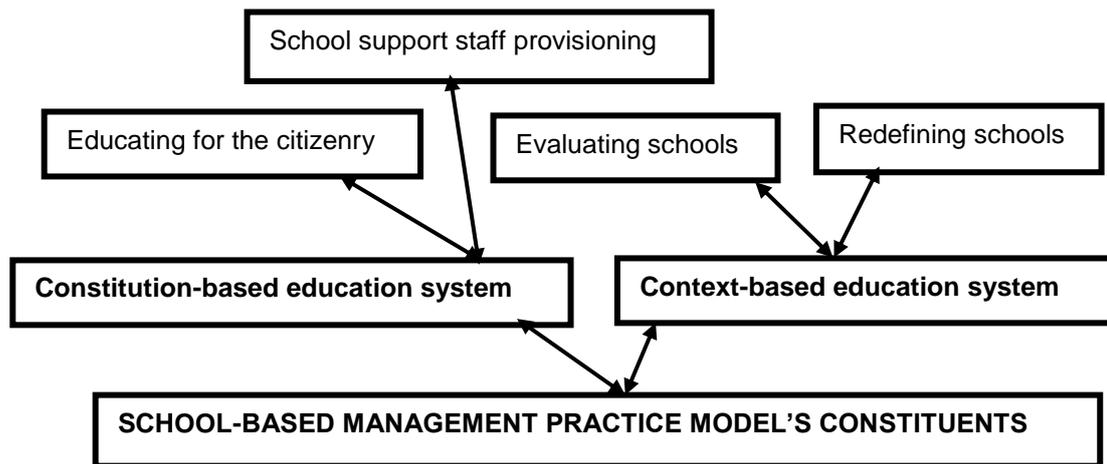


Figure 4.8: School-based management practice model's constituents with categories and codes

4.2.8.1 Constitution-based education system

The category constitution-based education system comprises the codes: educating for the citizenry and school support staff provisioning (Appendix J; Figure 4.8). Constitution-based education system emerged from participants' responses to the leading interview question: What things would you include in a SBM practice model? Educational scholars believe that constitutions offer frameworks for SBM reforms (Van der Berg *et al.*, 2011; Yau & Cheng, 2014). Within this understanding, a country's SBM practice model is expected to uphold its national constitutional values: human dignity, equality and freedom (RSA, 2012b). Consequently, respondents' inputs to the above interview question became important in populating constituents for an SBM practice model. The next paragraphs present participants' suggestions on constituents for inclusion in an SBM practice model under the specific codes: educating for the citizenry and school support staff provisioning.

- **Educating for the citizenry**

For the code educating for the citizenry, BPM2 had, in two quotes, the following to say:

...the school is here - is built with the taxpayers' money for the children to get an education. It (the school) is vandalised by the very people it is supposed to serve. You see it is the lack of understanding of ownership of stuff like this. If people are educated in citizenship and they respect and know our constitution, they would know their obligations - to protect what is rightfully theirs and if this infrastructure is protected and the learners are committed to their right to education and the educators are committed to their right to educate (3:74, 148:148), and that:

I should think if we bring civics into the mix. With civics, I am referring to patriotism and a sense of community. It might influence the school population to go into what our

constitution is about (3:65, 141:141).

The quote (3:74, 148:148) points out how vandalism levelled against school infrastructure worried BPM2 who subsequently called for the inclusion of civic engagement in an SBM practice model. The phrase: *it might influence the school population to go into what our constitution is about*, shows BPM2 seeing civic engagement as a collective of decision-making activities that ordinary citizens would take to favour both internal and external school communities through establishment and execution of successful SBM programmes that are free of within school biases (Ekman & Amnå, 2012). Ekman and Amnå (2012) assert that under civic engagement, people get organised to solve local problems or to improve conditions for certain groups in society. Through the quotes (3:74, 148:148) and (3:65, 141:141), BPM2 conveyed that mixing civic engagement and SBM practices at secondary schools enhances the protection of the rights of every citizen (for example, provision of quality education to learners) in the country and affirmation of the democratic values of human dignity, equality and freedom (RSA, 2012b). Embedded in BPM2's words are in the main concepts democratisation, decentralisation and accountability which when applied to both internal and immediate external school environments will not only protect school buildings but enhance performance by schools. This then suggests that education service providers in these environments needs some kind of empowerment by knowledgeable about these concepts.

Furthermore, principal BPM2 maintained that engaging civics in SBM matters has the potential to inculcate the spirit of school ownership in his local community and protection of the school infrastructure. BPM2's belief in civic engagement is rooted in phrases *...we bring civics into the mix...to go into what our constitution is about* (3:65, 141:141). BPM2 ardently believes that inclusion of civic engagement in an SBM practice model would promote provisioning of quality learner outcomes at schools. Ekman and Amnå (2012) assert that creating a conducive environment through collective engagement of [ordinary] people enhances the quality of teaching and learning and thereby promotes SBM implementation.

- School support staff provisioning

School support staff reduce workloads for managers, leaders, educators and learners at schools (DBE, 2011a). The school support staff provide assistance in three broad areas: administrative, teaching and learning support (Navarro, 2015). The code school support staff provisioning is concerned with the type and impact of support staff allocation for teaching and learning activities (that is, school curricular output). School support staff provisioning highlights the need for this type of support to facilitate the constitutionally underpinned education service delivery by secondary schools to their clients. Participants such as FPM1 and RPM2 made interesting inputs with respect to school support staff provisioning.

Concerning school support staff provisioning, RPM2 emphatically said:

The other thing that they should add for principals, for schools to perform well is the support staff, if possible. If the budget allows, the department should allocate funds for schools to hire support staff. The allocation for the support staff should be part of the staff-establishment. The department should rate the allocation in terms of ratios that this number of learners or this number of educators qualify for this number of support staff and define them in terms of categories. In that way it will be fine (12:54, 138:138).

In the preceding quote, RPM2 ardently called for school support staff provisioning (in the form of administration, teaching and learning support staff) by the DBE to schools. Such staff provisioning, according to RPM2, would make schools perform well. Navarro (2015) has found that engagement of school support staff at schools has a positive impact on teaching and learning at schools. The question is: What role does the principal RPM2 play regarding school staff support provisioning? According to him, it is the responsibility of DBE forgetting that it is also a school leadership, management and governance responsibility. It is a collective that requires the efforts of all stakeholders at a school and beyond through employment of decentralisation, deconcentration, devolution and accountability processes.

FPM1 shared the following with respect to school support staff provisioning:

The department should afford schools with officials who could handle social issues affecting learners at the level of the school. The learner support agency that each school should have a learner support agency. That will help a lot because there are so many social factors which are affecting learners. It is like they do not have room to share with the school authorities not even talking to the principal or to teachers and they are affecting learner performance a lot considering that most learners are coming from child-headed families. (7:45, 111:111).

From the quote (7:45, 111:111), I interpret FPM1 as the school manager who is concerned with quality learner welfare for the promotion of learner performance at his school. This is underpinned by FPM1's call for the establishment of a learner support agency to address social factors experienced by his learners, most of whom are from child-headed families. According to FPM1, activities of an established learner support agency at each school would be handy to support the socially affected learners gearing them towards better curricular performance. Here, although schools are unique, principal FPM1 puts collectivist approach to

learner welfare solely on the shoulders of DBE. Perhaps participatory deliberative and democratic engagement of all school stake holders could be helpful.

4.2.8.2 Context-based education system

The category, context-based education system, emerged from participants' responses to the leading interview question: What things would you include in SBM practice model? Holbrook (2010) asserts that education does not exist in a vacuum but in particular social, economic, historical, technological, political and constitutional environments. Mollootimile and Zengele (2015) indicates that in South Africa, SBM practices are conducted within social, political and decentralised contexts that require constant support and capacitation to SGBs and other stakeholders (such as parents, staff (academic and non-academic) and learners). Fullan and Watson (1999) assert that each school's uniqueness needs to be taken into consideration when supporting and interpreting SBM implementation at schools. Context-based education system is composed of evaluating schools and redefining school codes, which are subjects for discussion in the next sections.

● Evaluating schools

With respect to the inclusion of evaluating schools in an SBM practice model, TPM2 and RDM2 referred to contextual influences upon SBM implementation from different perspectives. TPM2 referred to the past and future contexts influencing present SBM implementation:

I said, according to me open-minded type of practice. I call it like that. But generally, I am saying when you practice now, have the knowledge of how the practice was before and you must know what is expected of you to deliver. In other words, your present must be informed by the past and your future. That's what I am talking about. I mean the type of practice which I will be doing now, that of improving the educators - inviting them to come to the party in planning, organising, in co-ordinating, when we do that we will be doing that together (8:12, 78:78).

In this quote, TPM2 clearly emphasised the dependence of the implementation of an SBM initiative upon the historical (past) and anticipated (future) contexts. I interpret TPM2 saying that educational providers need to consider the past conditions and those that are anticipated in the future before and during the implementation of a new educational initiative. This interpretation is underpinned by *have the knowledge of how the practice was before* (historical context) *and you must know what is expected of you to deliver* (anticipated school performance and learner outcome). According to this principal, the success of an SBM implementation depends also on its historical and future contexts.

RDM2, with twelve years of experience as deputy principal (also SMT member), related evaluating schools to an SBM practice model in the following manner:

Thus, I say for things to go well, or if I were the person in charge of this education system, I would ensure that at every province there is a unit that deals strictly with monitoring curriculum management and implementation. I would also ensure that at the district level there are some officials strictly hired to ensure that curriculum management and implementation take place. There should also be people who must assist the principal to monitor and evaluate curriculum management and implementation at the school. This will ensure that management and monitoring of curriculum implementation go hand in hand with what the policy says (13:60, 165:165).

In this quote, RDM2 concerned himself with the inclusion of monitoring curriculum management and implementation together with evaluation in an SBM practice model. It is clear in this quote that RDM2 observed things going well at schools with the establishment and engagement of a monitoring and evaluation unit set solely to monitor and evaluate curriculum activities. This contribution goes well with this participant's years of experience in school management. According to this deputy principal, education providers need to link both management and monitoring of curriculum implementation to a country's existing policies.

- Redefining schools

In this study, respondents to the interview questions and their probes suggested redefining the concept 'school' hence the emergence of the code redefining schools. For example, principal RPM2 voiced school redefinition as in the following quote:

If you can redefine what a school is, I think Limpopo or South Africa will benefit. In this way that they will know when there are funds available to build a school, they have enough funds to fund, for example, a primary school. When you are saying redefine, they define what a primary school is. A primary school is a school with not less than eight educators. A secondary school is not a secondary school if it does not qualify to at least eleven educators. In that way we define what a school is. Not that a school is where even one learner is found and you define it as a school. A school must go hand in glove with education, with teaching and learning (12:42, 148:148).

Based on this quote, I interpret RPM2 as an educational strategist who expressed his strategic stance in education issues in calling for redefinition of the concept 'school' within the South African context. RPM2, with eleven (including the two years as principal) years of experience as an SMT member, reiterated that a well-defined policy framework needs to underpin the

establishment of a 'school' to guide proper financial, human and infrastructural resource allocations to relevant schools. In this quote, RPM2 is pointing at some unknown individual or individuals who is/are responsible for redefining/restructuring a 'school' which will not come up with a true 'school'. Within the conceptual framework for this study, redefining a 'school' should be a collective activity which could be initiated at any level in the framework but directed to National Policymakers for proper consolidation through collective democratic, participatory and deliberative engagement of all education providers. This school redefining approach would assist education service providers to deliver the intended benefits (namely quality teaching and learning outcomes) from the SBM initiative.

4.3. CONCLUSION

The research on the exploration of SBM practices at secondary schools in the Limpopo yielded a number of important emergent findings presented and described in this chapter. These findings reveal amongst others that SBM practices are being employed amidst a hoard of factors either favourable or unfavourable. This implies SBM implementation, at almost all the thirteen represented secondary schools, is being implemented against serious odds. For example, direct institutional or national factors described under SBM challenges (4.2.1) have the potential to render SBM practices ineffective and unsuccessful.

Themes 4 to 6 (4.2.4-4.2.6) describe important areas that if unnoticed, could fail SBM practices at [secondary] schools in the Limpopo Province, as well as nationally and internationally. These areas are, for example, quality school leadership and management (4.2.4), effective school governance (4.2.5) and supporting curriculum implementation (4.2.6).

Despite being implemented against severe odds, SBM remain an essential tool for improving school performance and learner outcomes (Bandur, 2012a). If specific approaches are carefully and productively utilised during SBM implementation, [secondary] schools could improve their performance and enjoy some benefits (4.2.2 & 4.2.3). Finally, the presented findings of this explorative undertaking on managers' experiences of SBM practices at secondary schools in the Limpopo Province, are important bases for the next chapter, Chapter 5.

CHAPTER 5: DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1. INTRODUCTION

The purpose of this study was to explore managers' experiences of SBM practices at secondary schools in the Limpopo Province. The main study research question was: *What are managers' experiences of SBM practices at secondary schools in the Limpopo Province?* I conducted individual semi-structured interviews to generate data from fifteen school managers at the purposefully selected thirteen secondary schools. The qualitative study findings, in terms of themes, corresponded with the sub-research questions. Within this understanding, this chapter first provides a summary of the conceptual framework for the study (5.2), summary of research methodology and design (5.3), reflections on research design and methodology and methods (5.4) and summary of findings (5.5). Following this set of headings theoretical contributions by the study (5.6) are presented and policy, practice and further research recommendations (5.7) are offered. Finally, the last two paragraphs of this chapter refer respectively to a chapter conclusion (5.8) and a final word on school-based management practices (5.9).

5.2 SUMMARY OF THE CONCEPTUAL FRAMEWORK

Figure 2.6 in Chapter 2 presented the conceptual framework for this study, which, during the exploration of managers' experiences of SBM practices at secondary schools in the Limpopo Province, assisted this research in six important ways. First, it assisted in identifying the appropriate research approach, paradigm, epistemology, ontology and methods for generating, analysing and interpreting the generated data. Second, it limited the methodological procedures aimed at the realisation of the research questions to the social constructivist approach to data generation, analysis and interpretation. Third, the conceptual framework categorised actors in education service delivery through SBM under National Education Providers, Provincial Education Providers, Secondary School Education Providers and Local Community Citizens). Furthermore, the conceptual framework for this study indicated that at school level (in this case, secondary school level), the devolved power and authority have been received and applied by separate parallel powers: professional management and the school governance (RSA, 2007). This arrangement has given little (if not none) consideration to the involvement of the local community, educators and learners. From the perspective of the study participants, this arrangement has been one of the contributory factors that has led to ineffective SBM practices at secondary schools in the Limpopo Province.

Fourth, the constructed conceptual framework showed that within the South African context, the decentralisation policies on decision-making authority and power (through SBM) were communicated to secondary schools through two distinct routes: direct route from national to schools or indirect route through four educational levels (namely national, provincial, district and circuit) to schools (DBE, 2011a; 2016a). Fifth, the conceptual framework for this study portrayed the relationship between secondary schools and other education service providers, including the local community. The quality of these relationships was important for SBM implementation (The World Bank, 2003; Winkler & Yeo, 2007).

Sixth, the integration of this conceptual framework, with the SBM information gathered from the literature review and the research findings, shaped my recommendations for policy, practice and future research areas on SBM practices at secondary schools (Imenda, 2014).

5.3 SUMMARY OF RESEARCH METHODOLOGY AND DESIGN

Social constructivism, the chosen paradigm for this study, influenced the adoption for research methodology and design. Amongst available research methodologies in the methodology literature for conducting a qualitative study, I chose a qualitative case study research methodology (simply case study methodology) to provide and guide the organisation, planning, designing and conduction of an exploration of managers' experiences of SBM practices at secondary schools in the Limpopo Province (Mohajan, 2017). Consequently, I narrated the desired summary of research methodology and design by describing the research design (5.3.1), the research methods (5.3.2) and study limitations (5.3.3) in this study.

5.3.1 Research Design

Figure 3.1 presented a multiple case study design that showed the interdependent main elements as topic; study orientation; research problem; purpose, questions and objectives; literature review; sampling; data generation; data analysis; data interpretation and findings presentation. Chapters 1, 2, 3 and 4 presented and described these elements of the adopted multiple case study design.

Chapter 1 presented the description of each of the following: research problem; purpose, questions and objectives. Chapter 2 (on Literature Review) presented underpinning theories and conceptual framework for the study. Chapter 3 detailed the remaining listed elements except findings presentation presented in Chapter 4. Employing these elements at specific research stages of this explorative study, facilitated the answering of the sub-research

questions and the main research question within the ontological and epistemological stances adopted in this study (Kross & Giust, 2019; Neri de Souza *et al.*, 2016).

5.3.2 Research Methods

The chosen paradigm (namely social constructivism) and case study methodology prescribed qualitative research methods for sampling, data generation, data analysis and data interpretation for this study. Chapter 3 described each of these qualitative research procedures (*cf.* 3.4.3.1-3.4.3.4) followed for answering the main research question: *What are managers' experiences of SBM practices at secondary schools in the Limpopo Province?*

This study employed maximum variation purposive sampling to sample secondary schools for the study. Inductive thematic saturation was vital in determining the final sample of thirteen secondary schools that participated in the study (Etikan *et al.*, 2016; Gentles *et al.*, 2015). Fifteen managers (composed of twelve principals, two deputy principals and one departmental head) represented these sampled secondary schools (*cf.* Table 3.3).

I applied face-to-face semi-structured open-ended interviews to gather information on SBM practices from participating school managers of the sampled secondary schools. Semi-structured open-ended interviews was the main data generation method in this study. Such semi-structured interviews were organised around a set of predetermined open-ended questions and were digitally recorded. Follow-up questions or probes emerged during each individual interview. All semi-structured interviews were conducted within the framework of the desired research ethics. Engaging semi-structured interviews encouraged respondents to freely share their experiences of SBM practices at their secondary schools (Morgan *et al.*, 2013). I employed an interview schedule to facilitate the fifteen semi-structured interviews on SBM practices at secondary schools in the Limpopo Province (Appendix H).

The fifteen interviews were transcribed and inductively analysed with the aid of ATLAS.ti 7 programme. Data coding processes, as part of data analysis, applied some of the 32 Saldaña coding methods (*cf.* 3.4.3.3). Data analysis engaged analytic processes, at basic (textual or data) and conceptual levels (Friese, 2017), conducted within cases (within-case analysis) as well as across cases (cross-case analysis) (Vohra, 2014). Conducting within-case and cross-case analyses facilitated comparison and integration of findings in the study. Consequently, this study presented the data analysis process in two stages: first data analysis stage and second data analysis stage, through which the actual data analysis in the study were described and findings gathered. This study adopted the empathetic interpretation approach to interpret the study findings (Pulla & Carter, 2018).

5.3.3 Research Limitations

Chapter 3 provided potential limitations (*cf.* 3.5.2) to this study as researcher bias, analysis bias and participant reactivity bias. The description of each of these biases indicated that a demonstration of sound ethical behaviour and adherence to research standards would offset or minimise their negative impact upon the credibility of study findings (Bryman, 2012; Kross & Giust, 2019). Therefore, I engaged memoing, triangulation of research resources, member checking, reflexivity, research auditing, participants' quotes and peer debriefing techniques to maintain the credibility of the findings of this study.

5.4 REFLECTIONS ON RESEARCH DESIGN, METHODOLOGY AND METHODS

In this subsection, I reflect on the research methodology and methods (3.4.1) and research design (3.4.2) employed in this study.

5.4.1 Research Design

The multiple case study design (*cf.* 3.4.2.3) I chose for this study enabled me to reach out to a number of thirteen sampled secondary schools where SBM is practiced. Through this design, I expanded the exploration of managers' experiences of SBM practices beyond a single secondary school (Stake, 2006) and thereby facilitated within and cross case data analyses (Baxter & Jack, 2008), which strengthened the study findings.

5.4.2 Research Methodology and Methods

Under this sub-section, I look back at my experiences as I conducted sampling, data generation, analysis and interpretation. Associated with these methodological procedures were limitations that had the potential to affect my study findings. Therefore, this reflection on research methodology and methods also made reference to limitations associated with each applicable research method. These potential limitations, which comprise researcher bias, analysis bias and participant reactivity bias, were of great concern to me throughout this study. I avoided these potential research biases by committing myself to existing research ethics and affording my supervisors the opportunity to confirm the data analysis and interpretation. I also used a purposive maximum variation sampling technique to select participating secondary schools (as represented by their school managers) for the study. Through this sampling technique, I limited my study to economically disadvantaged secondary schools, thereby excluding secondary schools in economically viable areas in the Limpopo Province. This implied that the study findings only resulted from the participants at the chosen secondary schools.

I employed face-to-face individual semi-structured interviews, as the main data generating technique, to gather managers' experiences of SBM practices at the selected thirteen secondary schools. This limited the data generation method to face-to-face individual semi-structured interviews, implying that I did not triangulate the applied data generating method, namely face-to-face individual semi-structured interviews, with other methods such as focus group interviews. I excluded the focus group interview data generating technique for economic reasons (study finances and time). Despite this limitation, I managed to generate information-rich data from the informants through face-to-face individual semi-structured interviews.

My reflection on data analysis concerned the use of ATLAS.ti, a CAQDAS programme, in textual data analysis. Initially, application ATLAS.ti programme in data analysis, was unknown to me. I learnt, practised and attended workshops on it and finally managed to apply it in coding the transcribed textual data. I found this CAQDAS programme very helpful in qualitative data analysis. However, the simultaneous learning and application of the ATLAS.ti programme during data analysis somehow retarded the pacing of my studies. Despite this experience, I have found the ATLAS.ti programme both challenging and thrilling as a facilitative tool in qualitative data analysis.

5.5 SUMMARY OF FINDINGS

Figure 2.6 presents the conceptual framework for this study in four main parts: National Education Providers (*cf.* 2.8.2.1), Provincial Education Providers (*cf.* 2.8.2.2), Local Community Citizens or Local Community Education Providers (*cf.* 2.8.2.3) and Secondary Education Providers (*cf.* 2.8.2.4). This framework clearly shows that SBM practices at secondary school level, in the Limpopo Province, are being influenced by three external providers and the Secondary Education Providers. Indeed, this study found that fifteen school managers (APM2-WHM2) representing the thirteen purposefully sampled secondary schools (Anchor Secondary School - Win-win Secondary School) have had context-specific experiences of SBM practices to share from all four areas when responding to the set of open-ended interview questions (Appendix H), affirming Fullan and Watson's (1999) view that each school's uniqueness needs to be taken into consideration when supporting and interpreting SBM implementation at schools.

These participants' responses were helpful in answering the main research question: *What are managers' experiences of SBM practices at secondary schools in the Limpopo Province?* This study concluded with eight main findings drawn from the thirteen interviewed secondary

school managers. Sub-sections 5.5.1 through 5.5.8 present and discuss each of the eight findings.

5.5.1 School-Based Management Challenges

In the answer to the sub-research question: *What challenges SBM practices at secondary schools in the Limpopo Province?* This study found that there are various challenges (cf. 4.2.1.1 & 4.2.1.2) that impact negatively upon SBM practices at secondary schools in the Limpopo Province. This concurs with Cranston (2001:22) who observed that SBM “challenges remain” and with Suyata (2017:202) who has concluded that “the challenges of SBM implementation are numerous and complex”. Figure 4.1, in Chapter 4, displayed nine of these challenges aggregated under in-appropriate post-establishments and school leaders and managers dis-empowerment. Despite being aggregated into two categories and being context specific, these challenges do have an important common effect upon SBM practices: that of dis-empowering leaders and managers of SBM practices thereby rendering both SBM leadership and management ineffective. I see effective solution towards these human-created challenges lying in the proper application, being guided by the three chosen theories for this study, of decentralisation coupled with deliberative and democratic participation and accountability by school leadership and management. Practices of these concepts do instil the spirit of ownership in implementers of school plans (Chhetri, 2013; Železnik, 2017).

Inductively, I concluded first that SBM challenges are unique to individual secondary schools and are also context-dependent. Integrating the conceptual framework contents and these SBM challenges yields the second conclusion in that SBM practices at secondary schools in the Limpopo Province are being exposed to non-supportive contexts or environments. The third and final conclusion is that despite their uniqueness to schools and context-dependency, SBM challenges have another one thing in common, namely the negative impact upon the quality of their school performance and learner outcomes. Consequently, overcoming the SBM challenges is imperative throughout the SBM implementation at secondary schools.

5.5.2 Overcoming School-Based Management Challenges

The preceding sub-subsection 5.5.1 on SBM challenges concluded that there is a continued need for overcoming SBM challenges during the implementation of this approach at secondary schools. Overcoming school-based management challenges provides answers to the guiding sub-research question: *How can challenges on SBM practices at secondary schools in the Limpopo Province be addressed?* This study grouped participants’ inputs on potential solutions to SBM challenges under the theme: overcoming school-based management

challenges. Overcoming SBM challenges focuses on how secondary schools could best overcome SBM challenges associated with the application of this reform's practices.

Figure 4.2, in Chapter 4, displayed actions that education providers could employ to overcome SBM challenges. This study found that different schools, due to their uniqueness, applied different strategies to overcome SBM challenges. Most participants indicated that capacity building is one of important strategies for addressing SBM challenges. On the other hand, some participants felt that de-unionising the education system would enhance SBM implementation. Participants' capacity building stance on the issue of overcoming SBM challenges, compares well with the notion of empowerment of school managers on responsibility and accountability to both systemic authorities and school communities, put forward by Botha (2012b). This finding establishes that potential solutions to SBM implementation challenges do exist and, if well-orchestrated by the education service providers, could render SBM practices successful at secondary schools.

5.5.3 School-Based Management Successes

This finding portrayed successes associated with the adoption and implementation of SBM at secondary schools in the Limpopo Province. Through this finding, the study demonstrates the achievement of the sub-research question: *What successes associate with SBM practices at secondary schools in the Limpopo Province?* Study informants pointed out SBM successes enjoyed by their schools, despite existing challenges. Figure 4.3 displayed successes associated with SBM practices as perceived by study participants.

Participants in this study listed amongst others, democratisation of school community members and preparation of learners for quality citizenry. These participants' lists of experienced SBM successes have been presented, in one way or the other, by Arar and Abu-Romi (2016), Ayeni and Ibukun (2013), Carr-Hill *et al.* (2014), Kuhns and Chapman (2006), LaRocque and Boyer (2007). For example, Carr-Hill *et al.* (2014) demonstrate that practising and sustaining SBM practices has helped schools to achieve, amongst others, increased enrolments, equity of enrolments, increased educator motivation, positive learner attitudes and improved teaching and learning outcomes.

From this finding, I made the following inductive conclusions. First, that SBM practices have inherent successes for the benefit of schools. Second and finally, through the voices of those participants who shared the SBM successes (*cf.* 4.2.3.1-4.2.3.3), that quality involvement/consideration of Local Communities as Education Providers in decision-making processes is less considered in SBM implementation, implying that SBM practices at

secondary schools in the Limpopo Province have been restricted to schools' governance and professional management.

5.5.4 Leading and Managing Decisions

Leading and managing decisions revealed how participants have conducted decision-making processes on SBM practices at their different secondary schools. Thus, central to the study participants' inputs are applicable leadership and management styles, as dictated by their schools' environment when making decisions on SBM practices. These informants' inputs facilitated the realisation of the sub-research question: *What decision-making processes can promote SBM practices at secondary schools in the Limpopo Province?*

Figure 4.4 depicted decision-making leadership styles and decision-making management styles that determine the quality of leadership for school effectiveness and management for school effectiveness respectively. Consequently, decision-making leadership style and decision-making management styles determine how decisions are led and managed at [secondary] schools. It is therefore imperative for schools [secondary] to engage in decision-making processes within the bounds of decentralisation [deconcentration, delegation and devolution], autonomy, participation and accountability as guided by decentralisation, democratic and Lewin's Three Steps Change theories.

Importantly, Shava (2015) maintains that in an organisation, effective leadership practice determines effectiveness by a school. Bloom *et al.* (2015) maintain that quality management is vitally important in determining school improvement. Most participants believed that applying a mix of management styles, as well as that of leadership styles, can influence and direct collaborative decision-making processes in an attempt to accomplish effectiveness and efficiency within their institutions. This participants' stance aligns with the assertion by Bush and Glover (2014) and Sergiovanni (1984) that no single management style or leadership style is complete. However, Atkinson (2013) advises managers to avoid dominance by one element in the mix of management or leadership styles. Bush (2007), Bush and Glover (2014) and Christie *et al.* (2011) recommend the use of a well-thought of mix of leadership styles, as well as that of management styles when leading and managing collaborative decision-making processes. Within this context, I conclude this sub-section by arguing that school managers at secondary schools need capacitation on how to mix leadership styles as well as management styles when engaging in SBM decision-making processes.

5.5.5 Effective School Governance

This study found that sampled secondary schools had democratically constituted SGBs charged with democratisation of their school communities and transformation of school governance and management through SBM implementation (Feu *et al.*, 2017; Mncube, 2008; Železnik, 2017). However, the functionality of SGBs has been limited by a number of systemic and institutional factors (*cf.* 4.2.5.1-4.2.5.3; Figure 4.5). Consequently, the SGBs at these sampled secondary schools were found to be dysfunctional or unproductive in terms of giving support to SBM practices.

In this study, some participants ascribed the SGB dysfunctionality to lack of capacity and absence of free participation during decision-making processes that seem to be dominated and influenced by principals, deputy principals, departmental heads and the SGB educator component. Hence, SGBs at the represented sampled secondary schools operated under non-conducive environments that barred them from promoting democracy, free participation and accountability demonstration and transparency. Areas where SGBs' dysfunctionality have been pronounced by study participants are: governance representativity (*cf.* 4.2.5.1), school policies and planning (*cf.* 4.2.5.2) and quality educator selections (*cf.* 4.2.5.3). Within this understanding, education service providers, as stated within the conceptual framework for this study, need to appreciate the importance of decentralisation (deconcentration, delegation, and devolution), autonomy, participation and accountability at individual school levels. Simultaneous employment of decentralisation, autonomy, participation and accountability in school matters would establish a sense of ownership, breed high reputation in the community and generate innovation and change acceptance. Within this context, SGBs at the represented sampled secondary schools in the Limpopo Province need skill capacitation in terms of the specified areas of concern (*cf.* 4.2.5.1-4.2.5.3 & Figure 4.5).

5.5.6 Supporting Curriculum Implementation

Molapo and Pillay (2018) argue that successful curriculum implementation hinges on adequate support from various parties in the educational arena. This study found that supporting curriculum implementation has been accompanied with mixed feelings. First, a limited number of participants indicated that curriculum implementation at their schools is being supported from external educational agencies such as National Education Providers (*cf.* 2.8.2.1) and Provincial Education Providers (*cf.* 2.8.2.2). Second, most participants felt that curriculum implementation through SBM could be supported at schools through different strategies, as given in Figure 4.6 and described under supporting learning (*cf.* 4.2.6.1), supporting teaching (*cf.* 4.2.6.2) and professional practices (*cf.* 4.2.6.3). Whilst there is a call for curriculum support from school external environment by the leadership and management,

I argue that individual schools could put more emphasis on the use of devolution and delegation [of transferring decision-making responsibility] as a tool for supporting curriculum implementation. I state that through devolution and delegation within individual schools educators could be given the opportunity to make, own and execute responsibly decisions on supporting curriculum implementation.

5.5.7 Education: A Collective Responsibility

This study found that a few participants shared the idea that education as a collective responsibility of all education providers, has been less considered or underutilised in their secondary schools (*cf.* 4.2.7 & Figure 4.7). These respondents maintained that [proper] utilisation of education as a collective responsibility through broader community engagement (embracing internal community engagement and external stakeholder engagement) (*cf.* 4.2.7.1) has impacted positively upon SBM implementation (Moradi *et al.*, 2012; Stefanski *et al.*, 2016). These participants strongly felt that education providers need to engage in “collective actions” accompanied with a “genuinely collective responsibility” for organisational outcomes or failures (Giubilini & Levy, 2018:215). Within this context, I assert that education should be a collective moral responsibility demonstrated by providers and clients at all levels to transform schools into quality performing institutions (Fry & O’Brien, 2017). Furthermore, I state that collective, democratic and deliberative participation in decision-making processes is the best machinery for the promotion of education: a collective responsibility.

5.5.8 School-Based Management Practice Model’s Constituents

This study populated constituents for inclusion in an SBM model from the interviewed school managers’ voices (*cf.* 4.2.8). Figure 4.8 displayed those constituents that most respondents wanted for inclusion in an SBM model. These elements aggregated into two categories: constitution-based education system and context-based education system. Figure 4.8 showed each of these categories split into two parts. Participants maintained that an SBM model that caters for constitution-based education system (educating for citizenry and school support staff provisioning) and context-based education system (evaluation of schools and redefining schools) would impact positively on teaching and learning outcomes. These elements have the potential to promote civic engagement and create conducive teaching and learning environments at schools. Ekman and Amnå (2012) argue that civic engagement organises people in solving their own problems and improving conditions in their society. Hence, constitution-based and context-based constituents are vital in enhancing quality education service delivery by providers to their clients through an SBM approach (Aithal & Aithal, 2015). According to participants in the study, the inclusion of these constituents would shape and direct SBM activities within an education system (*cf.* 4.2.8.1 & 4.2.8.2).

5.6 THEORETICAL CONTRIBUTION OF THE STUDY

Building on the rationale (*cf.* 1.3), purpose statement (*cf.* 1.4), main research question (*cf.* 1.6), conceptual framework *cf.* 2.8), research paradigm and fundamentals (*cf.* 3.2) and research findings (*cf.* 4.2), I present the theoretical contribution(s) of my study towards existing knowledge on SBM practices at secondary schools in the next paragraphs.

Literature on theoretical contributions by research are abound. Crane, Henriques, Husted and Matten (2016), Whetten (1989) and Zhou, Shafiq, Adeel, Nawaz and Kumar (2017) describe theoretical contribution in terms of two dimension: originality (composing of incremental and revelatory originalities) and utility (scientific and practicality usefulness). Research paper publishers apply the criteria of theoretical contribution to assess the quality of research before publishing them (Crane *et al.*, 2016; Zhou *et al.*, 2017). Incremental originality is for the “addition or subtraction of variables from theory” or what is or has been known about an existing theory or the researched phenomena (Zhou *et al.*, 2017:267). Revelatory originality is all about what has been unknown or less considered in past or contemporary literature about that which is currently studied (Zhou *et al.*, 2017). Reay (2014:96) asserts that generated “high-quality data” manifests originality of a theoretical contribution. Scientific and practicality of utility advances the usefulness of a research outcome to the scientific world in terms of future research as well as its applicability to its areas of practice. Seeing that my thesis is about the exploration of managers’ experiences of SBM practices at secondary schools in the Limpopo Province but not theory development about the researched, I present theoretical contribution of my study towards the existing knowledge on SBM practices as follows:

First, the theoretical contribution of this study advances application of the devolved power and authority by the receiving school regarding social interactions. The current situation on devolved power and authority on decision-making processes through SBM in South Africa and hence the Limpopo Province is received at all types of public schools through two parallel routes (school governance and professional management) (RSA, 2007). Therefore, decision-making processes at secondary schools become the sole responsibility of two separate structures (SGB and SMT), excluding the bulk of other members of the school community at each secondary school. The study contribution in this regard is for every secondary school to engage in devolved decision-making processes, not only with its SGB and SMT, but also with all members of its school community as well as the local school community. In this way, variables in the SBM practices would be extended to all school community members and the entire local community to enhance SBM implementation at secondary schools. Indeed, most managers’ experiences of SBM practices explicitly or

implicitly revealed that local communities have been less considered in educational decision-making processes and implementation thereof. For example, BPM2 had this to say:

I should think if we bring civics into the mix. With civics, I am referring to patriotism and a sense of community. It might influence the school population to go into what our constitution is about (3:65; 144:144).

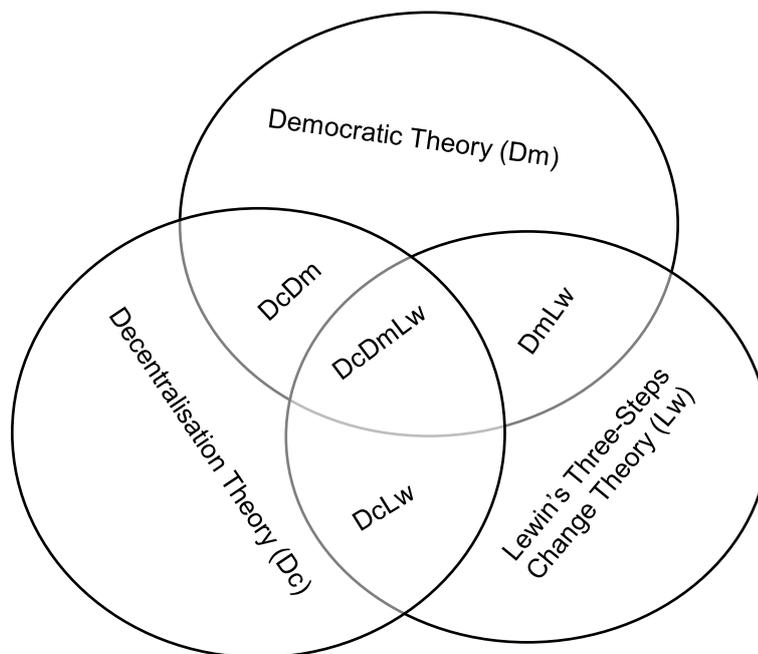


Figure 5.1: A representation of overlapping change theories

Second, the theoretical contribution of this study brings forth modifications on the adopted theories (that is decentralisation theory, democratic theory and the Lewin's Three Steps Change Theory) that would guide the engagement of both internal and external school communities on SBM decision-making processes and application thereof. Here, my study brings to light that as in Figure 5.1 the overlap area (DcDmLw) amongst decentralisation theory, democratic theory and the Lewin's Three Steps Change Theory is a way to go for SBM practices to benefit secondary schools.

In Figure 5.1, the symbols Dc, Dm and Lw bear the same meaning as that in Figure 2.2 of representing decentralisation theory, democratic theory and Lewin's Three Steps Change Theory, respectively. Amalgamating these three theories introduces new forces with the potential to influence SBM practices at secondary schools. For example, the DmLw area denotes Democratic Theory- Lewin's Three steps Change Theory relationship and DcDmLw that of the three theories. Inherent in the relationship, DcDmLw, are the concepts related to these theories (*cf.* 2.7 & 2.8). I believe that schools that adopt the utilisation of the

amalgamated three theories will enjoy a balanced application of the backbone of SBM implementation process (namely decentralisation, deconcentration, delegation, devolution, autonomy, participation, and accountability). I further believe that bringing the strengths of each of the three theories through this relationship, DcDmLw would strengthen the SBM practices at secondary schools. Application of this mix/combination of the three theories stated above, within and beyond the school boundaries, has the potential to draw previously less-considered forces from local communities to [secondary] schools.

5.7 RECOMMENDATIONS FOR POLICY, PRACTICE AND FURTHER RESEARCH

Recommendations in this study are based on the reviewed SBM literature, the conceptual framework for the study and findings drawn inductively from the various SBM practice issues, as raised by the interviewed secondary school managers in the Limpopo Province (Bloomberg & Volpe, 2012). These recommendations are meant for education policy on school-based management (5.7.1), school-based management practice (5.7.2) and further research on school-based management (5.7.3).

5.7.1 Recommendations for Education Policy on School-Based Management

The South African government decentralised devolution of power and authority in decision-making processes to schools through two distinct but, in practice, inseparable routes: school governance and professional management that were equally expected to give support to SBM decision-making processes and implementation (Mosoge & Van der Westhuizen, 1998; RSA, 2007). The study findings and issues raised by participants, revealed that the SBM implementation in South African schools was usually exposed to power struggles between school governors and managers with one group dominant over the other during decision-making processes and application thereof (Mabasa & Themane, 2002). In this context and in conjunction with the conceptual framework for the study, I offer the following recommendations for education policy on SBM as follows:

First, I recommend that education policymakers working with SBM establish a school governance-professional management unit that would co-ordinate and formally account for SBM implementation at each secondary school. This unit would be the recipient of devolved decision-making powers on SBM practices from the central government. The implication associated with this recommendation is that the formal accounting officer for the school would be the overseer of the established school governance-professional management unit.

Second, I make a recommendation for the development of a context-based school resource provisioning policy, in terms of financial, physical and human resource that would without segregation, enhance quality education service delivery through SBM practices at all schools

in South Africa. This recommendation grounds itself on the belief that 'one-size-fits-all' has done no good to education systems because of disregarding each school's unique growth potential and the contextual uniqueness within which each school operates SBM practices (Fullan & Watson, 1999).

The issues given by the study informants testified that within the South African context, SBM practices unfolded within hierarchical education system. According to the words of RDM2 (namely *I feel that education should also become an essential service*) and sentiments of other study participants, this hierarchical education system arrangement needs replacement with the one that cuts off some redundant structures/sectors, for example Provincial Education Providers (Figure 2.6). The resultant structure would remain with National Education Providers, Local Community Citizens and School Education Providers. Such an approach would create an environment within which schools (both primary and secondary) are accountable to the National Education Providers and Local Community Citizens. Consequently, my third recommendation is that devolution of decision-making powers and authority should take the short (direct) route (namely national to schools). This suggests moving away from the hierarchical education system to the flatter structure within which promotion of effective participative and deliberative democratic activities would prevail (Rishipal, 2014). Inherent in the flatter structure are organisational benefits: better communication, collective accountability and encouragement of collaboration and knowledge sharing (Rishipal, 2014), that have the potential to promote SBM practices at schools. The flatter system would comprise only those structures that are mostly essential in an education system.

Fourth, I recommend the establishment of the SBM practices evaluation policy in terms of autonomy, participation and accountability to guide education service provisioning within a secondary schooling system. Considering the connection of these three dimensions of SBM, implementation would escalate the description of SBM to a more advanced level (Bruns *et al.*, 2011). The evaluation policy would then consider autonomy, participation and accountability as inseparable dimensions of SBM and relate them in an X-Y-Z co-ordinate system (with X-axis: Participation, Y-axis: Autonomy and Z-axis: Accountability) (The World Bank, 2008). Within this understanding, an ideal SBM model would be the one where autonomy, participation and accountability are high.

5.7.2 Recommendations for School-Based Management Practices

In this sub-section, I focus on the scope of SBM practices in relation to issues raised by study participants for the benefit of the practising secondary schools. In this context, I have the following recommendations to make:

First, SBM activities need to be expanded, through advocacy, to all school community members at each secondary school and local communities. Brown and Duku (2008) assert that engagement (rather than involvement) strengthens stakeholder partnerships within a school concerning curriculum, governance, finance (for example, learners) into partnership with other governors in school governance.

Second, SBM practices should be supported by both external and internal environments. External environments could support SBM practices by engaging collaboratively in decision-making processes and availing appropriate resources (in terms of human, finance and physical) to secondary schools. Internal environments could collaboratively develop and pursue targets for school performance and learner outcomes.

Third, education service providers at secondary schools should receive frequent capacity building on SBM practices from national, provincial, district and circuit levels. Education service providers at school level include school managers and educators. As an example, school managers would be capacitated on leading and managing SBM practices, while educators would receive skills on curriculum delivery.

5.7.3 Recommendations for Further School-Based Management Research

I offer recommendations for further research in this study based on the reviewed SBM literature, the conceptual framework for the study and research findings (Bloomberg & Volpe, 2012). These recommendations are as follows:

- The first recommendation for further SBM research is to investigate how secondary school democratisation relates to SBM practices at secondary schools.
- The second recommendation for further SBM research would be to investigate how SBM practices impact on secondary school learner outcomes.
- The third recommendation for further SBM research would be to examine how school governance impacts on SBM practices at secondary schools.
- The fourth recommendation targets education as a collective responsibility looking at the less considered Local Community Citizens (Local Community Education Providers) and to explore how local community engagement influences SBM practices at secondary schools.
- Finally, the fifth and concluding recommendation for further SBM refers to simultaneous application of decentralisation, democratic and Lewin's Three Steps Change Theory theories at secondary schools. This recommendation would assess how simultaneous application of

decentralisation, democratic and Lewin's Three Steps Change theories impact on SBM practices at secondary schools.

5.8 CONCLUSION

This chapter summarised the research by giving the study findings, conclusion of each finding and corresponding implications, recommendations for policy, practice and further research on SBM. Through this summary, it has been concluded that answers to the main research question and the sub-research questions have been achieved. Conclusively the qualitative achievement in this study shows that the SBM practices, despite the SBM approach potential to help governments in accelerating quality education service delivery achievement, remain highly ineffective at secondary schools in the Limpopo Province. This then has a major impact on successful management and leadership of SBM practices in schools, which in turn, could affect the teaching and learning processes.

5.9 A FINAL WORD ON SCHOOL-BASED MANAGEMENT PRACTICES

In this section, I present my take on SBM practices and their application in future school management. This take on SBM practices and their application in future school management mainly finds its roots in the voices provided by participants in the study. From the participants' perspective, SBM approach and practices remain pivotal towards management in schools. Based on this participants' perspective, I see SBM approach as an appropriate instrument for changing how, for example, processes, human behaviour, finances, curriculum, resources and communication will be managed in the future at individual schools. In this example of areas where SBM approach could enhance management, processes refer to collective democratic, participatory and deliberative decision-making on school plans; human behaviour entails how professional and non-professional staff and learners conduct themselves; finances is for finance acquisition and utilisation thereof; resources takes infrastructure and human resource recruitment and selection; and curriculum embraces teaching and learning activities and communication is for effective connection with both internal and external school communities. In future, SBM approach would also be a vital tool for establishing effective school leadership for influencing, in the right direction, collective democratic, participatory and deliberative decision-making processes on school plans. SBM approach would therefore be an instrument through which schools would draw expertise and wisdom on management and leadership from their internal and external school communities.

REFERENCES

- Abdullah, N.N. & Rahman, M.F.A. 2015. The use of deliberative democracy in public policy making process. *Public Policy and Administration Research*, 5(3):221-229. doi: 10.2139/ssrn.2769105
- Abood, S.A. & Thabet, M. 2017. Impact of leadership styles on decision making styles among nurses' managerial levels. *Journal of Nursing and Health Science*, 6(5):71-78. doi: 10.9790/1959-0605037178
- Abu-Duhou, I. 1999. *School-based management*. Paris: United Nations Educational, Scientific and Cultural Organisation. Available from: <http://unesdoc.unesco.org/images/0011/001184/118487E.pdf>, (Accessed 1 May 2018).
- Adhabi, E. & Anozie, C.B. 2017. Literature review for the type of interview in qualitative research. *International Journal of Education*, 9(3):86-97. doi: 10.5296/ije.v9i3.11483
- Adom, D., Hussein, E.K. & Agyem, J.A. 2018. Theoretical and conceptual framework: Mandatory ingredients of a quality research. *International Journal of Scientific Research*, 7(1):438-441. doi: 10.36106/ijsr
- Afshari, M., Bakar, K.A., Luan, W.S., Samah, B.A. & Fooi, F.S. 2008. School leadership and information communication technology. *The Turkish Online Journal of Educational Technology*, 7(4):82-91. Available from: <https://www.researchgate.net/publication/285640055>, (Accessed 11 September 2019).
- Aithal, P.S. & Aithal, S. 2015. An innovative education model to realize ideal education system. *International Journal of Scientific Research and Management*, 3(3):2464-2469. doi: 10.5281/zenodo.61654
- Akaranga, S.I. & Makau, B.K. 2016. Ethical considerations and their applications to research: A case of the University of Nairobi. *Journal of Educational Policy and Entrepreneurial Research*, 3(12):1-9. Available from: https://profiles.uonbi.ac.ke/kuria_paul/files/429-825-2-pb.pdf, (Accessed 21 November 2019).
- Alase, A. The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education & Literacy Studies*, 5(2):9-19. doi: 10.7575/aiac.ijels.v.5n.2p.9

Albin, R. 2016. Collective responsibility: Organizations as organic entities. *Open Journal of Philosophy*, 6(04):392-405. doi: 10.4236/ojpp.2016.64036

Al-Ghefeili, A.A.A. & Hoque, K.E. 2013. School-based management in Oman: Principals' views and understanding. *International Journal of Academic Research in Progressive Education and Development*, 2(3):84-96. doi: 10.6007/IJARPED/v2-i3/47

Al-Jaradat, M.K.M. & Zaid-Alkilani, K.K. 2015. Successful leadership practices in school problem-solving by the principals of the secondary schools in Irbid educational area. *Review of European Studies*; 7(3):20-32. doi: 10.5539/res.v7n3p20

Alshenqeeti, H. 2014. Interviewing as a data collection method: A critical review. *English Linguistics Research*, 3(1):39-45. doi: 10.5430/elr.v3n1p39

Altun, M. 2017. The effects of teacher commitment on student achievement. *International of Social Sciences & Educational Studies*, 3(3):51-54). doi: 10.23918/ijsses.v3i3p51

Anney, V.N. 2014. Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5(2):272-281. Available from: <http://jeteraps.scholarlinkresearch.com/abstractview.php?id=19>, (Accessed 12 November 2019).

Antwi, S.K. & Hamza, K. 2015. Qualitative and quantitative research paradigms in business research: A philosophical reflection. *European Journal of Business and Management*, 7(3):217-225. Available from: https://www.researchgate.net/publication/295087782_Qualitative_and_Quantitative_Research_Paradigms_in_Business_Research_A_Philosophical_Reflection/link/56c7587108ae5488f0d2cd62/download, (Accessed 16 July 2015).

Arar, K. & Abu-Romi, A. 2016. School-based management: Arab education system in Israel. *Journal of Educational Administration*, 54(2):191-208. doi: 10.1108/JEA-09-2014-0118

Arifin, S.R.M. 2018. Ethical consideration in qualitative study. *International Journal of Care Scholars*, 1(2):30-33). Available from: https://www.researchgate.net/profile/Siti_Roshaidai_Binti_Mohd_Arifin2/publication/328019725_Ethical_Considerations_in_Qualitative_Study/links/5bc535e4a6fdcc03c788c584/Ethical-Considerations-in-Qualitative-Study.pdf?origin=publication_detail, (Accessed 21 November 2019).

Astalin, P.K. 2013. Qualitative research designs: A conceptual framework. *International Journal of Social Science & Interdisciplinary Research*, 2(1):118-124. Available from: <https://pdfs.semanticscholar.org/baa7/c8f5577b0b1798b5e9f559f5cbae32bf1a36.pdf>, (Accessed 11 October 2018).

Asumeng, M.A. & Osae-Larbi, J.A. 2015. Organization development models: A critical review and implications for creating learning organizations. *European Journal of Training and Development Studies*, 2(3):29-43. Available from: <https://www.semanticscholar.org/paper/Organization-Development-Models%3A-A-Critical-Review-Asumeng-Osae-Larbi/3599017a7b44db03c796ef076246348cc07b57f3>, (Accessed 15 January 2020).

Atkinson, M. 2013. *Educational leadership and management in an international school context*. Derby: ResearchGate. Available from: <https://www.researchgate.net/publication/256303007>, (Accessed 7 September 2019).

Attia, M & Edge, J. 2017. Be(com)ing a reflexive researcher: A developmental approach to research methodology. *Open Review of Educational Research*, 4(1):33-45. doi: 10.1080/23265507.2017.1300068

Ayeni, A. J., & Ibukun, W. O. 2013. A conceptual model for school-based management operation and quality assurance in Nigerian secondary schools. *Journal of Education and Learning*, 2(2):36-43. doi: 10.5539/jel.v2n2p36

Bagarette, N. 2011. Power relations in school governing bodies: Implications for effective school governance. *Journal of Social Sciences*, 29(3):223-236. doi: 10.1080/09718923.2011.11892973

Baker, L., Phelan, S., Snelgrove, R., Varpio, L., Maggi, J. & Ng, S. 2016. Recognizing and responding to ethically important moments in qualitative research. *Journal of Graduate Medical Education*, 8(4):607-608. doi: 10.4300/JGME-D-16-00384.1

Bandur, A. 2012a. Decentralization and school-based management in Indonesia. *Asia Pacific Journal of Educational Development* 1(1):33-47. doi: 10.6228/APJED.01.01.04

Bandur, A. 2012b. School-based management developments: Challenges and impacts. *Journal of Educational Administration*, 50(6):845-873. doi: 10.1108/09578231211264711

Barrera-Osorio, F., Fasih, T., Patrinos, H.A. & Santibáñez, L. 2009. *Decentralized decision-making in schools: The theory and school-based management*. Washington: The World Bank Available from: <http://documents.worldbank.org/curated/en/227831468169753582/Decentralized-decision-making-in-schools-the-theory-and-evidence-on-school-based-management> (English), (Accessed 30 May 2013).

Bartlett, L. & Vavrus, F. 2017. Comparative case studies: an innovative approach. 2017. *Nordic Journal of Comparative and International Education*. 1(1):5-17. doi: 10.7577/njcie.1929

Bascia, N. & Osmond, P. 2013. *Teacher union governmental relations in the context of educational reform*. Brussels: Education International. Available from: https://download.ei-ie.org/Docs/WebDepot/Teacher_Union_Study.pdf, (Accessed 22 April 2019).

Baškarada, S. 2014. Qualitative case study guidelines. *The Qualitative Report*, 19(40):1-18. Available from: <https://nsuworks.nova.edu/tqr/vol19/iss40/3>, (Accessed 15 November 2018).

Bastedo, M.N. 2009. Conflicts, commitments, and cliques in the university: Moral seduction as a threat to trustee independence. *American Educational Research Journal*, 46(2):354-386. doi: 10.3102/0002831208329439

Baxter, P. & Jack, S. 2008. Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4):544-559. Available from: <http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf>, (Accessed 19 October 2014).

Beckman, J. & Prinsloo, I. 2009. Legislation on school governors' power to appoint educators: friend or foe? *South African Journal of Education*, 29(2):171-184. doi: 10.15700/saje.v29n2a257

Bektaş, F. 2014. School principals' personal constructs regarding technology: An analysis based on decision-making grid technique. *Educational Sciences: Theory & Practice*, 14(5):1767-1775. doi: 10.12738/estp.2014.5.2179

Biddle, C. & Schafft, K.A. 2014. Axiology and anomaly in the practice of mixed methods work: Pragmatism, valuation, and the transformative paradigm. *Journal of Mixed Methods Research*, 9(4):320–334. doi: 10.1177/1558689814533157

Biesta, G, Priestley, M. & Robinson, S. 2015. The role of beliefs in teacher agency. *Teachers and Teaching: Theory and Practice*, 21(6):624–640. doi: 10.1080/13540602.2015.1044325

Bizimana, B. & Orodho, J.A. 2014. Teaching and learning resource availability and teachers' effective classroom management and content delivery in secondary schools in Huye District, Rwanda. *Journal of Education and Practice*, 5(9):111-122. Available from: <https://pdfs.semanticscholar.org/c395/c910ca16de7e544170b9b51f8cc13e2110aa.pdf>, (Accessed 3 September 2019).

Bloom, N., Lemos, R., Sadun, R. & Van Reenen, J. 2015. Does management matter in schools? *The Economic Journal*, 125:647–674. doi: 10.1111/eoj.12267©2015RoyalEconomicSociety

Bloomberg, L.D. & Volpe, M. 2012. *Completing your qualitative dissertation: A road map from beginning to end*. 2nd edition. Los Angeles: Sage.

Boote, D.N., & Beile, P. 2005. Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6):3-15. doi: 10.3102/0013189X034006003

Booth, W.C., Colomb, G.G. & Williams, J.M. 2008. *The craft of the research*. 3rd edition. Chicago: University of Chicago.

Botha, N. 2006. Leadership in school-based management: A case study in selected schools. *South African Journal of Education*, 26(3):341-353. doi: 10.15700/201409161038

Botha, R.J. 2007. School-based management: Stakeholder participation and the impact of stakeholder values. *Africa Education Reviews*, 4(1):28-41. doi: 10.1080/18146620701412126

Botha, R.J. 2010. School effectiveness: Conceptualising divergent assessment approaches. *South African Journal of Education*, 30(4):605-620. doi: 10.15700/saje.v30n4a391

Botha, R.J. 2011. Contextual factors in the assessment of the effect of school-based management on school effectiveness. *Journal of Social Sciences*, 27(1):15-23. doi: 10.1080/09718923.2011.11892902

Botha, R.J. 2012a. School-based management and school expenditure: A case study in selected primary schools in the Gauteng Province of South Africa. *Journal of Social Sciences*, 30(2):137-145. doi: 10.1080/09718923.2012.11892990

Botha, R.J. 2012b. The role of the school principal in the South African school governing body: A case of various members' perceptions. *Journal of Social Sciences*, 30(3):263-271. doi: 10.1080/09718923.2012.11893003

Bourdieu, P. 1991. *Language and symbolic power*. Cambridge: Polity Express.

Brevik, L. M. 2013. Research ethics: An investigation into why school leaders agree or refuse to participate in educational research. *Problems of Education in the 21st Century*, 52:7-20. Available from: https://www.duo.uio.no/bitstream/handle/10852/37118/7-20.Brevik_Vol.52.pdf?sequence=2&isAllowed=y, (Accessed 3 July 2015).

Brown, B. & Duku, N. 2008. Negotiated identities: Dynamics in parents' participation in school governance in rural Eastern Cape schools and implications for school leadership. *South African Journal of Education*, 28(3):431-450. Available from: <https://www.ajol.info/index.php/saje/article/download/25167/4366>, (Accessed 1 May 2018).

Bruns, B., Filmer, D. & Patrinos, H.A. 2011. *Making schools work: New evidence on accountability reforms (English)*. Washington: The World Bank. Available from: <http://documents.worldbank.org/curated/en/483221468147581570/Making-schools-work-new-evidence-on-accountability-reforms>, (Accessed 11 June 2018).

Bryman, A. 2012. *Social research methods*. 4th edition. New York: Oxford.

Burnes, B. 2004. Kurt Lewin and complexity theories: Back to the future? *Journal of Change Management*, 4(4):309-325. doi: 10.1080/1469701042000303811

Bush, T. 2007. Educational leadership and management: Theory, policy, and practice. *South African Journal of Education*, 27(3):391-406. doi: 10.1.1.729.7350&rep=rep1&type=pdf

Bush, T. & Glover, D. 2014. School leadership models: What do we know? *School Leadership & Management*, 34(5):553-571. doi: 10.1080/13632434.2014.928680

Bush, T., Joubert, R., Kiggundu, E. & Van Rooyen, J. 2010. Managing teaching and learning in South African schools. *International Journal of Educational Development*, 30(2):162-168. doi: 10.1016/j.ijedev.2009.04.008

Caldwell, B.J. 2005. *School-based management: Education policy series*. Brussels: International Academy of Education. Available from: <http://unesdoc.unesco.org/images/0014/001410/141025e.pdf>, (Accessed 6 December 2018).

Caldwell, B.J. 2014. *Impact of school autonomy on student achievement in 21st century education: a review of the evidence*. Melbourne: Educational Transformations. Available from: <http://educationaltransformations.com.au/wp-content/uploads/School-Autonomy-and-Student-Achievement-Evidence.pdf>, (Accessed 7 May 2018).

Carpentier, N. 2012. The concept of participation. If they have access and interact, do they really participate? *Revista Fronteiras-Estudos Midiáticos*, 14(2):164-177. doi: 10.4013/fem.2012.142.10

Carr-Hill, R., Rolleston, C., Pherali, T. & Schendel, R. 2014. *The effects of school-based decision making on educational outcomes in low and middle income contexts: A systematic review*. London: The Campell Collaboration. Available from: https://www.campellcollaboration.org/.../378_877fd9993c9cb, (Accessed 26 March 2018).

Casey, D. & Houghton, C. 2010. Clarifying case study research: Examples from practice. *Nurse Researcher*, 17(3):41-51. doi: 10.7748/nr2010.04.17.3.41.c7745

Charmaz, K. 2011. *Constructing grounded theory: A practical guide through qualitative analysis*. Los Angeles: Sage.

Chen, D. 2011. *School-based management, school decision-making and education outcomes in Indonesian primary schools: Policy research working paper WPS5809*. East Asia and Pacific Region: The World Bank. Available from: <https://openknowledge.worldbank.org/bitstream/handle/10986/3572/WPS5809.pdf?sequence=1&isAllowed=y>, (Accessed 14 October 2018).

Cheng, Y.C., & Mok, M.M.C. 2007. School-based management and paradigm shift in education: An empirical study. *International Journal of Educational Management*, 21(60):517-542. doi: 10.1108/09513540710780046

Cheng, Y.C., Ko, J. & Lee, T.T.H. 2016. School autonomy, leadership and learning: A reconceptualization. *International Journal of Educational Management*, 30(2):177-196. doi: 10.1108/IJEM-08-2015-0108

Chhetri, D.P. 2013. Democratic decentralisation and social inclusion in India: Exploring the linkages. *Journal of Humanities and Social Science*, 11(1):64-72. doi: 10.9790/0837-1116472

Chilisa, B., Major, T.E., Gaotlhobogwe, M. & Mokgolodi, H. 2016. Decolonizing and indigenizing evaluation practice in Africa: Toward African relational evaluation approaches. *Canadian Journal of Program Evaluation*, 30(3):313-328. doi: 10.3138/cjpe.30.3.05

Cho, J. Y. & Lee, E. 2014. Reducing confusion about grounded theory and qualitative content analysis: Similarities and differences. *The Qualitative Report*, 19(32):1-20. Available from: <http://nsuworks.nova.edu/tqr/vol19/iss32/2>, (Accessed 25 November 2019).

Christie, P. 1992. *The right to learn: The struggle for education in South Africa, new expanded edition*. Johannesburg: Ravan Press.

Christie, P. 2010. Landscape of leadership in South African schools. *Educational Management Administration & Leadership*, 38(6):694-711. doi: 10.1177/1741143210379062

Christie, P., Sullivan, P, Duku, N. & Gallie, M. 2011. *Researching the need: School leadership and quality of education in South Africa. Report prepared for Bridge, South Africa and ARK, UK*. Available from: <http://www.bridge.org.za/wp-content/uploads/2014/12/BRIDGE-in-partnership-with-ARK-School-Leadership-Report.pdf>, (Accessed 26 February 2019).

Churcher, K.M.A., Downs, E. & Tewksbury, D. 2014. "Friending" Vygotsky: A social constructivist pedagogy of knowledge building through classroom social media use. *The Journal of Effective Teaching*, 14(1):33-50. Available From: <https://files.eric.ed.gov/fulltext/EJ1060440.pdf>, (Accessed 08 March 2015).

Cook, T.D. 2007. School-based management: A concept of modest entity with modest results. *Journal of Personnel Evaluation in Education*, 20(3-4):129-145. doi: 10.1007/s11092-007-9049-0

Cox, J.A. 2016. Leadership and management roles: Challenges and success strategies. *Association of periOperative Registered Nurses Journal*, 104(2):154-160. doi: 10.1016/j.aorn.2016.06.008

Crane, A., Henriques, I., Husted, B.W. & Matten, D. 2016. What constitutes a theoretical contribution in the business and society field? *Business & Society*, 55(6):783–791. doi: 10.1177/0007650316651343

Cranston, N.C. 2001. Collaborative decision-making and school-based management: Challenges, rhetoric and reality. *Journal of Educational Enquiry*, 2(2):1-24. Available from: <https://www.ojs.unisa.edu.au/index.php/EDEQ/article/download/555/425>, (Accessed 1 May 2018).

Creswell, J.W. 2013. *Qualitative inquiries and research design: Choosing among five approaches*. 3rd edition. Los Angeles: Sage.

Creswell, J.W. 2014. *Research design: Qualitative, quantitative, and mixed methods approaches*. 4th edition. Los Angeles: Sage.

Creswell, J.W. & Poth, C. N. 2018. *Qualitative inquiry and research design: Choosing among five approaches*. 4th edition. Los Angeles: Sage.

Cummings, S., Bridgman, T. & Brown, K.G. 2016. Unfreezing change as three steps: Rethinking Kurt Lewin's legacy for change management. *Human Relations*, 69(1):33-60. doi: 10.1177/0018726715577707

Cummins, P. 2012. *Autonomous schools in Australia: Not 'fit but 'how'*. Melbourne: Centre for Strategic Education. Available from: <https://www.cse.edu.au/content/publications>, (Accessed 11 March 2014).

Cypress, B.S. 2017. Rigor or reliability and validity in qualitative research: Perspectives, strategies, reconceptualisation, and recommendations. *Dimensions of Critical Care Nursing*, 6(4):253-263. doi: 10.1097/DCC.0000000000000253

Day, C. & Sammons, P. 2017. *Successful leadership: A review of the international literature*. United Kingdom: Centre for British Teachers Education Trust. Available from: <https://files.eric.ed.gov/fulltext/ED546806.pdf>, (Accessed 25 November 2019).

De Grauwe, A. 2005. Improving the quality of education through school-based management: Learning from international experiences. *Review of Education*, 51(4):269-287. doi: 10.1007/s11159-005-7733-1

DeJonckheere, M. & Vaughan, L.M. 2019. Semi-structured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2):1-8. doi: 10.1136/fmch-2018-000057

Department of Basic Education (DBE). 2009. National policy on the conduct, administration and management of the National Senior Certificate: A qualification at level 4 on the National Qualifications Framework (NQF) published by means of a Government Notice No. 564 in Government Gazette No. 30048 of 6 July 2007. Amended by Government Notices 1041 and 1042. *Government Gazette*, (Vol. 533, No. 32678, 3 November). Pretoria: Department of Basic Education. Available from: <http://www.thutong.doe.gov.za/ResourceDownload.aspx?id=42834%20%20%20>, (Accessed 17 June 2019).

Department of Basic Education (DBE). 2011a. National Education Policy Act, 1996 (Act No. 27, 1996). Amended by Basic Education Laws Amendment (Act No. 15 of 2011). *Government Gazette*, (Vol. 555, No. 34620, 19 September). Pretoria: Department of Basic Education. Available from: https://www.gov.za/sites/default/files/gcis_document/201409/a152011.pdf, (Accessed 24 January 2019).

Department of Basic Education (DBE). 2011b. SC006: Dictionary of education concepts and terms 2010. *Government Gazette*, (No. 34346, 6 June). Pretoria: Department of Basic Education: Available from: https://www.gov.za/sites/default/files/gcis_document/201409/34346gon487.pdf, (Accessed 23 October 2018).

Department of Basic Education (DBE). 2012. *National senior certificate examination: Technical report*. Pretoria: Department of Basic Education. Available from: https://www.gov.za/sites/default/files/gcis_document/201409/national-senior-certificate-examination-technical-report-2012re.pdf, (Accessed 11 November 2018).

Department of Basic Education (DBE). 2014. *National senior certificate examination: Technical report*. Pretoria: Department of Basic Education. Available from <https://www.education.gov.za/Portals/0/Documents/Reports/NSC%202014%20Technical%20Report%20.pdf?ver=2015-01-05-083624-000>, (Accessed 31 May 2018).

Department of Basic Education (DBE). 2016a. National Education Policy Act, 1996 (Act No. 27 of 1996): Policy on the organisation roles and responsibilities of education districts: “Effective districts, better quality”. *Government Gazette*, (No. 40464, 2 December). Pretoria: Department of Basic Education. Available from: <http://pmg-assets.s3-website-eu-west-1.amazonaws.com/161202rolesresponsibilitiesofeducationdistricts-policy.pdf>, (Accessed 24 January 2019).

Department of Basic Education (DBE). 2016b. National policy pertaining to the programme and promotion requirements of the national curriculum statement grades R-12 published as Government Notices No. 1115 and 1116 in Government Gazette No. 36042 of 28 December 2012. Amended by Government notices No. 1496 and 1497. *Government Gazette*, (Vol. 618, No. 40472, 2 December). Pretoria: Department of Basic Education. Available from: <https://www.education.gov.za/Portals/0/Documents/Policies/NATIONAL%20POLICY%20PE%20RTAINING%20TO%20THE%20PROGRAMME%20AND%20PROMOTION%20REQUIREMENTS%20OF%20THE%20NATIONAL%20CURRICULUM%20STATEMENT%20Dec%202016.pdf?ver=2016-12-07-112821-710>, (Accessed 29 March 2020).

Department of Basic Education (DBE). 2016c. *National senior certificate: Examination report*. Pretoria: Department of Basic Education. Available from: <http://www.education.gov.za/Portals/0/Documents/Reports/NSC%20EXAMINATION%20REPORT%202016.pdf?ver=2017-01-05-110635-443>, (Accessed 11 November 2018).

Department of Basic Education (DBE). 2017. *National senior certificate: Examination report. Shaping freedom through education*. Pretoria: Department of Basic Education. Available from: <https://www.education.gov.za/Portals/0/Documents/Reports/2017%20NSC%20Examination%20Report.pdf?ver=2018-01-05-112628-360>, (Accessed 11 November 2018).

Department of Education (DoE). 1996. *The organisation, governance and funding of schools: education white paper 2*. *Government Gazette*, (Vol. 169, No. 16987, 14 February). Pretoria: Department of Education. Available from: <https://www.education.gov.za/Portals/0/Documents/Legislation/White%20paper/white%20paper%202.pdf?ver=2008-03-05-111655-000>, (Accessed 28 November 2018).

Department of Education and Communities (DEC). 2012. *Final report of the evaluation of the school-based management pilot*. Darlinghurst, New South Wales: Department of Education and Communities. Available from: https://www.cese.nsw.gov.au//images/stories/PDF/Eval_Rep/Schools/School_Based_Management_Pilot_Evaluation_Final_Rpt_2012.pdf, (Accessed 23 November 2018).

Dickson, A.H. 2014. Determinants of senior high school students' performance in Social Studies in the Central Region of Ghana. *Journal of Education and Practice*, 5(8):52-57. Available from: <https://www.iiste.org/Journals/index.php/JEP/article/download/11640/11983>, (Accessed 26 April 2019).

Dikko, M. 2016. Establishing construct validity and reliability: Pilot testing of qualitative interview for research in Takaful (Islamic insurance). *The Qualitative Report*, 21(3):521-528. Available from: <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2243&context=tqr>, (Accessed 2 December 2019).

Dresch, A., Lacerda, D.P. & Miguel, P.A.C. 2015. A distinctive analysis of case study, action research and design science research. *Review of Business Management*, 17(56):1116-1133. doi: 10.7819/rbgn.v17i56.2069

Du Plessis, E. 2013. Insights from returning teachers' exposure to curriculum change and professional development. *Acta Academia*, 45(1):58-78. Available from: http://uir.unisa.ac.za/bitstream/handle/10500/22987/2013_Insights%20from%20returning%20teachers%27%20exposure%20to%20curriculum%20change_Acta_%20du%20Plessis%20EC.pdf?sequence=1&isAllowed=y, (Accessed 1 September 2019).

Education and Manpower Bureau (EMB). 2006. *School-based management document: Tips for school managers*. Hong Kong: The World Bank. Available from: https://www.edb.gov.hk/attachment/en/sch-admin/sbm/sbm-forms-references/tips%20for%20school%20managers_eng.pdf, (Accessed 3 May 2018).

Education Labour Relations Council (ELRC). 2003. Section 1: National Education Policy Act 27 of 1996. In *Policy handbook for educators: Commissioned by the Education Labour Relations Council (ELRC)*, 2-95. Edited by editors Chris Brunton & Associates. South Africa: Universal Print Group. Available from: <https://www.elrc.org.za/sites/default/files/publications/ELRCPolicyHandbook.pdf>, (Accessed 23 October 2018).

Ekman, J. & Amnå, E. 2012. Political participation and civic engagement: Towards a new typology. *Human Affairs*, 22(3): 283-300. doi: 10.2478/s13374-012-0024-1

Ekpiken, W.E. & Ogban, O.N. 2015. Organizational correlates of secondary schools teachers' job commitment in Southern Senatorial District Cross River State, Nigeria. *Pyrex Journal of Educational Research and Reviews*, 1(8):069-072. Available from: <https://www.pyrexjournals.org/pierr/pdf/2015/november/ekpiken-and-ogban.pdf>, (Accessed 24 April 2019).

Etikan, I, Musa, S.A. & Alkassim, R.S. 2016. Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1):1-4. doi: 10.11648/j.ajtas.20160501.11

Evers, C.W., & Lakomski, G. 2012. Science, systems, and theoretical alternatives in educational administration: The road less travelled. *Journal of Educational Administration*, 50(1):57-75. doi: 10.1108/09578231211196069

Falleti, T.G. 2005. A sequential theory of decentralisation: Latin American cases in comparative perspective. *American Political Science Review*, 99(3):327-346. doi: 10.1017/S0003055405051695

Farah, A. I. 2013. School management: Characteristics of effective principal. *Global Journal of Human Social Science*, 13(13):12-16. Available from: https://globaljournals.org/GJHSS_Volume13/2-School-Management-Characteristics.pdf, (Accessed 23 March 2019).

Ferlazzo, L. 2011. Involvement or engagement? *Educational Leadership*, 68(8):10-14. Available from: <http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx>, (Accessed 17 July 2019).

Feu, J., Serra, C., Canimas, J., Làzaro, L. & Simó-Gil, N. 2017. Democracy and education: A theoretical proposal for the analysis of democratic practices in schools. *Studies in Philosophy*, 36(6):647-661. doi: 10.1007/s11217-017-9570-7

Fleming, J. & Zegwaard, K.E. 2018. Methodologies, methods and ethical considerations for conducting research in work-integrated learning. *International Journal of Work-Integrated Learning, Special Issue*, 19(3):205-203. Available from <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>, (Accessed 13 November 2019).

Florestal, K. & Cooper, R. 1997. *Directions in development. Decentralization of education: Legal issues*. Washington: The International Bank for Reconstruction and Development. Available from: <http://documents.worldbank.org/curated/en/230011468740215621/pdf/multi-page.pdf>, (Accessed 6 December 2018).

Ford, M.W. 2009. Size, structure and change implementation: An empirical comparison of small and large organisations. *Management Research News*, 32(4):303-320. doi: 10.1108/01409170910944272

Friese, S. 2012. *ATLAS.ti 7 quick tour, revision 18*. Berlin: ATLAS.ti. Available from: http://quicktour.atlasti.com/wp-content/uploads/2014/05/QuickTour_a7_en_07.pdf, (Accessed 21 July 2017).

Friese, S. 2017. *ATLAS.ti 8 windows user manual*. Berlin: ATLAS.ti. Available from: http://downloads.atlasti.com/docs/manual/atlasti_v8_manual_en.pdf, (Accessed 6 November 2017).

Fry, S.W. & O'Brien, J. 2017. Social justice through citizenship education: A collective responsibility. *Social Studies Research and Practices*, 12(1):70-83. doi: 10.1108/SSRP-03-2017-0007

Fullan, M. 2006. *Change theory: A force for school promotion*. Victoria: Centre for Strategic Education. Available from: http://www.michaelfullan.ca/Articles_06/06_change_theory.pdf, (Accessed 14 September 2018).

Fullan, M. & Watson, N. 1999. *School-based management: Reconceptualising to promote learning outcomes. Final paper prepared for The World Bank: Improving learning outcomes in the Caribbean*. University of Toronto: Ontario Institute for Studies in Education. Available from: <http://michaelfullan.ca/wp-content/uploads/2016/06/13396040480.pdf>, (Accessed 17 September 2015).

Fusch, P., Fusch, G.E. & Ness, L.R. 2018. Denzin's paradigm shift: Revisiting triangulation in qualitative research. *Journal of Social Change*, 10(1):19-32. doi: 10.5590/JOSC.2018.10.1.02

Gaya, H.J. & Smith, E.E. 2016. Developing a qualitative single case study in the strategic management realm: An appropriate research design? *International Journal of Business Management and Economic Research*, 7(2):529-538. Available from: <http://www.ijbmer.com/docs/volumes/vol7issue2/ijbmer2016070201.pdf>, (Accessed 31 October 2019).

Gentles, S.J., Charles, C., Ploeg, J. & McKibbin, K.A. 2015. Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20(11):1772-1789. Available from: http://www.miguelangelmartinez.net/IMG/pdf/2015_Gentles_Sampling_Qualitative_Research_TQR.pdf, (Accessed 23 March 2019).

Gentles, S.J., Jack, S.M., Nicholas, D.B. & McKibbin, K.A. 2014. A critical approach to reflexivity in grounded theory. *The Qualitative Report* 19(25):1-14. Available from: <http://jbposgrado.org/icuali/Reflexivity%20in%20Grounded%20Theory.pdf>, (Accessed 19 December 2019).

Gertler, P., Patrinos, H.A. & Rubio-Codina, M. 2007. *Impact evaluation for school-based management reform: Doing impact evaluation No. 10*. Washington: The World Bank. Available from: <http://documents.worldbank.org/curated/en/671361468313736152/pdf/423840NWP0Doin10Box321452B01PUBLIC1.pdf>, (Accessed 30 May 2019).

Giubilini, A. & Levy, N. 2018. What in the world is collective responsibility? *Dialectica*, 72(2):191-217. doi: 10.1111/1746-8361.12228

Gray, D. E. 2014. *Doing research in the real world*. 3rd edition. Los Angeles: Sage.

Grover, V.K. 2015. Research approach: An overview. *Golden Research Thoughts*, 4(8):1-8. Available from: <http://scholar.google.com/citations?user=llr1dFEAAAAJ&hl=en>, (Accessed 1 October 2019).

Gustafsson, M., Mabogoane, T. & Taylor, N. 2012. Chapter 10: Where to from here? From fact to act. In *A summary of: What makes schools effective? Report of South Africa's national school effectiveness study*, 22-24. Edited by editors Taylor, N., Van der Berg, S. & Mabogoane, T. Cape Town: Pearson Education. Available from: <https://www.jet.org.za/resources/creating-effectives-schools-summary-1.pdf>, (Accessed 29 August 2019).

Hammarberg, K., Kirkman, M. & De Lacey, S. 2016. Qualitative research methods: When to use them and how to judge them. *Human Reproduction*, 31(3):498-501. doi: 10.1093/humrep/dev334

Haran, U., Ritov, I. & Mellers, R.A. 2013. The role of actively open-minded thinking in information acquisition, accuracy, and calibration. *Judgement and Decision Making*, 8(3):188-201. Available from: <http://journal.sjdm.org/13/13124a/jdm13124a.pdf>, (Accessed 1 May 2018).

Heystek, J. 2011. School governing bodies in South African schools: Under pressure to enhance democratisation and improve quality. *Educational Management Administration & Leadership*, 39(4):455-468. doi: 10.1177/1741143211406149

Heystek, J. & Lethoko, M. 2001. The contribution of teacher unions in the restoration of teacher professionalism and the culture of learning and teaching. *South African Journal of Education*, 21(4):222-228. Available from: <https://www.ajol.info/index.php/saje/article/download/24907/20519>, (Accessed 29 April 2019).

Heyward, H.O., Cannon, R.A. & Sarjono. 2011. Implementing school-based management in Indonesia: Impact and lessons learned. *Journal of Development Effectiveness*, 3(3):371-388. doi: 10.1080/19439342.2011.568122

Hilferty, F. 2008. Teacher professionalism and cultural diversity: Skills, knowledge and values for changing Australia. *The Australian Educational Researcher*, 35(3):53-70. Available from: <https://eric.ed.gov/?id=EJ837981>, (Accessed 30 May 2018).

Hill, P.T. 2014. *The productivity for results series No. 4: Governing schools for productivity*. University of Washington Bothell: George W. Bush Institute. Available from: <https://files.eric.ed.gov/fulltext/ED560216.pdf>, (accessed 7 May 2018).

Holbrook, J. 2010. Education through science as a motivational innovation for science education for all. *Science Education International*, 21(2):80-91. Available from: <https://files.eric.ed.gov/fulltext/EJ890663.pdf>, (Accessed 17 August 2018).

Honorene, J. 2017. Understanding the role of triangulation in research. *Scholarly Research Journal for Interdisciplinary Studies*, 4(31):91-95. Available from: <http://www.srijs.com/pages/pdfFiles/149544238718.%20HONORENO%20JOHNSON.pdf>, (Accessed 12 November 2019).

Husain, M., Anjum, A., Alshraim, M., Usmani, A. & Usmani, J.A. 2012. Original research paper situation ethics: How relevant is 'right' versus 'useful' theory in ethical practice? *Journal of Indian Academy of Forensic Medicine*, 34(2):154-155. Available from: <https://www.researchgate.net/publication/295124742>, (Accessed 10 May 2019)

Hussain, S.T., Lei, S., Akram, T., Haider, M.J., Hussain, S.H. & Ali, M. 2018. Kurt Lewin's model: A critical review of the role of leadership and employee involvement in organisational change. *Journal of Innovation & Knowledge*, 3(3):123-127. doi: 10.1016/j.jik.2016.07.002

Idrus, A. 2013. The implementation of school-based management policy in Indonesia: A survey on public junior high school principals' perceptions. *Journal of Education and Practice*, 4(7):49-54. Available from: <https://www.iiste.org/Journals/index.php/JEP/article/view/5271>, (Accessed 8 March 2014).

Imenda, S. 2014. Is there a conceptual difference between theoretical and conceptual frameworks? *Journal of Social Sciences*, 38(2):185-195. doi: 10.080/09718923.2014.11893249

Iqbal, Z. & Dad, A.M. 2013. Outsourcing: A review of trends, winners & losers and future directions. *International Journal of Business and Social Science*, 4(8):91-107. Available from: https://ijbssnet.com/journals/Vol_4_No_8_Special_Issue_July_2013/9.pdf, (Accessed 8 January 2020).

Jackson, E. 2013. Choosing a methodology: Philosophical underpinning. *Practitioner Research in Higher Educational Journal*, 7(1):49-62. Available from: <https://files.eric.ed.gov/fulltext/EJ1130325.pdf>, (Accessed 14 July 2015).

Jacob, B.A. & Ludwig, J. 2009. Improving educational outcomes for poor children. *Focus*, 26(2):56-61. Available from: <https://www.irp.wisc.edu/publications/focus/pdfs/foc262j.pdf>, (Accessed 14 May 2018).

Jaworsky, D. 2019. An allied research paradigm for epidemiology research with indigenous peoples. *Jaworsky Archives of Public Health*, 77(22):1-12. doi: 10.1186/s13690-019-0353-1

Jones, K. 2004. A balanced school accountability model: An alternative to high-stakes testing. *The Phi Delta Kappan*, 85(8):584-590. doi: 10.1177/003172170408500805

Kabir, A.H. & Akter, F. 2014. Parental involvement in the secondary schools in Bangladesh: Challenges and a way forward. *International Journal of Whole Schooling*, 10(2):21-38. Available from: http://www.wholeschooling.net/Journal_of_Whole_Schooling/articles/10-2%20Kabir.pdf, (Accessed 17 April 2019).

Kail, A. & Lumley, T. 2012. *Theory of change: The beginning of making a difference*. London: New Philanthropy Capital. Available from: <https://www.thinknpc.org/wp-content/uploads/2018/07/Theory-of-change2.pdf>, (Accessed 8 April 2014).

Kakucha, W.N. 2015. The role of charismatic leadership in change management using Kurt Lewin's three stage model. *The International Journal of Business & Management*, 3(10):634-638. Available from: <http://internationaljournalcorner.com/index.php/theijbm/article/view/138127>, (Accessed 15 September 2018).

Kennedy, D.M. 2016. Is it any clearer? Generic qualitative inquiry and the VSAIEEDC model of data analysis. *The Qualitative Report*, 21(8):1369-1379. Available from: <https://nsuworks.nova.edu/tqr/vol21/iss8/1>, (Accessed 6 October 2019).

- Kenny, N.P., Sherwin, S. B. & Baylis, F. E. 2010. Re-visioning public health ethics: A relational perspective. *Canadian Journal of Public Health*, 101(1):9-11. doi: 10.1007/BF03405552
- Khan, S.N. 2014. Qualitative research method: Grounded theory. *International Journal of Business and Management*, 9(11):224-233. doi: 10.5539/ijbm.v9n11p224
- Khattri, N., Ling, C. & Jha, S. 2012. The effects of school-based management in the Philippines: An initial assessment using administrative data. *Journal of Development Effectiveness*, 4(2):277-295. doi: 10.1080/19439342.2012.692389
- Kimber, M. & Ehrich, L.C. 2011. The democratic deficit and school-based management in Australia. *Journal of Educational Administration*, 49(2):179-199. doi: 10.1108/095782311111116725
- Kiragu, J. W., King'oina, J. O., & Migosi, J. A. 2013. School-based management prospects and challenges: A case of public secondary schools in Murang'a South District, Kenya. *International Journal of Asian Social Science*, 3(5):1166-1179. Available from: [http://www.aessweb.com/pdf-files/ijass%203\(5\)1166-1179.pdf](http://www.aessweb.com/pdf-files/ijass%203(5)1166-1179.pdf), (Accessed 4 August 2013).
- Kivunja, C. & Kuyini, A.B. 2017. Understanding and applying research paradigms in educational contexts. *International Journal of Higher Education*, 6(5):26-41. doi: 10.5430/ijhe.v6n5p26
- Komba, A.A. 2017. *Educational accountability relationships and students' learning outcomes in Tanzania's public schools*. SAGE Open, July-September, 1-12. Tanzania: University of Dar'es Salaam. doi: 10.1177/2158244017725795
- Korstjens, I. & Moser, A. 2018. Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1):120-124. doi: 10.1080/13814788.2017.1375092
- Kourkoutas, E.E. & Wolhuter, C.C. 2013. Handling learner discipline problems: A psycho-social whole school approach. *Koers-Bulletin for Cristian Scholarship*, 78(3):1-8. doi: 10.4102/koers.v78i3.550
- Krishnaveni, R. & Anitha, J. 2007. Educators' professional characteristics. *Quality Assurance in Education*, 15(2):149-161. doi: 10.1108/09684880710748910

Kritsonis, A. 2005. Comparison of change theories. *International Journal of Scholarly Academic Intellectual Diversity*, 8(1):1-7. Available from: <https://www.semanticscholar.org/paper/Comparison-of-Change-Theories-Kritsonis-Hills/d33852c85e084ecc756ea55a68fc735705349f34>, (Accessed 8 April 2014).

Kross, J. & Giust, A. 2019. Elements of research questions in relation to qualitative inquiry. *The Qualitative Report*, 24(1):24-30. Available from: <https://nsuworks.nova.edu/tqr/vol24/iss1/2/>, (Accessed 25 November 2019).

Kudumo, M. 2011. *The participation and influence of teacher unions on education reforms in an independent Namibia* (PhD thesis). Pretoria: University of Pretoria. Available from: <https://repository.up.ac.za/bitstream/handle/2263/28601/Complete.pdf?sequence=7&isAllowed=y>, (Accessed 18 April 2019).

Kuhns, D.E. & Chapman, P.E. 2006. How does shared decision-making impact inclusion. *National Forum of Special Educational Journal*, 17(1):1-17. Available from: <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Kuhns,%20Deborah%20E%20How%20does%20shared%20decision%20making%20impact%20inclusion.pdf>, (Accessed 22 June 2013).

Kumar, S. 2018. Understanding different issues of unit of analysis in a business research. *Journal of General Management Research*, 5(2):70-82. Available from: <https://www.scmsnoida.ac.in/assets/pdf/journal/vol5issue2/00%208%20Sanjay%20Kumar.pdf>, (Accessed 5 November 2019).

Kvale, S. 1983. The qualitative research interview: A phenomenological and hermeneutical mode of understanding. *Journal of Phenomenological Psychology*, 14(2):171-196. doi: 10.1163/156916283X00090

LaRocque, N. & Boyer, M. 2007. *Decentralization of school management: Ideas from abroad*. Canada: Montreal Economic Institute. Available from: https://www.iedm.org/sites/default/files/pub_files/fevrier07b_en.pdf, (Accessed 1 May 2018).

Lawrence, J. & Tar, U. 2013. The use of grounded theory technique as a practical tool for qualitative data collection and analysis. *The Electronic Journal of Business Research Methods*, 11(1):29-40. Available from: <http://www.ejbrm.com/volume11/issue1>, (Accessed 22 May 2015).

- Lebedev, P. 2019. Interpretive theorizing on the development of management accounting in Russia: Constructivist grounded theory approach. *European Journal of Marketing and Economics*, 2(3):35-47. doi: 10.26417/ejme.v2i3.p35-47
- Lee, D.H.L. & Chiu, C.S. 2017. School banding: Principals' perspectives of teacher professional development in the school-based management context. *Journal of Educational Administration*, 55(6):686-701. doi: 10.1108/JEA-02-2017-0018
- Leech, N. L. & Onwuegbuzie, A. N. 2007. An array of qualitative data analysis tools: A call for data analysis triangulation. *School Psychology Quarterly*, 22(4):557-584. doi: 10.1037/1045-3830.22.4.557
- Leithwood, K. & Menzies, T. 1998. Forms and effects of school-based management: A review. *Educational Policy*, 12(3):325-346. doi: 10.1177/0895904898012003006
- Lindberg, E. & Vanyushyn, V. 2013. School-based management with or without instructional leadership: Experience from Sweden. *Journal of Education and Learning*, 2(3):39-50. doi: 10.5539/jel.v2n3p39
- Loh, J. 2013. Inquiry into issues of trustworthiness and quality in narrative studies: A perspective. *The Qualitative Report*, 18(33):1-15. Available from: <http://www.nova.edu/ssss/QR/QR18/loh65.pdf>, (Accessed 16 December 2014).
- Loock, C. & Gravett, S. 2014. Towards a governance and management model for teaching schools in South Africa. *South African Journal of Childhood Education*, 4(3):174-191. Available from: <http://www.scielo.org.za/pdf/sajce/v4n3/12.pdf>, (Accessed 2 May 2018).
- Lucas, P., Fleming, J. & Bhosale, J. 2018. The utility of case study as a methodology for work-integrated learning research. *International Journal of Work-Integrated Learning, Special Issue*, 19(3):215-222. Available from: <https://files.eric.ed.gov/fulltext/EJ1196748.pdf>, (Accessed 9 November 2019).
- Lumadi, M.W. 2014. Factors confronting transformational leadership: A curriculum management perspective. *International Journal of Educational Sciences*, 7(3):663-672. Available from: [http://www.krepublishers.com/02-Journals/IJES/IJES-07-0-000-14-Web/IJES-07-3-000-14-ABST-PDF/IJES-7-3-663-14-355-Lumadi-M-W/IJES-7-3-663-14-355-Lumadi-M-W-Tx\[28\].pdf](http://www.krepublishers.com/02-Journals/IJES/IJES-07-0-000-14-Web/IJES-07-3-000-14-ABST-PDF/IJES-7-3-663-14-355-Lumadi-M-W/IJES-7-3-663-14-355-Lumadi-M-W-Tx[28].pdf), (Accessed 1 September 2019).

Lunenburg, F.C. 2010. Schools as open systems. *Schooling*, 1(1):1-5. Available from: <http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lununburg,%20Fred%20C.%20Schools%20as%20Open%20Systems%20Schooling%20V1%20N1%202010.pdf>, (Accessed 16 April 2014).

Lyons, H.Z., Bike, D.H., Ojeda, L., Johnson, A., Rosales, R., & Flores, L.Y. 2013. Qualitative research as social justice practice with culturally diverse populations. *Journal for Social Action in Counselling and Psychology*, 5(2):10-25. doi: 10.33043/JSACP.5.2.10-25

Mabasa, T., & Themane, J. 2002. Stakeholder participation in school governance in South Africa: Research paper. *Perspectives in Education*, 20(3):111-116. Available from: <https://journals.co.za/content/persed/20/3/EJC87143>, (Accessed 1 May 2018).

Mafisa, M. 2017. The role of teacher unions in education with specific reference to South Africa. *The Online Journal of New Horizons in Education*, 7(4):71-79. Available from: <https://www.toined.net/journals/toined/articles/v07i04/v07i04-08.pdf>, (Accessed 22 April 2019).

Majid, M.A.A., Othman, M., Mohamad, S.F., Lim, S.A.H. & Yusof, A. 2017. Piloting for interviews in qualitative research: Operationalization and lessons learnt. *International Journal of Academic Research in Business and Social Sciences*, 7(4):1073-1080. doi: 10.6007/IJARBSS/v7-i4/2916.

Makombe, G. 2017. An expose of the relationship between paradigm, method and design research. *The Qualitative Report*, 22(12):3363-3382. Available from: <https://nsuworks.nova.edu/tqr/vol22/iRenew/18>, (Accessed 9 October 2019).

Mathebula, T. 2013. People's education (for people's power) — A promise unfulfilled. *South African Journal of Education*, 33(1):1-12. doi: 10.15700/saje.v33n1a633

Maxwell, J. A. 2008. Chapter 7: Designing a qualitative study. In *The sage handbook of applied social research methods*, 214-253. Edited by editors Bickman, L., & Rog, D.J. doi: 10.4135/9781483348858.n7

McGinn, N. & Welsh, T. 1999. *Decentralization of education: Why, when, what and why?* Paris: United Nations Educational, Scientific and Cultural Organization. Available from: <https://unesdoc.unesco.org/images/0012/001202/120275e.pdf>, (Accessed 6 December 2018).

McGrath, C., Palmgren, P.J. & Liljedahl, M. 2019. Twelve tips for conducting qualitative research interviews. *Medical Teacher*, 41(9):1002–1006. doi: 10.1080/0142159X.2018.1497149

McLaren, D. 2017. Chapter 2: Funding basic education. In *Basic education rights handbook: Education rights in South Africa*, 37-73. Edited by editors Veriava, F., Thom, A. & Hodgson, T.F. Johannesburg: Section 27. Available from: <https://eduinfoafrica.files.wordpress.com/2016/11/basiceducationrightshandbook-complete.pdf> (Accessed 15 July 2018).

Mellinger, L., & Floriani, D. 2015. Democratic participation in the management of common natural resources and the native populations in the southern coast of Paraná. *Ambiente & Sociedade*, 18(2):1-22. doi: 10.1590/1809-4422ASOCEX01V1822015en

Melnikovas, A. 2018. Towards an explicit research methodology: Adapting research onion model for futures studies. *Journal of Futures Studies*, 23(2):29-44. doi: 10.6531/JFS.201812_23(2).0003

Merriam, B.M. 2009. *Qualitative research: A guide to design and implementation*. 2nd edition. San Francisco: Jossey-Bass.

Mestry, R. 2017. Principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools. *Journal of Education*, 2017(69):257-280. doi: 10.17159/2520-9868/i69a11

Mestry, R. & Ndhlovu, R. 2014. The implications of the national norms and standards for school funding policy on equity in South African public schools. *South African Journal of Education*, 34(3):1-11. doi: 10.15700/201409161042

Miles, M. B. & Huberman, A. M. 1994. *Qualitative data analysis*. 2nd edition. Thousand Oaks: Sage.

Miles, R. 2015. Complexity, representation and practice: Case study as method and methodology. *Issues in Educational Research*, 25(3):309-318. Available from: <http://www.iier.org.au/iier25/miles.pdf>, (Accessed 16 November 2018).

Mizel, O. 2018. Implementing school management in the Arab Palestinian education system in Jerusalem schools, the viewpoint of the administrative staff. *Journal of Education and Training Studies*, 6(11):57-66. doi: 10.11114/jets.v6i11.3617

Mncube, V. 2008. Democratisation of education in South Africa: Issues of social justice and the voice of Learners? *South African Journal of Education*, 28:77-90. Available from: <http://www.scielo.org.za/pdf/saje/v28n1/v28n1a05.pdf>, (Accessed 27 August 2018).

Mncube, V. 2009. The perceptions of parents of their role in the democratic governance of schools in South Africa: Are they on board? *South African Journal of Education*, 29:83-103. Available from: <https://www.ajol.info/index.php/saje/article/download/25183/4381>, (Accessed 1 May 2018).

Mncube, V., Harber, C. & Du Plessis, P. 2011. Effective school governing bodies: Parental involvement. *Acta Academica*, 43(3):210-242. Available from: https://www.researchgate.net/publication/287500014_Effective_school_governing_bodies_Parental_involvement, (Accessed 23 April 2018).

Mohajan, H.K. 2017. *Research methodology, paper No. 83457*. Bangladesh: Munich Personal RePec Archive. Available from: https://mpra.ub.uni-muenchen.de/83457/1/MPRA_paper_83457.pdf, (Accessed 1 October 2019).

Mohajan, H.K. 2018. Qualitative research methodology in social sciences and related subjects, paper No.85654. *Journal of Economic Development, Environment and People*, 7(1):23-48. Available from: https://mpra.ub.uni-muenchen.de/85654/1/MPRA_paper_85654.pdf, (Accessed 1 October 2019).

Mojtahed, R., Nunes, M. B., Martins, J. T. & Peng, A. 2014. Equipping the constructivist researcher: The combined use of semi-structured interviews and decision-making maps. *The Electronic Journal of Business research Methods*, 12(2):87-95. Available from: <http://www.ejbrm.com/volume12/issue2>, (Accessed 7 May 2015).

Mojtahedzadeh, R. & Sayadmanesh, F. 2013. The rule of school-based management in developing countries. *Global Journal of Biodiversity Science and Management*, 3(2):169-174. Available from: <http://www.aensiweb.com/old/GJBMSM/2013/169-174.pdf>, (Accessed 25 October 2018).

Mokoena, S. 2011. Participative decision-making: Perceptions of school stakeholders in South Africa. *Journal of Social sciences*, 29(2):119-131. doi: 10.1080/09718923.2011.11892962

Molapo, M.R. & Pillay, V. 2018. Politicising curriculum implementation: The case of primary schools. *South African journal of Education*, 38(1):1-9. doi: 10.15700/saje.v38n1a1428

Mollootimile, B, & Zengele, T. 2015. The advent of school-based management in the 21st century. *Journal of Social Sciences and Humanities*, 10(2):172-184. Available from: <http://ejournal.ukm.my/ebangi/article/viewFile/11256/3643>, (Accessed 26 June 2018).

Moradi, S., Aminbidohkti, A.A., Barzegar, N. & Hussin, S.B. 2013. The implementation of school-based management concept in Tehran schools. *Journal of Educational and Management Studies*, 3(4):442-446. Available from: [http://jems.science-line.com/attachments/article/23/J.%20Educ.%20Manage.%20Stud.,%203\(4\)%20442-446%202013.pdf](http://jems.science-line.com/attachments/article/23/J.%20Educ.%20Manage.%20Stud.,%203(4)%20442-446%202013.pdf), (Accessed 5 December 2018).

Moradi, S., Beidokhti, A.A. & Fathi, K. 2016. Comparative comparison of implementing school-based management in developed countries in the historical context: From theory to practice. *International education Studies*, 9(9):191-198. doi: 10.5539/ies.v9n9p191

Moradi, S., Hussin, S. B. & Barzegar, N. 2012. School-based management (SBM), opportunity or threat (education systems of Iran). *Procedia-Social and Behavioral Sciences*, 69(2012):2143-2150. doi: 10.1016/j.sbspro.2012.12.179

Morake, N., Monobe, R. & Mbulawa, M. 2012. The effectiveness of delegation as a process in primary schools in South Central Region of Botswana. *International Journal of Educational Sciences*, 4(2):153-162. doi: 10.1080/09751122.2012.11890038

Morgan, D.L., Ataie, J., Carder, P. & Hoffman, K. 2013. Introducing dyadic interviews as a method for collecting qualitative data. *Qualitative Health Research*, 23(9):1276-1284. doi: 10.1177/1049732313501889

Morse, A.L. & McEvoy, C.D. 2014. Qualitative research in sport management: Case study as a methodological approach. *The Qualitative Report*, 19(31):1-13. Available from: <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1032&context=tqr>, (Accessed 1 October 2019).

Moser, A. & Korstjens, I. 2018. Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1):9-18. doi: 10.1080/13814788.2017.1375091

Mosoge, M.J. & Pilane, M.W. 2014. Performance management: The neglected imperative of accountability systems in education. *South African Journal of Education*, 34(1):1-18. Available from: <http://sajournalofeducation.co.za/index.php/saje/issue/view/41>, (Accessed 29 April 2019).

Mosoge, M.J. & Van der Westhuizen, P.C. 1998. School-based management: Implications for the new roles of principals and teachers. *Koers*, 63(1 & 2):73-87. Available from: <https://www.koersjournal.org.za/index.php/koers/article/view/523>, (Accessed 23 March 2019).

Motloba, P.D. 2018. Understanding of the principle of autonomy (part 1). *South African Dental Journal*, 73(6):418-420. doi: 10.17159/2519-0105/2018/v73no5a7

Mouton, N., Louw, G.P. & Strydom, G. 2013. Critical challenges of the South African school system. *International Business & Economics Journal*, 12(1):31-44. doi: 10.19030/iber.v12i1.7510

Mpungose, J.E. & Ngwenya, T.H. 2017. School leadership and accountability in managerialist times: Implications for South African public schools. *Education as Change*, 21(3):1-16. doi: 10.17159/1947-9417/2017/1374

Msila, V. 2012. Conflict management and school leadership. *Journal Communication*, 3(1):25-34. doi: 10.1080/0976691X.2012.11884792

Msila, V. 2014. Teacher unionism and school management: A study of (Eastern Cape) schools in South Africa. *Education Management Administration & Leadership*, 42(2):259-274. doi: 10.1177/1741143213499265

Munje, P.N. & Mncube, V. 2018. The lack of parental involvement a hindrance in selected public primary schools in South Africa: The voices of educators. *Perspectives in Education*, 36(1):80-93. doi: 10.18820/2519593X/pie.v36i1.6

Murtin, F. 2013. *OECD Economics Department working papers, No. 1056: Improving education quality in South Africa*. Paris: Organisation for Economic Cooperation and Development doi: 10.1787/5k452klfn9ls-en

Naicker, I., Grant, C. & Pillay, S. 2016. Schools performing against the odds: Enablements and constraints to school leadership practice. *South African Journal of Education*, 36(4):1-10. doi: 10.15700/saje.v36n4a1321

Navarro, F.M. 2015. *OECD education working papers No. 125. Learning support staff: A literature review*. Paris: Organisation for Economic Cooperation and Development. doi: 10.1787/5jrnzm39w45l-en

Nebres, B. F. 2009. Engaging the community, targeted interventions: Achieving scale in basic education reform. *Educational Research for Policy and Practice*, 8(3):231-245. doi: 10.1007/s10671-009-9068-3

Neri de Souza, F., Neri, D.C. & Costa, A.P. 2016. Asking questions in the qualitative research context. *The Qualitative Report*, 21(13):6-18. Available from: <https://core.ac.uk/download/pdf/51086702.pdf>, (Accessed 25 November 2019).

Ngozwana, N. 2018. Ethical dilemmas in qualitative research methodology: Researcher's reflections. *International Journal of Educational Methodology*, 4(1):19-28. doi: 10.12973/ijem.4.1.19

Nkosana, B., Symphorosa, R. & Jenny, S. 2014. Strategies to ensure the effective implementation of learner discipline policies: A case study of 4 South African secondary schools. *Mediterranean Journal of Social Studies*, 5(23):1578-1589. doi: 10.5901/mjss.2014.v5n23p1578

O'Brien, B.C., Harris, I.B., Beckman, T.J., Reed, D.A. & Cook, D.A. 2014. Standards for reporting qualitative research: A synthesis of recommendations. *Academic Medicine: Journal of the Association of American Medical Colleges*, 89(9):1-7. doi: 10.1097/ACM.0000000000000388

Ogarca, R.F. 2015. An investigation of decision-making styles in SMEs from South-West Oltenia Region (Romania). *Procedia Economics and Finance*, 20:443-452. doi: 10.1016/S2212-5671(15)00095-7

Olujuwon, O. & Perumal, J. 2014. *The effects of management micro-politics on teacher leadership in Nigerian public secondary schools. Proceedings of International Conference of Education, Research and Innovation conference 17th-19th November, 7:1090-1097, Seville, Spain.* Available from: https://scholar.google.co.za/citations?user=kCK1V6sAAAAJ&hl=en#d=gs_md_cita-d&u=%2Fcitations%3Fview_op%3Dview_citation%26hl%3Den%26user%3DkCK1V6sAAAAJ%26citation_f, (Accessed 23 April 2019).

Onwuegbuzie, A.J., Frels, R.K & Hwang, E. 2016. Mapping Saldaña's coding methods onto the literature review process. *Journal of Educational Issues*, 2(1):130-150. doi: 10.5296/jei.v2i1.8931

Oswald, D., Sherratt, F. & Smith, S. 2014. Handling the Hawthorne effect: The challenges surrounding a participant observer. *Review of Social Studies*, 1(1):53-73. Available from: <http://www.rossjournal.co.uk/wp-content/uploads/2016/12/RoSS-Vol1-No1-Oswald-et-al-53-73.pdf>, (Accessed 23 March 2018).

Palaganas, E.C., Sanchez, M.C., Molintas, M.V.P. & Caricativo, R.D. 2017. Reflexivity in qualitative research: A journey of learning. *The Qualitative Report*, 22(2):426-438. Available from: <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=2552&context=tqr>, (Accessed 19 December 2019).

Paradis, E. & Sutkin, G. 2017. Beyond a good story: From Hawthorne Effect to reactivity in health professions education research. *Medical Education*, 51:31–39. doi: 10.1111/medu.13122

Pathak, A. & Intratat, C. 2012. Use of semi-structured interviews to investigate teacher perceptions of student collaboration. *Malaysian Journal of English Language Teaching Research*, 8(1):1-10. Available from: <https://www.researchgate.net/publication/271138816>, (Accessed 3 April 2014).

Patton, M. Q. 1999. Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(5):1189-1208. Available from: <https://pdfs.semanticscholar.org/d85c/b284822ebcfea711c9e340c61c8df033cd1c.pdf>, (Accessed 7 April 2014)

Paull, M., Boudville, I. & Sitlington, H. 2013. Using sensemaking as a diagnostic tool in the analysis of qualitative data. *The Qualitative Report*, 18(27):1-12. Available from: <http://nsuworks.nova.edu/tqr/vol18/iss27/2>, (Accessed 23 September 2018).

Pearson, M.L., Albon, S.P. & Hubball, H. 2015. Case study methodology: Flexibility, rigour, and ethical considerations for the scholarship of teaching and learning. *The Canadian Journal for the Scholarship of Teaching and Learning*, 6(3):1-6. doi: 10.5206/cjsotl-rcacea.2015.3.12

Petrova, V. 2014. *Intro to ATLAS.ti: Qualitative data analysis software*. Seattle: University of Washington. Available from: <https://docplayer.net/5061903-Intro-to-atlas-ti-qualitative-data-analysis-software.html>, (Accessed 19 December 2017).

Petrova, E., Dewing, J. & Camilleri, M. 2016. Confidentiality in participatory research: Challenges from one study. *Nursing Ethics*, 23(4):442-454. doi: 10.1177/0969733014564909

Petty, N. J., Thomson, O. P. & Stew, G. 2012. Ready for a paradigm shift? Part 2: Introducing qualitative research methodologies and methods. *Manual Therapy*, 17:378-384. doi: 10.1016/j.math.2012.03.004

Pillay, J. 2014. Ethical considerations in educational research involving children: Implications for educational researchers in South Africa. *South African Journal of Childhood Education*, 4(2):194-212. Available from: <http://www.scielo.org.za/pdf/sajce/v4n2/12.pdf>, (Accessed 10 May 2019).

Pillay, V. 2018. Jika iMfundo: A South African study of 'turning education around through improved curriculum coverage. *Professional Development in Education*, 1-16. doi: 10.1080/19415257.2018.1550101

Plamondon, K.M., Bottorff, J.L. & Cole, D.C. 2015. Analyzing data generated through deliberative dialogue: Bringing knowledge translation into qualitative analysis. *Qualitative Health Research*, 25(11):1529-1539. doi: 10.1177/1049732315581603

Ponelis, S.R. 2015. Using interpretive qualitative case studies for exploratory research in Doctoral Studies: A case of information systems research in small and medium enterprises. *International Journal of Doctoral Studies*, 10:535-550. Available from: <http://ijds.org/Volume10/IJDSv10p535-550Ponelis0624.pdf>, (Accessed 1 October 2019).

Prabhakar, N.P. & Rao, K.V. 2011. School-based management: An analysis of the planning framework and community participation. *Journal of Arts, Science & Commerce*, 2(3):107-118. Available from: <https://www.semanticscholar.org/paper/School-Based-Management%3A-An-Analysis-of-the-and-Nandamuri-Rao/80ee4ce56d82069e51f5bd5d61b72d031e57932e>, (Accessed 5 September 2017).

Pulla, V. & Carter, E. 2018. Employing interpretivism in social work research. *International Journal of Social Work and Human Services Practice*, 6(1):9-14. doi: 10.13189/ijrh.2018.060102

Pushpanadham, K. 2006. Educational leadership for school-based management. *Assumption Business Administration College Journal*, 26(1):41-48. Available from: <http://www.assumptionjournal.au.edu/index.php/abacjournal/article/download/601/537>, (Accessed 28 September 2018).

Rahman, M.S. 2017. The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: A literature review. *Journal of Education and Learning*, 6(1):102-112. doi: 10.5539/jel.v6n1p102

Rajasekar, S., Philominathan, P. & Chinnathambi, V. 2013. *Research methodology*. Tamilnadu, India: Bharathidasan University. doi: 10.4018/978-1-5225-8389-9.ch002

Rawung, F. 2015. The implementation of school-based management to alleviate the quality of education in high schools and vocational schools in Minahasa Regency. *International Journal of Humanities and Social Science Invention*, 4(7):53-64. Available from: [http://www.ijhssi.org/papers/v4\(7\)/Version-1/J0471053064.pdf](http://www.ijhssi.org/papers/v4(7)/Version-1/J0471053064.pdf), (Accessed 26 August 2018).

Reay, T. 2014. Publishing qualitative research. *Family Business Review*, 27(2):95–102. doi: 10.1177/0894486514529209

Rehman, A.A. & Alharthi, K. 2016. An introduction to research paradigms. *International Journal of Educational Investigations*, 3(8):51-59. Available from: <http://www.ijeionline.com/attachments/article/57/IJEI.Vol.3.No.8.05.pdf>, (Accessed 22 October 2019).

Reid, A., Brown, J.M., Smith, J.M., Cope, A.C. & Jamieson, S. 2018. Ethical dilemmas and reflexivity in qualitative research. *Perspectives on Medical Education*, 7(2):69-75. doi: 10.1007/s40037-018-0412-2

Republic of South Africa (RSA). 1996. South African Schools Act No. 84, 1996. *Government Gazette*, (Vol. 377, No. 17579, 15 November). Cape Town: Republic of South Africa. Available from: https://www.gov.za/sites/default/files/gcis_document/201409/act84of1996.pdf, (Accessed 18 March 2020).

Republic of South Africa (RSA). 1998. Regulations for the creation of educator posts in a Provincial Department of Education and the distribution of such posts to the educational institutions of such a department. *Government Gazette*, (Vol 402, No. 19627, 18 December). Available from: [http://www.dhet.gov.za/Legal%20and%20Legislative%20Services/Employment%20of%20Educators%20Act%20Regulations%20for%20creation%20of%20educator%20posts%20in%20Provincial%20Department%20of%20Education%20\(Notice%20R1676\).pdf](http://www.dhet.gov.za/Legal%20and%20Legislative%20Services/Employment%20of%20Educators%20Act%20Regulations%20for%20creation%20of%20educator%20posts%20in%20Provincial%20Department%20of%20Education%20(Notice%20R1676).pdf), (Accessed 5 February 2018).

Republic of South Africa (RSA). 2007. Education Laws Amendment Act, No. 31 of 2007. *Government Gazette*, (Vol. 510, No. 30637, 31 December). Available from: http://www.saflii.org/za/legis/num_act/elaa2007235.pdf, (Accessed 18 March 2020).

Republic of South Africa (RSA). 2012a. Census 2011: Improving lives through data ecosystems. Pretoria: Statistics South Africa. Available from: <https://www.statssa.gov.za/publications/P03014/P030142011.pdf>, (Accessed 17 June 2021).

Republic of South Africa (RSA). 2012b. *The constitution of the Republic of South Africa (Act No. 108 of 1996)*. Amended by constitution sixteenth Amendment Act of 2009. Pretoria: Government Printers.

Republic of South Africa (RSA). 2015. *Education statistics in South Africa report. Education statistics in South Africa 2013, EMIS13/2/015*. Pretoria: Department of Basic Education. Available from: <https://www.education.gov.za/EMIS/StatisticalPublications/tabid/462/Default.aspx>, (Accessed 24 June 2021).

Republic of South Africa (RSA). 2018a. *Education statistics in South Africa report. Education statistics in South Africa 2016, EMIS16/2/018*. Pretoria: Department of Basic Education. Available from: <https://www.education.gov.za/EMIS/StatisticalPublications/tabid/462/Default.aspx>, (Accessed 24 June 2021).

Republic of South Africa (RSA). 2018b. School realities report: School realities 2017, EMIS17/2/013. Pretoria: Department of Basic Education. Available from: <https://www.education.gov.za/EMIS/StatisticalPublications/tabid/462/Default.aspx>, (Accessed 24 June 2021).

Research and Development Education (RANDE). 2012. *Transforming Indonesia's centralised education system to school-based management*. Santa Monica: Research and Development Corporation. Available from: http://www.rand.org/content/dam/rand/pubs/research_briefs/2012/RAND_RB9671.pdf, (Accessed 7 November 2018).

Ridder, H. 2017. The theory contribution of case study research designs. *Business Research*, 10:281–305. doi: 10.1007/s40685-017-0045-z

Rishipal, D. 2014. Analytical comparison of flat and vertical organizational structures. *European Journal of Business and Management*, 6(36):56-66. Available from: <https://www.iiste.org/Journals/index.php/EJBM/article/viewFile/17351/17948>, (Accessed 20 August 2019).

Rockoff, J. & Turner, L.J. 2010. Short-run impacts of accountability on school quality. *American Economic Journal: Economic Policy*, 2(4):119-147. doi: 10.1257/pol.2.4.119

Rogers, R.H. 2018. Coding and writing analytic memos on qualitative data: A review of Johnny Saldaña's *The coding manual for qualitative researchers*. *The Qualitative Report*, 23(4):889-892. Available from: <https://nsuworks.nova.edu/cgi/viewcontent.cgi?article=3459&context=tqr>, (Accessed 13 December 2019).

Saldaña, J. 2013. *The coding manual for qualitative researchers*. 2nd edition. Los Angeles: Sage.

Samkange, W. 2015. Decentralization of education: Interrogating its feasibility within the Zimbabwean context. *Scholars Journal of Arts, Humanities and Social Sciences*, 3(4A):843-852. Available from: <http://saspijournals.com/wp-content/uploads/2015/08/SJAHSS-34A843-852.pdf>, (Accessed 13 December 2018).

Saunders, B., Sim, J., Kingstone, T., Baker, S., Waterfield, J., Bartlam, B., Burroughs, H. & Jinks, C. 2018. Saturation in qualitative research: Exploring its conceptualization and operationalization. *Quality & Quantity*, 52(4):1893-1907. doi: 10.007/s11135-017-0574-8

Schein, E.H. 1996. Kurt Lewin's change theory in the field and in the classroom: Notes toward a model of managed learning. *Systems Practice*, 9(1):27-47. doi: 10.1007/BF02173417

Scotland, J. 2012. Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9):9-16. doi: 10.5539/elt.v5n9p9

Sebele-Mpofu, F.Y., 2020. Saturation controversy in qualitative research: Complexities and underlying assumptions. A literature review. *Cogent Social Sciences*, 6(1):1-17. doi:10.1080/23311886.2020.1838706

Sephton, S. 2017. Chapter 14: Post provisioning. In *Basic education rights handbook: Education rights in South Africa*, 247-261. Edited by editors Veriava, F., Thom, A. & Hodgson, T.F. Johannesburg: Section 27. Available from: <https://eduinfoafrica.files.wordpress.com/2016/11/basiceducationrightshandbook-complete.pdf>, (Accessed 15 July 2018).

Sergiovanni, T.J. 1984. Leadership and excellence in schooling. *Educational Leadership*, 41(5):4-13. Available from: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198402_sergiovanni.pdf, (Accessed 4 July 2017).

Shah, S.R. & Al-Bargi, A. 2013. Research paradigms: Researchers' worldviews, theoretical frameworks and study designs. *Arab World English Journal*, 4(4):252-264. Available from: <https://pdfs.semanticscholar.org/bc4f/721cbff0e745116f3884bd5a27b605d172d3.pdf>, (Accessed 9 October 2019).

Shatkin, G. & Gershberg, A.I. 2007. Empowering parents and building communities: The role of school-based councils in educational governance and accountability. *Urban Education*, 42(6):582-615. doi: 10.1177/0042085907305044

Shava, G.N. 2015. Educational leadership and learner achievement: Contemporary issues. *Zimbabwe Journal of Science & Technology*, 10:26-38. Available from: <https://www.nust.ac.zw/zjst/index.php/volume-10-2015/file/37-educational-leadership-and-learner-achievement-contemporary-issues-g-n-shava>, (Accessed 1 May 2018).

Shosha, G.A. 2012. Employment of Colaizzi's strategy in descriptive phenomenology: A reflection of a researcher. *European Scientific Journal*, 8(27):31-43. doi: 10.19044/esj.2012.v8n27p%25p

Sihono, T. & Yusof, R. 2012. Implementation of school-based management in creating effective schools. *International Journal of Independent Research and Studies*, 1(4):142-152. Available from: <https://ssrn.com/abstract=2163958>, (Accessed 4 March 2013).

Šimundić, A. 2013. Bias in research. *Biochemia Medica*, 23(1):12-15. doi: 10.11613/BM.2013.003

Singer, E. & Couper, M.P. 2017. Some methodological uses of responses to open questions and other verbatim comments in quantitative surveys. *Methods, Data, Analyses*, 11(2):115-134. doi: 10.12758/mda.2017.01

- Smit, B. 2018. Expanding educational leadership theories through qualitative relational methodologies. *Magis, Revista Internacional de Investigación en Educación*, 11 (22):75-86. doi: 10.11144/Javeriana.m11-22.eelt
- Smit, M.H. & Oosthuizen, I. 2011. Improving school governance through participative democracy and the law. *South African Journal of Education*, 31(1):55-71. doi: 10.15700/saje.v31n1a415
- Smith, J. & Noble, H. 2014. Bias in research. *Evidence Based Nursing*, 17(4):100-101. doi: 10.1136/eb-2014-101946
- Somjai, S. 2017. Advantages and disadvantages of outsourcing. *The Business and Management Review*, 9(1):157-160. Available from: https://cberuk.com/cdn/conference_proceedings/conference_21121.pdf, (Accessed 7 January 2020).
- Sparks, G.A. 2014. Charismatic leadership: Findings of an exploratory investigation of the techniques of influence. *Journal of Behavioral Studies in Business*, 7:1-11. Available from: <https://www.aabri.com/manuscripts/141964.pdf>, (Accessed 25 November 2019).
- Spaull, N. 2013. *South Africa's education crisis: The quality of education in South Africa 1994-2011. Report commissioned by Centre for Development and Enterprise*. Johannesburg: Centre for Development and Enterprise. Available from: <https://www.section27.org.za/wp-content/uploads/2013/10/Spaull-2013-CDE-report-South-Africas-Education-Crisis.pdf>, (Accessed 29 May 2016).
- Squires, A. & Dorsen, C. 2018. Qualitative research in nursing and health professions regulation. *Journal of Nursing Regulation*, 9(3):15-26. doi: 10.1016/S2155-8256(18)30150-9
- Stake, R.E. 2006. *Multiple case study analysis*. New York: Guilford.
- Stefanski, A., Valli, L. & Jacobson, R. 2016. Beyond involvement and engagement: The role of the family in school-community partnerships. *School Community Journal*, 26(2):135-160. Available from: <https://files.eric.ed.gov/fulltext/EJ1124001.pdf>, (Accessed 17 July 2019).
- Stout, M. 2013. Preparing public administration scholars for qualitative inquiry: A status report. *Public Administration Research*, 2(1):11-28. doi: 10.5539/par.v2n1p11

Suri, H. 2011. Purposeful sampling in qualitative research synthesis. *Qualitative Research Journal*, 11(2):63-75. doi: 10.3316/QRJ1102063

Suyata, S. 2017. School-based management for generating improved learning outcomes of all pupils by improving good teaching and learning practices. *Advances in Economics, Business and Management Research*, 45:201-203. doi:10.2991/coema-17.2017.35

Swanepoel, C. 2008. The perceptions of teachers and principals of each other's disposition towards teacher involvement in school reform. *South African Journal of Education*, 28(1):39-51. Available from: <https://www.ajol.info/index.php/saje/article/view/25144>, (Accessed 31 October 2018).

Taggart, N. & Pillay, J. 2011. The educational and psychological support of educators to include learners from child-headed homes in urban classrooms. *South African Journal of Childhood Education*, 1(2):228-249. Available from: <https://saice.co.za/index.php/saice/article/download/98/40>, (Accessed 1 May 2018).

Tai, J. & Ajjawi, R. 2016. Undertaking and reporting qualitative research. *The Clinical Teacher*, 13(3):175-182. doi: 10.1111/tct.12552

The World Bank. 2003. *World development report 2004: Making services work for the poor*. Washington: The International Bank for Reconstruction and Development. Available from: <https://openknowledge.worldbank.org/handle/10986/5986>, (Accessed 3 December 2013).

The World Bank. 2008. *What is school-based management?* November 2007, education human development network. Washington: The International Bank for Reconstruction and Development. Available from: <http://documents.worldbank.org/curated/en/113901468140944134/What-is-school-based-management>, (Accessed 10 October 2017).

Theron, P.M. 2015. Coding and data analysis during qualitative empirical research in Practical Theology. *In die Skriflig*, 49(3):1-9. doi: 10.4102/ids.v49i3.1880

Thorne, S.E. 2015. Qualitative metasynthesis: A technical exercise or a source of new knowledge? *Psycho-Oncology*, 24:1347-1348. doi: 10.1002/pon.3944

Tracy, S.J. 2010. Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10):837-851. doi: 10.1177/1077800410383121

Tremblay, M. & Parent, A. 2014. Reflexivity in population health intervention research initiative. Let's have a reflexive talk! *Canadian Journal of Public Health*, 105(3):e221-e223. doi: 10.17269/cjph.105.4438.

University of South Africa (UNISA). 2016. *Policy on research ethics*. Pretoria: University of South Africa. Available from: https://www.unisa.ac.za/static/corporate_web/Content/Library/Library%20services/research%20support/Policy%20on%20Research%20Ethics.pdf, (Accessed 20 October 2018).

Uzun, K. 2016. Critical investigation of a qualitative research article from ontological and epistemological perspectives. *International Journal of Social Sciences and Education Research*, 2(3):836-842. Available from: <http://static.dergipark.org.tr/article-download/dddf/0d57/01dc/5a3e6ed46fb5f.pdf?> (Accessed 9 October 2019).

Van der Berg, S., Taylor, S., Gustafsson, M., Spaul, N. & Armstrong, P. 2011. *Improving education quality in South Africa: Report for the national planning commission*. Stellenbosch: University of Stellenbosch. Available from: <https://resep.sun.ac.za/wp-content/uploads/2017/10/2011-Report-for-NPC.pdf>, (Accessed 29 August 2019).

Veriava, F. 2017. Chapter 12: Basic education provisioning. In *Basic education rights handbook: Education rights in South Africa*, 219-235. Edited by editors Veriava, F., Thom, A. & Hodgson, T.F. Johannesburg: Section 27. Available from: <https://eduinfoafrica.files.wordpress.com/2016/11/basiceducationrightshandbook-complete.pdf>, (Accessed 15 July 2018).

Vernez, G., Karam, R. & Marshall, J.H. 2012. *Implementation of school-based management in Indonesia*. Santa Monica: Research and Development Corporation. doi: 10.7249/MG1229

Vohra, V. 2014. Using the multiple case study design to decipher contextual leadership behaviors in Indian organizations. *Electronic Journal of Business Research Methods*, 12(1):54-65. Available from: <http://www.ejbrm.com/volume12/issue1>, (Accessed 17 November 2018).

Vu, P. & Feinstein, S. 2017. An exploratory multiple case study about using game-based learning in STEM classrooms. *International Journal of Research in Education and Science*, 3(2):582-588. doi: 10.21890/ijres.328087

Wang, Y. & Ellinger, A.D. 2009. *Applying Lewin's change model in the development of a learning organisation*. Tainan, Taiwan: National Cheng Kung University. Available from: https://pdfs.semanticscholar.org/fe11/bbbf749136fcc9c372ec3c881cbff860091a.pdf?_ga=2.213595028.1273589872.1591124625-717871619.1580104354, (Accessed 15 September 2018).

Weaver-Hightower, M.B. 2010. Oatmeal facials and sock wrestling: The perils and promises of extra-curricular strategies for 'fixing' boys' education. *Discourse: Studies in the Cultural Politics of Education*, 31(5):663-697. doi: 10.1080/01596306.2010.516953

Webber, J.K., Goussak, G.W. & Ser, E.M. 2013. Applying common sense leadership: Evidence from senior leaders. *Advances in Management & Applied Economics*, 3(4):1-9. Available from: http://www.scienpress.com/Upload/AMAE%2fVol%203_4_1.pdf, (Accessed 18 November 2013).

Whetten, D. 1989. What constitutes a theoretical contribution? *Academy of Management Review*, 14(4):490-495. doi: 10.2307/258554

Wiehahn, J. & Du Plessis, P. 2018. Professional development of newly-appointed principals at public high schools in Gauteng. Is social justice served? *Koers—Bulletin for Christian Scholarship*, 83(1):1-11. doi: 10.19108/ KOERS.83.1.2336

Williams, E. N. & Morrow, S. L. 2009. Achieving trustworthiness in qualitative research: A pan-paradigmatic perspective. *Psychology Research*, 19(4-5):576-582. doi: 10.1080/10503300802702113

Willig, C. 2017. Chapter 16: Interpretation of qualitative research in Psychology. In *The sage handbook of qualitative research in Psychology*, 276-290. 2nd edition. Edited by editors Willig, C. & Stainton-Rogers, W. Los Angeles: Sage. Available from: https://in.sagepub.com/sites/default/files/upm-assets/82114_book_item_82114.pdf, (Accessed 22 November 2019)

Winarti, E. 2011. School-based management: The challenges of its implementation in Indonesia. *Orientasi Baru*, 20(1):85-106. Available from: <https://e-journal.usd.ac.id/index.php/job/article/view/1275/1020>. (Accessed 23 March 2019).

Winkler, D.R. & Yeo, B. 2007. *Equip2 working paper: Identifying the impact of education decentralisation on the quality of education*. Washington: United States Agency for International Development. Available from: <https://www.epdc.org/sites/default/files/documents/Identifying%20the%20Impact%20of%20Education%20Decentralization.pdf>, (Accessed 11 March 2014).

Wium, A. & Louw, B. 2015. The South African national school curriculum: Implications for collaboration between teachers and specific-language therapists working in schools. *South African Journal of Childhood Education*, 5(1):19-41. Available from: <https://sajce.co.za/index.php/sajce/article/download/348/87>, (Accessed 1 September 2019).

Wolhuter, C.C. & Steyn, S.C. 2003. Learner discipline at school: A comparative educational perspective. *Koers*, 68(4):521-538. Available from: <https://www.koersjournal.org.za/index.php/koers/article/download/355/318>, (Accessed 5 May 2019).

World Bank Group. 2016. *Assessing school-based management in the Philippines: Philippines education note No. 5*. Washington: World Bank. Available from: <http://hdl.handle.net/10986/24743>, (Accessed 6 November 2018).

Xaba, M.I. 2004. Governors or watchdogs? The role of educators in school governing bodies *South African Journal of Education*, Vol 24(4):313–316. Available from: <https://www.ajol.info/index.php/saje/article/download/25007/59658>, (Accessed 22 April 2019).

Xaba, M.I. 2011. The possible cause of school governance challenges in South Africa. *South African Journal of Education*, 31(2): 201-211. Available from: <http://www.scielo.org.za/pdf/saje/v31n2/v31n2a04.pdf>, (Accessed 30 January 2020).

Yao, C.W. & Vital, L.M. 2018. Reflexivity in international contexts: Implications for U.S doctoral students international research preparation. *International Journal of Doctoral Studies*, 13:193-210. Available from: <http://ijds.org/Volume13/IJDSv13p193-210Yao3026.pdf>, (Accessed 19 December 2019).

Yau, H.K. & Cheng, A.L.F. 2011. The effectiveness of 'financial planning and control' in school-based management. *Electronic Journal of Organisational Learning and Leadership*, 9(2):49-62. Available from: <http://www.leadingtoday.org/weleadinlearning/Winter2011/Article%204%20-%20Yau.pdf>, (Accessed 27 August 2014).

Yau, H.K. & Cheng, A.L.F. 2014. Principals and teachers' perceptions of school-based management. *International Education Research*, 2(1):44-59. doi: 10.12735/ier.v2i1p44

Yazan, B. 2015. Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, 20(2):134-152. Available from: <https://nsuworks.nova.edu/tqr/vol20/iss2/12/>, (Accessed 23 March 2019).

Yin, R. K. 2012. *Applications of case study research*. 3rd edition. Los Angeles: Sage.

Yusoff, M.A., Sarjoon, A., Awang, A. & Efendi, D. 2016. Conceptualizing decentralization and its dimensions. *International Business Management*, 10(6):692-701. Available from: <http://docsdrive.com/pdfs/medwelljournals/ibm/2016/692-701.pdf>, (Accessed 11 December 2018).

Železnik, A. 2017. Towards political equality in the context of participatory and deliberative democratic theory. *Teorija in Praksa*, 54:112-126. Available from: https://www.fdv.uni-lj.si/docs/default-source/tip/tip_posebna_2017_zeleznik.pdf?sfvrsn=2, (Accessed 8 September 2018).

Zengele, T. 2013. *Have teacher unions taken over the South African education system? Redeployment in the progress: The 2013 WEI international academic conference proceedings*, 18-24. Istanbul: The West East Institute. Available from: <https://www.westeastinstitute.com/wp-content/uploads/2013/07/Thulani-Zengele.pdf>, (Accessed 22 March 2018).

Zengele, T. 2014. Teacher trade unionism as a political ideological state apparatus within the South African education system: A structural Marxist perspective. *Mediterranean Journal of Social Sciences*, 5(9):470-477. Available from: <http://www.mcser.org/journal/index.php/mjss/article/download/2661/2629>, (Accessed 23 March 2019).

Zhou, J., Shafique, M.N., Adeel, A., Nawaz, S. & Kumar, P. 2017. What is theoretical contribution? A narrative review. *Sarhad Journal of Management Sciences*, 3(2):261-271. doi: 10.31529/sjms.2017.3.2.6

Zimmerman, L. 2010. *The influence of schooling conditions and teaching practices on curriculum implementation for grade 4 reading literacy development* (PhD thesis). Pretoria: University of Pretoria. Available from: <https://repository.up.ac.za/bitstream/handle/2263/24982/Complete.pdf?sequence=11&isAllowed=y>, (Accessed 14 January 2019).

APPENDICES

Appendix A: UNISA acceptance into DEd. (Education Management) registration



1406 MIRST

SETOABA M P MR
P O BOX 11
MAHWELERENG
0626

STUDENT NUMBER : 0283-869-9

ENQUIRIES NAME : POSTGRADUATE QUALIFICATIONS
ENQUIRIES TEL : (012) 441-5702

DATE : 2015-04-16

Dear Student

I wish to inform you that your registration has been accepted for the academic year indicated below. Kindly activate your Unisa mylife (<https://myunisa.ac.za/portal>) account for future communication purposes and access to research resources. Please check the information below and kindly inform the Master's and doctoral section on mandd@unisa.ac.za on any omissions or errors.

DEGREE : DED (EDUC MANAGEMENT) (98437)
TITLE : School-based management practices at secondary schools in Limpopo province, South Africa
SUPERVISOR : Prof B SMIT
ACADEMIC YEAR : 2015
TYPE: THESIS
SUBJECTS REGISTERED: TFE05 D ED - EDUCATIONAL MANAGEMENT

A statement of account will be sent to you shortly.

If you intend submitting your dissertation/thesis for examination, complete form DSAR20 (Notice of Intention to Submit) before 30 September. If this deadline is not met, you need to re-register and submit your intention for submission by 15 April and submit your dissertation by 15 June.

Your supervisor's written consent for submission must accompany your notice of intention to submit.

Yours faithfully,

Prof QM Temane
Registrar (Acting)



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix B: Ethics approval



COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

18 November 2015

Ref # 2015/11/18/0283699/20/MC

Student #: Mr MP Setoaba

Student Number #: 02838699

Dear Mr Setoaba

Decision: Ethics Approval

Researcher: Mr MP Setoaba
Tel: +2782 706 7368
Email: setoabamapitsip@gmail.com

Supervisor: Prof B Smit
College of Education
Department of Educational Leadership and Management
Tel: +2782 411 8847
Email: smith@unisa.ac.za

Proposal: School-based management practices at secondary schools in the Limpopo province, South Africa

Qualification: D Ed Education 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 18 November 2015.

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

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

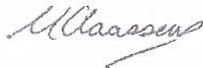
existing proposal, especially if those changes affect any of the study-related risks for the research participants.

- 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.*

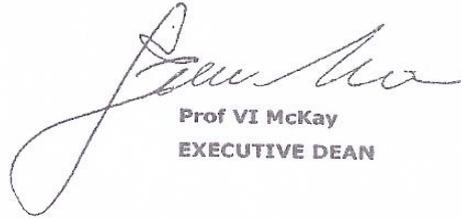
Note:

*The reference number **2015/11/18/02838699/20/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



Prof VI McKay
EXECUTIVE DEAN

Approval template 2014

University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111; Facsimile: +27 12 429 4150
www.unisa.ac.za

Appendix C: Letter requesting permission to conduct research

Box 11,
MAHWELERENG
0626
03 October 2015

The Head of the Department of Education: Limpopo
113 Biccard Street
Private Bag X9489
POLOKWANE
0700

Dear Head of Department of Education: Limpopo

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SECONDARY SCHOOLS IN THE LIMPOPO PROVINCE.

I, **Mapitsi Phineas Setoaba**, am doing research with **Professor Brigitte Smit** in the Department of Educational Leadership and Management, College of Education of the University of South Africa. I hereby wish to request your permission to conduct doctoral research and conduct interviews on SBM practices at secondary schools in the Limpopo Province. My study aims to explore managers' experiences of SBM practices at secondary schools in the Limpopo Province. The main research question that defines my inquiry is: What are managers' experiences of SBM practices at secondary schools in the Limpopo Province? The broad aim or purpose of this inquiry is to explore managers' experiences of SBM practices at secondary schools in the Limpopo Province. The resulting thesis will be used to meet the requirements for DEd (Education Management). The thesis will therefore be read by examiners and the academic community. The findings will also be used for publication in academic journals and for presentation at academic conferences.

My study will employ qualitative case study methods to generate data through individual semi-structured. I want to interview principals, deputy principals and heads of departments at purposefully selected secondary schools. I will follow the University of South Africa research ethics and will use the gathered information for the purposes of this study only. I will not conduct the interviews during formal teaching and learning times as it might deprive learners of their rightful contact time. My study will pose no risks to participants as well as the selected school.

The answers to the broad research aim will benefit the participants, studied secondary schools and secondary school education by availing ways and means of addressing SBM practice challenges and sustaining SBM successes. I will request participants to review both draft and final findings. I will orally and verbally communicate the final study findings to the participants, selected secondary schools and your department of the final study findings.

Yours sincerely,

Mapitsi Phineas Setoaba; University of South Africa Student No. 0283 8699

Contact Details: Cell No.: 0827067368; Email address; setoabamapitsip@gmail.com

Appendix D: Granted permission to conduct research



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/5/6/1 Enq: MC Makola PhD Tel No: 015 290 9448 E-mail: MakolaMC@edu.limpopo.gov.za

Setoaba MP
P O Box 11,
Mahwelereng

0626

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"SCHOOL- BASED MANAGEMENT PRATICES AT SECONDARY SCHOOLS IN THE LIMPOPO PROVINCE,SOUTH AFRICA ."**
3. The following conditions should be considered:
 - 3.1 The research should not have any financial implications for Limpopo Department of Education.
 - 3.2 Arrangements should be made with the Circuit Office and the schools concerned.
 - 3.3 The conduct of research should not anyhow disrupt the academic programs at the schools.
 - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
 - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
 - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.
4. Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

Request for permission to Conduct Research: Setoaba MP

CONFIDENTIAL

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



MUTHEIWANA NB
HEAD OF DEPARTMENT (ACTING)

17/12/15

DATE

Request for permission to Conduct Research: Setoaba MP

CONFIDENTIAL

Appendix E: Request letter for an adult participation in an interview

Box 11,
MAHWELERENG
0626
03 October 2015

The Principal/Deputy Principal/Head of Department.
Amiptis Secondary School
Box 148
Okanepa
2201

Dear Principal/Deputy Principal/Head of Department.

LETTER REQUESTING YOUR PARTICIPATION IN AN INTERVIEW

This letter is an invitation to consider participating in a study I, Mapitsi Phineas Setoaba, will be conducting as part of my research as a doctoral student entitled "School-based management practices at secondary schools in the Limpopo Province, South Africa", at the University of South Africa. My supervisor is Professor Brigitte Smit, at the University of South Africa. The Department of Basic Education Limpopo and the Ethics Committee of the College of Education, University of South Africa, has given me permission to conduct this research. I have purposefully selected your school and identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of school-based management practices at secondary schools in education is substantial and well documented. My research topic is "School-based management practices at secondary schools in the Limpopo Province, South Africa". School-based management practices have the potential to help schools improving their SBM practices and sustaining their SBM successes. However, its effect in this regard has been under researched. I would like to have your views and opinions on this topic. Your views and information on this research topic can be used to improve academic and overall SBM practices at the secondary schools in education.

The research will involve an individual interview of approximately 45 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish.

Your participation in this study is voluntary. I will follow the University of South Africa research ethics regulations and will use the information for the purposes of this study only. You may decide to withdraw your participation from this study at any stage during the research process without any negative consequences, prior to the reporting of the findings for the project.

The research will not take place during formal teaching and learning times. With your kind permission, the interview will be digitally recorded to facilitate generation of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will deliver you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any point.

You will also have the opportunity to review the findings prior to publication and will be able to provide advice on the accuracy of this information. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. All information you provide will be completely confidential. As such, confidentiality and anonymity will be guaranteed. However, with your permission, anonymous quotations may be used. Soft data produced during this study will be retained on a password protected personal computer. Hard data will be stored in locked cabinet. I will store these two forms of data in this manner for at least five years.

There are no known or anticipated risks to you as a participant in this study. There is no payment or reward offered, financial or otherwise for participating in this study. If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 082 7067 368 or 079 4956 251, or by email at setoabamapitsip@gmail.com.

I look forward to speaking with you and thank you very much in advance for your assistance in this project. If you accept my invitation to participate, I request you to sign the interview consent and confidentiality agreement, which follow on the next two pages.

Yours sincerely,

Mapitsi Phineas Setoaba

University of South Africa: Student No. 0283 8699

Contact details: Cell No.:0827067368; Email address: setoabamapitsip@gmail.com

Appendix F: Participant's consent

CONSENT FORM

.....
.....
.....

M. P. Setoaba,
Box 11
Mahwelereng
0626

Dear Researcher,

I,(participant's names and surname) , confirm that the person asking my consent to take part in the research on "School-based management practices at secondary schools in the Limpopo Province" in education, has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or as the researcher had explained to me) and understood the study as explained in the information sheet. I am aware that I have the option of allowing my interview to be digitally recorded to ensure an accurate recording of my responses. I am aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I am also aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I have had the opportunity to ask any questions related to this study, received satisfactory answers to my questions and to add any additional details I wanted. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's name (Please print):

Participant's Contact Details: Cell No.:

Email address: Date:

Participant's Signature:

Researcher's name (Please print):

Researcher's Contact Details: Cell No.:

Email address:.....Date:.....

Researcher's Signature:.....

Appendix G: Confidentiality agreement

Confidentiality Agreement

I, (participant's names and surname), grant consent that the information I share during the interview may be used by the researcher, Mapitsi Phineas SETOABA, for research purposes. I am aware that the interview discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected and that all collected information is treated confidential.

Participant's name (Please print):

Participant's Contact Details: Cell No.:

Email address:

Date:

Participant's Signature:

Researcher's name (Please print):

Researcher's Contact Details: Cell No.:

Email address:

Date:

Researcher's Signature:

Appendix H: An interview schedule

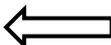
Key (guiding) interview question	Examples of engaged probes	Achieved sub-research question
What do you think of SBM practices regarding performance at secondary schools?	Could you please unpack <i>stakeholder mutual consultation</i> for me?	What are challenges to SBM practices at secondary schools in the Limpopo Province? What successes associate with SBM practices at secondary schools in the Limpopo Province?
	What makes SBM practices <i>hectic</i> ?	
	What roles do stakeholders play to promote SBM practices at your school?	
	I do hear you talking about <i>plans and good things</i> . What are these <i>good things</i> ?	
	How is this situation of disruptive behaviour due to drug abuse by learners managed at your school?	
How are decisions on SBM practices conducted at your school?	What are your experiences when directives come down to you?	What decision-making processes can promote SBM practices at secondary schools in the Limpopo Province?
	How does the <i>democracy-autocracy mix</i> help to promote SBM practices at your school?	
	What are your experiences as you engage governance and academic structures?	
What potential do SBM practices have to promote school performance	What other successes do SBM practices have at secondary schools?	What successes associate with SBM practices at secondary schools in the Limpopo Province
	Could you please elaborate on <i>peer tutoring</i> ?	
	What roles do stakeholders play in promoting SBM practices?	
What do SBM practices require to promote performance at secondary schools?	What stakeholders do you involve in this <i>open planning</i> ?	How can challenges on SBM practices at secondary schools in the Limpopo Province be addressed? What decision-making processes can promote SBM practices at secondary schools in the Limpopo Province? What are requirements for promoting SBM practices at secondary schools in the Limpopo Province require?
	What role do parents from the community play in promoting SBM practices?	
	What more do SBM practices require to improve on school performance?	
What practices would you include in a SBM practice model for your school?	What other things can you bring into an SBM practice model?	What constitute SBM practice model for secondary schools in the Limpopo Province?
	How would school <i>redefinition</i> promote performance at secondary schools?	
What else can you share about the SBM practices regarding performance at secondary schools?	What should be done to narrow the <i>department-educator union gap</i> in favour of SBM practices at secondary schools?	What are challenges to SBM practices at secondary schools in the Limpopo Province? What constitute SBM practice model for secondary schools in the Limpopo Province?
	How would <i>de-unionisation of education</i> promote SBM practices?	
	How can <i>patriotism</i> promote SBM practices at secondary schools?	
	How should "communication between the department and schools" look like?	

Appendix I: An excerpt from a coded interview transcript

Date: 20/02/2020

P11:011_ZEST_ZPM2_P_M_03_050317.rtf: 11:10

Page: 1/1

058 R: How are decisions on school-based management practices conducted at your school?  Interview question (Appendix H)

059

060

ZEST

We have the SMT. We always meet as SMT. We have staff meetings. We have the LRC. We have got SGB. All these stakeholders are consulted so that decisions are taken. We do not take unilateral decisions. As a principal, I don't take unilateral decisions. Before something can be carried out, we have to meet and discuss it. Discuss as to whether we should do one, two or three things. I meet with the SMT and then from there we go to the educators as staff. If something needs the consent of the SGB, we take that to the SGB. We have got the teacher representative in the SGB. These teachers take that to the SGB. We always consult with the circuit if something is above us. We consult with them whether to do one, two or three things in the way maybe it is needed to be taken forward. Parents meet during their meetings at our school. Learners have the learner representative council. We do have a TLO-teacher liaison officer who liaise with learners in case they have grievances. Learners liaise through the TLO with us. Things run smoothly in that way.

✘ # DECISION-MAKING MANAGEMENT STYLES

This coded data segment reveals management practices that are needed to prepare and conduct decision-making processes for SBM activities. The revealed management styles manifest participative, deliberative and democratic social interactions necessary for the strengthening of decision-making processes in SBM practices.

✘ # EDUCATORS ENGAGED IN GOVERNANCE

The coded data segment shows the SGB-educator relationship needed for enhancement of effective school governance and curriculum management within an SBM context.

✘ # PARENTS ENGAGED IN CURRICULUM

Parents supporting ZEST

✘ # LEARNERS ENGAGED IN GOVERNANCE

Representative Council of Learners (RCL) is a democratically elected SGB component. Teacher Liaison Officer (TLO), who is not necessarily an SGB member, serves on advisory capacity of the RCL thereby influencing school governance at ZEST

Footnote: In this excerpt, capitalised codes, accompanied with brief explanatory notes, appear on the right of the coded text. Other inserts are:

(1) R: Researcher; (2) Numbers on the left (058-060) are for paragraphs/lines; (3) The date 19/02/2020 is the print date for this excerpt; (4) P11: Primary document number eleven amongst the fifteen documents in the research; (5) 011: Eleventh interviewee; (6) ZEST: Zest Secondary school number eleven; (7) ZPM2: Secondary school manager at Zest Secondary School; (8) M_P: Male principal; (9) P: Principal; (10) M: Male (Gender); (11): _03_: Experience (in years) as secondary school manager at the time of the interview; (12) 050317: The interview date; (13) 11:10: Interview starting time; (14) rtf: Rich text format.

Appendix J: Major themes, categories and codes.

Theme	Category	Code
School-based management challenges	In-appropriate post-establishments	Enrolment-based post-establishment model
	School leaders and managers dis-empowerment	Educator unionism
		Power wrestling
		Clique creations
		Educator non-commitment
		Learner discipline
		Education department non-support
		Issues on learning and teaching support materials
Parental non-involvement		
Overcoming school-based management challenges	Capacitated leaders and managers	Knowledge is power Support of school managers
	Relevancy in promotional post appointments	Competence-based promotional post appointments
	De-unionising the education system	Dis-empowering educator unions
School-based management successes	Collaboration for learner performance	Stakeholder collaboration Improved working relations
	Decentralised authority across the school	Authority decentralisation
	School effectiveness	School improvement
Leading and managing decisions	Leadership for school effectiveness	Decision-making leadership styles
	Management for school effectiveness	Decision-making management styles
Effective school governance	Governance representativity	Learners engaged in governance
		Parents engaged in governance
		Educators engaged in governance
	School policies and strategic planning	Performance improvement strategies
Supporting curriculum implementation	Supporting learning	Learner education support
		Parents engaged in curriculum
	Supporting teaching	Support of educators
		Engaging school management teams
		Outsourcing educator expertise
		Resourcing schools
		Contextualising education provisioning
		Professional practices
	Implementing school programmes	
	Practising professionalism	
Going the extra-mile		
Education: A collective responsibility	Broader community engagement	Internal community engagement
		External community engagement
School-based management practice model's constituents	Constitution-based education system	Educating for the citizenry
		School support staff provisioning
	Context-based education system	Evaluating schools
		Redefining schools

Appendix K: An example of a theme with categories, codes and quotations

Theme/Code Family: **EEFFECTIVE SCHOOL GOVERNANCE**

Categories/Families: 3

Codes (4): [LEARNERS ENGAGED IN GOVERNANCE] [PARENTS ENGAGED IN GOVERNANCE] [PERFORMANCE IMPROVEMENT STRATEGIES] [QUALITY TEACHING]

Quotation(s): 36

P1: 001_ANCHOR_APM2_P_M_3_220216.rtf - 1:24 [Let me say planning, is one of..] (74:74) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

Let me say planning, is one of the practices that must dominate. The approach year in year out. You plan in terms of the resources that must be made available. You plan in terms of what strategies are supposed to be implemented to improve the results of the previous year. In terms of allocation who must teach what based on the area of speciality per educator? Learners are not the same—one year you may have good learners, the next year you don't have good learners but planning will also assist them so far to can identify different categories of learners and who actually can be able to deal with those particular categories of learners hereby referring to the type of educators that you will be having. After planning you also lead as a manager of course. You lead in terms of implementing. You guide. People must see you taking first steps towards a positive direction. In a way you will be influencing them because as a leader you need to influence of course. That's my philosophy.

P1: 001_ANCHOR_APM2_P_M_3_220216.rtf - 1:34 [We also arrange those particul..] (78:78) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

We also arrange those particular extra classes, Saturday classes even evening classes to some extent. Indeed you will find that our learners are improving.

P 1: 001_ANCHOR_APM2_P_M_3_220216.rtf - 1:35 [Isn't that teachers must go to..] (82:82) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

Isn't that teachers must go to class. Those are the operational core ... but they take instruction from the strategic apex. And strategic apex communicates through the SMT to those teachers. This is an instruction. We have a timetable, we have the scope to cover, which is given in the form of pace setters. Which every-every topic has the duration. Within two or three weeks, this particular topic must be completed. And then thereafter you administer formal tasks. There is no way in which all these items; all those particular sections on the strategic apex cannot be considered. Each and every level has its own role to play. The strategic will have to develop the timetable. And the middle will have to communicate the timetable to the operational core which is the teachers. The support structures in the form of the circuit office and the department at large-the technico. We call them the technico...Those are the people who are

observing and provide the necessary support. Such that at the end of the day, the school is supposed to be what is meant for: teaching and learning.

P1: 001_ANCHOR_APM2_P_M_3_220216.rtf - 1:89 [Firstly, from the level of the..] (90:90) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

Firstly, from the level of the SMT we have weekly sessions-briefing sessions such that we have an overview of what transpired this week and what is it that must be done the following week. That is the first strategy. Second strategy: we have the so called departmental meetings. Each head of the department must have a weekly meeting with the educators in his/her department. Obviously we shall have a policy-departmental policy and then which will then guide subject policies. The subject policy will also entail the number of the tasks (formal and non-formal) and the topics to be covered. Those are: contact, communication, sharing of information, supervision on daily basis. Finally, it assists us in terms of attaining the results that we actually want to achieve.

P 1: 001_ANCHOR_APM2_P_M_3_220216.rtf - 1:90 [Number one we need commitment ..] (94:94) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

Number one we need commitment by the principal, the SMT, almost everybody. If you lack commitment, forget! Two you will need parental support. Three you will need to have dedicated staff. The staff that is able to offer what you will call the philanthropically type of education. Teaching that has mercy in it. You teach with passion (*short pause*). If you have those things and also improve on learner and teacher attendance then you have a school. I know in the modern world, people will talk of these technological advanced devices which one to use in a classroom based. I believe from the point of view as a manager I used to say it that through piece of chalk, I can make a miracles-I can produce doctors as long I know what I am supposed to teach. I can teach better than ... (*inaudible*). I can teach more than these power point devices. As long as I have those that I mentioned: commitment, discipline, dedication and then you provide me with those very little resources that I have just mentioned, then you have a school.

P2: 002_HARMONY_HPF1_P_F_8_020416.rtf - 2:117 [In high schools normally we do have the ..] (67:67) (Super)

Codes: [LEARNERS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

In high schools normally we do have the so called the RCLs. You know sometimes motivating some learners, giving them what is expected of them as learners, teaming with them, discussing with them certain issues, like the importance of assessment the importance of them being at school and what they will to be motivating them engaging them in their learning and working together with them, addressing them and maybe like planning with them.

P2: 002_HARMONY_HPF1_P_F_8_020416.rtf - 2:104 [In aspects such as budgeting. When we ma..] (110:110) (Super)

Codes: [LEARNERS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

In aspects such as budgeting. When we make the budget for the school. In aspects such as the code of conduct. That's where we involve learners but in issues relating to the educators we do not invite them. When we budget for the school, when maybe we want to organise the educational tours, we invite them so that they come up with their places of interest through the guidance of the educators.

P2: 002_HARMONY_HPF1_P_F_8_020416.rtf - 2:105 [What I am really saying now is that as I..] (59:59) (Super)

Codes: [PARENTS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

What I am really saying now is that as I have already indicated, the SMT, the parents, the SGB, as well as the educators, [they] need to plan together so that they can understand the situation or circumstances within the school. Each and every school has got its own circumstances so failure to understand that and working together-the working together of all the stakeholders is of the utmost importance in bringing about the performance of the school including the (*repeated thrice*) department.

P2: 002_HARMONY_HPF1_P_F_8_020416.rtf - 2:113 [As I have indicated, the practices-one o..] (126:126) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

As I have indicated, the practices-one of the basic things is planning. You need to plan. You come up with plans. Then you need to implement. You know you can put on plans and programmes-you come up plans and programmes but if we do not implement them, then is like we have done nothing.

P3: 003_BLOC_BPM2_P_M_15_020416.rtf - 3:9 [The other practice is planning..] (55:55) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

The other practice is planning. I have a mentioned a few things such as monitoring tools. I have mentioned programmes. All these need planning. If you do not plan and be proactive and anticipate outcomes then you are bound to fail the leadership of a school or any organisation.

P3: 003_BLOC_BPM2_P_M_15_020416.rtf - 3:48 [There is another new name that..] (106:106) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

There is another new name that is used, APIP-academic performance improvement plan. Which is part of the school improvement plan. You see is a plan. You come up with a document and in the document you say you want to achieve-you set targets you want to achieve eighty percent at the end of this year or we need to achieve ninety percent. What is it that we need to do to reach that goal? We will come at seven in the morning and have extra lessons. We will have extra lessons in the afternoon. Those learners encountering challenges will be seen on Saturdays and during holidays for a week or two we will have the learners and we will teach this content. So is an academic performance improvement plan. It is a plan. It is a programme.

It is part of the action plan. It is called an academic performance improvement plan. But because it is an improvement plan, is part of the school improvement plan.

P3: 003_BLOC_BPM2_P_M_15_020416.rtf - 3:49 [School improvement plan, will ..] (108:108) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

School improvement plan, will include things like it is winter now the windows are broken we have just fitted windows from... never mind the smell that... So How do we... The learners are getting cold so fit in windows so that they can be able to concentrate in class. Let us help the volunteers to feed these learners so that they can concentrate in class. What other things can we do? The deputy manager of governance has got a lot of sanitary pads in her office, let us make a requisition for those sanitary pads to be brought to school so that the learners who have need (*putting emphasis on need*) for them can access them. And they will not stay at home during those times. They come to school.

P3: 003_BLOC_BPM2_P_M_15_020416.rtf - 3:60 [The APIP is informed by the pe..] (126:126) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

The APIP is informed by the performance and they come together. They are two separate documents but now we just put them as one-as school improvement plan. The school improvement plan, which incorporates academic performance improvement plan, is also part of the school development plan.

P4: 004_DISCOVERY_DPF2_P_F_1_080816.rtf - 4:7 [When we come up with intervent..] (54:54) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

When we come up with intervention strategies, we ensure that most of our activities are done during contact time. We even conduct extra lessons. We make sure that all activities to improve performance are done during contact time. When you give them activities that need to be performed outside the school time, you end being disappointed because such activities are not done. One of our intervention strategy to improve performance of our learners is to give them mini-tests during the week. We discourage the issue of giving them homework like I've said. Most of the activities are done at school level. We even have a timetable for conducting extra lessons. We have morning and afternoon lessons whereby educators are continuing with teaching so that learners can have enough time, enough or extra time because most of them they are slow. If you do not give them enough time and only focus on the contact time so some may be left behind.

P 4: 004_DISCOVERY_DPF2_P_F_1_080816.rtf - 4:19 [They are representing the lear..] (85:85) (Super)

Codes: [LEARNERS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY] [LEARNERS CODE OF CONDUCT]

They are representing the learners. They are also part of the school governing body, because we have some reps (*referring to representatives*) who are representing learners in the SGB.

These learners are part of most decisions in terms of policy formulation-policies like admission and attendance policies.

P4: 004_DISCOVERY_DPF2_P_F_1_080816.rtf - 4:36 [Alright as a school having dif..] (119:119) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

Alright as a school having different departments led by different SMT members, first we must have different programmes from each department. These programmes end up assisting the school to draw up the whole school plan. It starts from different departments. In those programmes they (*different departments*) have to indicate a number of factors, amongst others is the programmes for submission by educators, programmes for assessment indicating when learners will be assessed, the programmes for assessment when learners will be assessed and programmes for their meetings. Those are the things which should be included in the programmes of the school.

P4: 004_DISCOVERY_DPF2_P_F_1_080816.rtf - 4:55 [These learners are part of most decision..] (85:85) (Super)

Codes: [LEARNERS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

These learners are part of most decisions in terms of policy formulation-policies like admission and attendance policies. They are part of those decisions in the school governing body meetings as they are representing the learners. They even come up with the ideas of fund raising. They can even talk or sell that idea to their fellow learners so that such activities can be successful.

P4: 004_DISCOVERY_DPF2_P_F_1_080816.rtf - 4:57 [As a school, generally we must have poli..] (121:121) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

As a school, generally we must have policies. We have different policies which governs different activities. We have the admission policy. These policies are drawn in line with the policies of the department so that we might not find ourselves in setting some clauses which are against the policies of the department. We have also the curriculum policy. This is broad. It indicates a number of factors. The assessment is also included in the curriculum policy. We have departmental meetings as part of the school programme. I have indicated at the beginning that we must have the programmes of how we are going to work throughout the year.

P5: 005_MORNING-STAR_MPM2_P_M_7_180816.rtf - 5:26 [I immediately approached the u..] (91:91) (Super)

Codes: [QUALITY TEACHING - Family: QUALITY EDUCATOR SELECTIONS]

I immediately approached the university (*referring to the University of Limpopo*), shared my vision and views with the department at the University of Limpopo. Finally I ended up getting BMA (*fictitious name*) as a very good substitute and he delivered. At the end of the year, the learners, despite having not had a teacher for three months, managed to get sixty seven percent which was number one in the district. The same way in Science I have got the other

guy PTE (*fictitious name*) who was at the University of Limpopo. I went there and I requested that can't they give me the best students-the best students in Science. They gave me the students. I indicated what is expected of them, despite not having done teaching.

P5: 005_MORNING-STAR_MPM2_P_M_7_180816.rtf - 5:35 [I would believe assessment of educators ..] (64:64) (Super)

Codes: [QUALITY TEACHING - Family: QUALITY EDUCATOR SELECTIONS]

I would believe assessment of educators in specific learning areas before appointment could also be to improve results of the school. But this thing of just being fooled by the processes of interviewing people who would lie and at the end of the day get posts but when they go with the content, they don't know. They don't master the subject matter that's a problem.

P6: 006_SPARKLE_SPM2_P_M_3_121016.rtf - 6:27 [I think the first one is prope..] (107:107) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

I think the first one is proper planning. I you plan correctly and make the right policies available. I think this is the starting point.

P6: 006_SPARKLE_SPM2_P_M_3_121016.rtf - 6:50 [We have the school governing body which ..] (89:89) (Super)

Codes: [PARENTS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

We have the school governing body which comprise learners, parents, educators and non-teaching staff.

P6: 006_SPARKLE_SPM2_P_M_3_121016.rtf - 6:51 [Developing policies become a big task be..] (111:111) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

Developing policies become a big task because most of the members of SGB are not capacitated to do that and is their area. The whole lot of work goes back to the principal as member of SGB. The principal is now having this responsibility to draft the policy maybe in consultation with other staff members who are capable. This is where we have some gaps because for a policy to be completed needs more brains than few brains so that it must not have too many gaps. As the principal is already having a task of managing school activities, it becomes a big task to ensure that policies are up to scratch and so on and so on. This is one big challenge and the implementation. If the policy is not correct, obviously the implementation will not be up to scratch because the foundation is not well laid. You can't get back to the walls and the roof to be correct.

P7: 007_FABULOUS_FPM1_P_M_11_271016.rtf - 7:17 [The other thing is planning wh..] (87:87) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

The other thing is planning which should of course be open with the involvement of all the stakeholders. Our planning should be bound to time so that we have the opportunity to reflect and all the participants to be held accountable.

P7: 007_FABULOUS_FPM1_P_M_11_271016.rtf - 7:22 [The learners themselves-we enc..] (93:93) (Super)

Codes: [LEARNERS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

The learners themselves-we encourage the RCL (*Representative Council of Learners*). We are so lucky at times we used to have intelligent learners who take up the portfolio of RCL presidency. They use the opportunity of the morning assemblies. Giving addresses. Encouraging the learners of good practices and so on.

P7: 007_FABULOUS_FPM1_P_M_11_271016.rtf - 7:46 [The SGBs cannot be left because these da..] (91:91) (Super)

Codes: [PARENTS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

The SGBs cannot be left because these days, learner performance is not only the responsibility of the school principal. The educators are there. The SGBs are there and the community as well. When we conduct this planning, they must be knowing that these are the expectations as parents-that this time for any learner absent we are going to account at the end of this session.

P 7: 007_FABULOUS_FPM1_P_M_11_271016.rtf - 7:47 [Now we noticed that educators need to be..] (76:76) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

Now we noticed that educators need to be recognised. Recognition of good performance done through rewards. I am telling you when the recognition comes from the supervisor and based on his own observations, it will always come as a surprise and is not welcomed by the recipient warmly so. Educators feel motivated when their efforts are recognised. They feel encouraged.

P9: 009_VALIANT_VPF1_P_F_11_181116.rtf - 9:45 [But with the educators we cann..] (142:142) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

But with the educators we cannot just write them down just and them just like that. I do put them down just to indicate the reasons for their late-coming-if ever there is a pattern-of course if the teacher is having a challenge or whatever. The same route with absenteeism. If that teacher is frequently absenting-maybe in a pattern like or certain days which are a little bit similar, I normally sit with them...I once had one. At least now I can see he is gradually refraining from such.

P9: 009_VALIANT_VPF1_P_F_11_181116.rtf - 9:54 [I have started implementing th..] (82:82) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

I have started implementing this thing of err...lesson clinics-internal lesson clinics. Not those for the circuit lesson clinics-internal school lesson clinics where before each test more

especially during the end of the term when we write those CASS test at the end of the term where now it encompasses the whole lot of work for the term-for the three months. We make a point that now each educator, for those subjects which are going to be written on the following day. We arrange an internal time table which is going to suite for such. Come the time, maybe Life Sciences is going to be written tomorrow. We are going to devote time from break until-I don't know at what time down the line for that subject-that educator to be with those learners in preparation for the coming-I am talking about the CASSs. But come the time when we are coming for the mid-years or what where now the scope is a bit wider, then we compile-I mean we organise lesson clinics for the circuit. Sometimes we call an expert which maybe-I think is a bit better as compared to me so that they can come and intervene in order to help me in terms of such. More so, at one stage I asked educators to identify topics which are a bit challenging to them so that now they can...They themselves identify someone who could be better in terms of when they do item analysis in their subjects whom they think is better. Then we call that person to come and rehearse our learners for such. That's what we normally do. I do have a register, in terms of recovery plans where now I do identify such. Learners are signing, topics are indicated, days and everything. If the teacher is looking for money, I do contact my SGB's treasurer. The SGB does not give me any problem at all.

P11: 011_ZEST_ZPM2_P_M_03_050317.rtf - 11:10 [Learners have the learner repr..] (60:60) (Super)

Codes: [LEARNERS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

Learners have the learner representative council. We do have a TLO-teacher liaison officer who liaise with learners in case they have grievances. Learners liaise through the TLO with us. Things run smoothly in that way.

P11: 011_ZEST_ZPM2_P_M_03_050317.rtf - 11:43 [My experience is that I do not know in ..] (68:68) (Super)

Codes: [PARENTS ENGAGED IN GOVERNANCE - Family: GOVERNANCE REPRESENTATIVITY]

My experience is that I do not know in other provinces I am in the Limpopo Province, there are some teachers more especially those elected in the SGB, whom I don't know if they really understand what SGB really means, because according to them it's power wrestling. They want to wrestle the power from the principal. They want to lead the school. You find that it is not so smooth to run a school. They would want things to go their way. You find that even the chairperson finds it difficult to govern the school. Mostly our chairpersons are people who are not educated. These teachers mislead these old parents-I can say. They mislead them.

P12: 012_RESOLUTE_RPM2_P_M_03_100317.rtf - 12:23 [You must propose the plans to ..] (100:100) (Super)

Codes: [PERFORMANCE IMPROVEMENT STRATEGIES - Family: SCHOOL POLICIES AND STRATEGIC PLANNING]

You must propose the plans to them. You must not give them the plan because if you give them, it will be your tool. Not their tool. Propose it to them so that they can buy into it. They can at the end of the day own that plan. Not saying it's somebody's plan. Principal's plan. They must buy in. Buying in is through them participating in the plan. Secondly by giving regular reports to them on how far are you in terms of the action plan that is what you are doing as per agreement. I think in that they will own it. In addition to that (*they*) especially educators and parents will not be afraid to come to you and ask you how far are you with that thing that we have agreed upon in terms of our plan. In that way we update each other timeously through meetings.

P12: 012_RESOLUTE_RPM2_P_M_03_100317.rtf - 12:49 [In the present regulation or c..] (172:172) (Super)

Codes: [QUALITY TEACHING - Family: QUALITY EDUCATOR SELECTIONS]

In the present regulation or collective agreement, principals are not active members in teacher selection panels. The principal is only the resource person. He or she does not have an active role in terms of selecting a particular educator. He or she is only an observer in effect. We can define him or her as an observer. How can you observe in your own organisation where you are supposed to make sure that the selected educator comes in and perform? You have no say on that. That's where the problem lies.

P12: 012_RESOLUTE_RPM2_P_M_03_100317.rtf - 12:60 [For this R & R, the department should al..] (158:158) (Super)

Codes: [QUALITY TEACHING - Family: QUALITY EDUCATOR SELECTIONS]

For this R & R, the department should allow us to interview the deployable educators to see if they fit into our school vision and mission. Whether they fit in terms of the curriculum that is another leg but we check if they can squarely fit into the vision of the school. If we see that they are only subject-based fit but not along the school vision, where you want to take the school, then the department should allow us to decline their absorption or their take in. That's part of it that I want to add.

P12: 012_RESOLUTE_RPM2_P_M_03_100317.rtf - 12:61 [If it was possible, principals would be ..] (156:156) (Super)

Codes: [QUALITY TEACHING - Family: QUALITY EDUCATOR SELECTIONS]

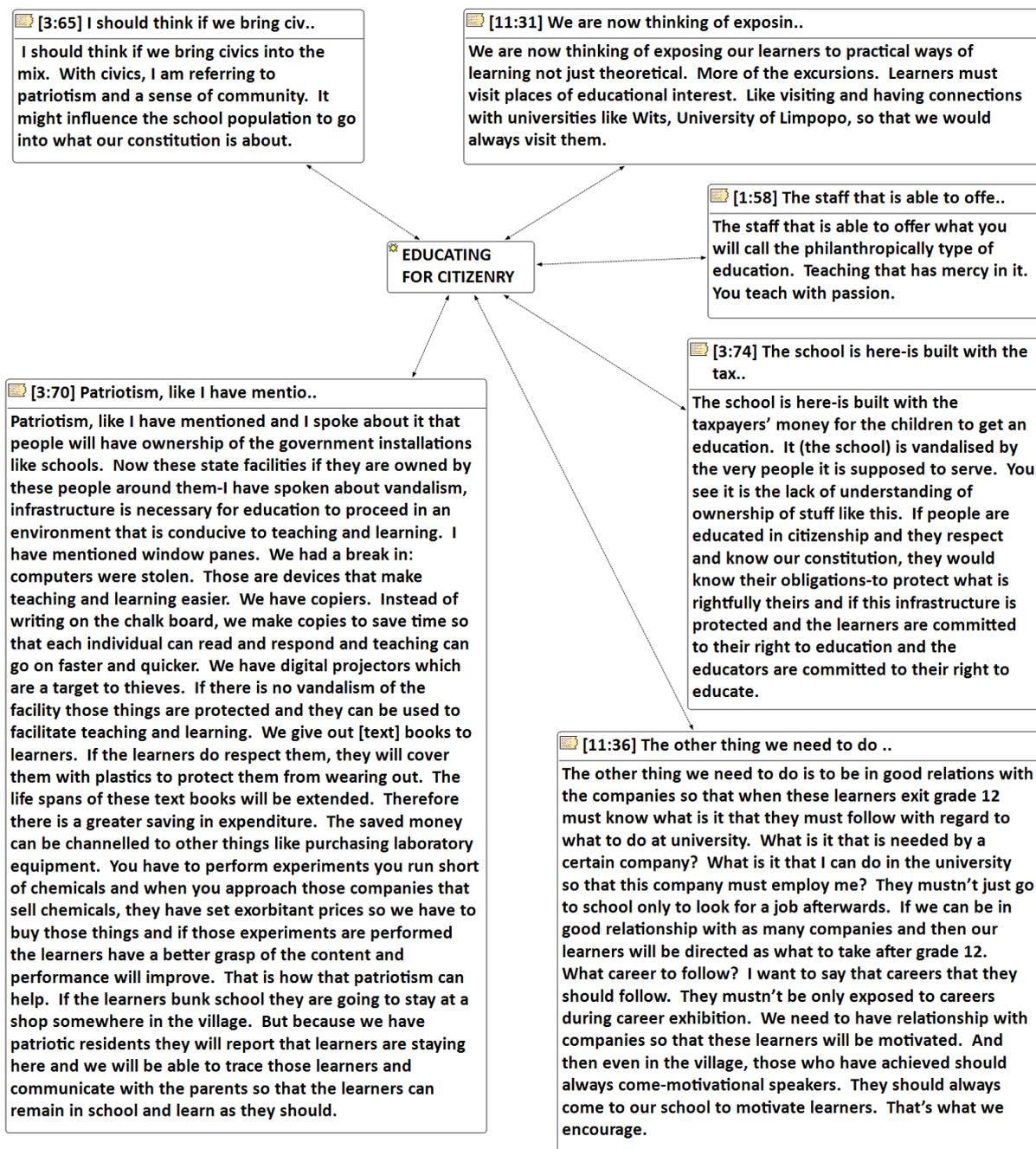
If it was possible, principals would be included in teacher selections. The department should stick to that because sometimes the SGB will have the staff or the teaching staff that are not necessarily relevant to the school but for the sake of the procedure and the processes the principal has to bow and accept whoever is coming.

P13: 013_RESOLUTE_RDM2_D_M_02_100317.rtf - 13:14 [It is true that the educator s..] (51:51) (Super)

Codes: [QUALITY TEACHING - Family: QUALITY EDUCATOR SELECTIONS]

It is true that the educator selection is one of the most important area where the SGB and the principal should exercise greatest caution. When selecting educators it is very important that the SGB through the assistance of the principal should exercise greatest caution. The selection panel, composed of the SGB, has to carry out their mandate. Before the panellists can interview a certain educator, the SGB informs them of the type of the educator their school needs. The SGB knows exactly what type of educator their school needs. During the selection or interview process the SGB or the selection panel would make sure that they select the relevant educator who would be able to help them to achieve their school's curriculum needs. The educator selection is very important. If you do not select the right teacher...Let me just give an example: if the teacher is having qualifications but has not proven beyond doubt in terms of the results or performance then it would be futile for the SGB to recommend such an educator for appointment. Selection is very important in the sense that if the SGBs do not select the best teacher who would help them to achieve their curricular needs that would impact negatively on their school.

Appendix L: An example of a selected code with quotations



Appendix M: Proof of editing

CERTIFICATE OF EDITING

This letter serves to confirm that editing and proofreading was done for:

MAPITSI PHINEAS SETOABA

**SCHOOL-BASED MANAGEMENT PRACTICES AT SECONDARY SCHOOLS IN THE
LIMPOPO PROVINCE,
SOUTH AFRICA**

DOCTOR OF PHILOSOPHY IN EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: Prof B Smit

CO-SUPERVISOR: Dr L Zimmerman

MARCH 2020



Cilla Dowse
12 March 2020

Cilla Dowse

PhD in Assessment and Quality Assurance Education and
Training
University of Pretoria 2014
Programme on Editing Principles and Practices:
University of Pretoria 2009

Rosedale Farm
P.O. Box 48
Van Reenen
Free State

cilla.dowse@gmail.com

Cell: 084 900 7837